**DEEPER LIFE HIGH SCHOOL**

**WEBSITE: www.deeperlifehighschools.com**

**E-mail :dlhexams@yahoo.com**

**FIRST TERM E- LEARNING NOTE FOR J S S 1 ( BASIC 7 )**

**SUBJECT: ENGLISH STUDIES**

**SCHEME OF WORK**

**WEEK TOPIC**

1. **Speech Work:** Introduction to Speech work (Production of vowel and consonant sounds); **Structure**: Parts of speech – Nouns (Features/functions of nouns in a given passage); **Comprehension/Vocabulary Development** Reading Skill/Writing Skill (Developing Reading and Writing Skills);

**Composition**: Types of Composition (Narrative, Descriptive, Argumentative and Expository);

**Literature**: Introduction to Literature (Functions/Purpose). NOSEC Page 9

1. **Speech Work:** Vowels – Introduction to Monophthong (Long and short vowel e.g. /i:/,/i/);

**Structure**: Verbs – Feature/Functions of Verbs (in a given passage);

**Comprehension/Vocabulary Development**: Reading for Main ideas;

**Composition**: Elements of Composition – Introduction, Body, Conclusion; Stages of writing;

**Literature**: Genres of Literature (Definition of Genres with related texts). NOSEC page 9

1. **Speech Work:** Vowels: long and short e.g /ↄ:/, /ɒ/;

**Structure**: Adverb (Types of Adverb: Frequency, Manner, Time , Purpose etc.);

**Comprehension/Vocabulary Development**: Reading for supporting ideas;

**Composition**: Writing Outline, (Arrangement of outline in a logical sequence);

**Literature**: Prose (Types of Prose e.g. Narrative, Descriptive, etc.). NOSEC page 9

1. **Speech Work:** Vowels /a:/ and /æ/;

**Structure**: Adjectives (Features/functions of Adjectives in a given passage);

**Comprehension/Vocabulary Development**: Writing Skill – Reading to answer specific Questions;

**Composition/Letter Writing** – Introduction/Types of Letters (Formal and Informal);

**Literature**: Categories of oral and written literature. NOSEC pages 13,19, 34 and 51

1. **Speech Work**: Vowel sounds: /ʌ/,/ɒ/;

**Structure**: Conjunctions and Prepositions, (Features/Functions and identification in a given passage);

**Comprehension/Vocabulary Development**; Writing Skill-Reading to Answer Specific Questions;

**Composition:** Letter Writing : Informal Letters; – Format and Features

**Literature**: Folktales – Introduction to folktales (African and Non-African tales) NOSEC. pages 19-20. Read recommended text: The Costly Mistake by Chinelo Ifezulike

1. **Speech Work:** consonant sounds e.g. /b/ and /p/;

**Structure**: Tenses: (Present, Past and Future);

**Comprehensive /Vocabulary Development**: Reading for maximum retention and recall (intensive reading);

**Composition**: Letter writing: Guided Writing – (Informal Letters);

**Literature**: Folktales- Features/Themes of Folktales (didactic, entertainment, magical, etc.) NOSEC page 98 .Read recommended text: The Costly Mistake by Chinelo Ifezulike

1. MID-TERM BREAK
2. **Speech Wor**k: Consonant sounds e.g /t/ /d/

**Structure**: Intensifiers

**Composition**: Narrative composition (Features/ outline guided composition);

**Literature:** Introduction to figures of Speech (Simile, Metaphor); NOSEC 81and 106.

1. **Speech Wor**k: Consonant sounds /k/ /g/

Structure: Tenses and Adverbials (Making sentences with Tenses and Adverbials);

**Composition:** Descriptive composition (Features/Outline Guided Composition);

**Literature**: Prose: features of prose-plot, characterization, style, setting, theme. Read recommended texts –The Costly Mistake by Chinelo Ifezulike.

**Comprehension/Vocabulary Development**: Differentiating between main and supporting ideals in a given passage;

1. Revision
2. Examinations

**WEEK 1**

**Speech work**: Introduction to speech (production of vowel and consonant sounds;

**Structure**: Parts of speech – Nouns (Features/functions of nouns in a given passage);

**Comprehension/vocabulary Development**: Reading and writing Skill (developing reading and writing skills);

**Composition**: Writing Outline, (Arrangement of outline in a logical sequence);

**Literature**: Introduction to Literature (Functions/Purpose).NOSEC page 9

**ASPECT**: Speech work

**TOPIC**: Introduction to speech (Organs of Speech)

**CONTENT**:

The organs of speech are the parts of human body used in speech production. The organs of speech include: lungs, vocal cords, trachea, larynx, the velum, soft palate, hard palate, alveolar ridge, nasal cavity, teeth, lips and the tongue.

The process of speech production starts from the lungs which serve as the ‘power house’ from which the airstream flows. The tongue may be described as the most active articulator because it moves and come in contact with other organs of speech, creates a total or partial obstruction during the production of English consonant.

Vowel sounds are speech sounds in which, during their production, the mouth is open and the tongue does not touch the top of the mouth and the teeth. In this case, the kind of constriction imposed on the vocal tract during the production of the consonants does not affect the vowel .In the production of the vowel sound; the tongue does not make any contact with the roof of the mouth. The body of the tongue is involved the tongue is not ultimately redundant. In fact, the position of the tongue is very crucial to the description of any vowel.

MONOPHTHONG ( PURE VOWELS)

1. /i: / e.g. beat, seat, neat, etc.
2. /i/ e.g. bit, sit nymph,
3. /e/ e.g. bed, bread, said,
4. /æ/ e.g. cat, lack, pack,
5. /a: / e.g. car, dart, calm, heart
6. / ɒ / e.g. pot, what, gone, etc
7. /ᴐ:/ e.g. war, pork, saw,
8. /u/ e.g. good, cook, put,
9. /u: / e.g. pool, blue, screw,
10. /Ʌ/ e.g. cut, come, blood,
11. /з:/ e.g. first, purse, earn,
12. /Ә/ e.g. about, baker, sailor,

INTRODUCTION TO CONSONANTS

A consonant is a speech sound which is produced with the obstruction of airstream. The obstruction could be ‘partial’ or ‘total’.

There are 24 consonant sounds in English studies. They are:

/p/ /b/ /ʈ/ /d/ /k/ /g/ /ʧ/ /ʤ/ /f/ /v/ /Ө/ /ð/ /s/ /z/ /∫/ /Ӡ/ /h/ /Ɩ/ /r/ /m/ /ŋ/ /j/ /w/ /n/

/p/----- put, pat, pot

/b/---- but, bet, book,

/ʈ/--- ten, tap, tomb

/d/---- dam, do, cord

/k/----- kid, kiss, cock

/g/ ----- game, goggle, got,

/ʧ/ ---- fetch, match, march,

/ʤ/ ---- gin, joy, edge,

/f/------ tough, fall, phone,

/v/ -------very, nephew, of,

/Ө/ ------ thin, think, three,

/ð/ ------- the, father, mother,

/s/ ------- science, class, fast,

/z/ ------zoo, close, rose,

/∫/ ------ chalet, chateau, charade, machine,

/Ӡ/------ garage, measure, treasure,

/h/ ----- house, home, harrow,

/Ɩ/------- look, late, life,

/r/------ robe, right, reflex, run

/m/------ flame, hammer, man,

/ŋ/------- bang, uncle, bank,

/j/-------- you, yawn, yellow,

/w/------ one, wine, suite, quit,

/n/-------- know, night, knight

**EVALUATION**

1. Define speech organ.
2. Describe the production processes of consonant and vowel sounds
3. List ten organs of speech.

Assignment: Unit 1 page 1 Questions 1-8

**ASPECT: Structure**

**TOPIC: Parts of Speech-Nouns**

**SUB-TOPIC: Types, functions and position of Nouns in a given passage.**

**CONTENT**

In English language, words are classified into categories based on the functions they perform in a grammatical stretch. Some words have the preoccupation of giving names to persons, items of ideas, these are called nouns. Nouns are naming words. They name persons, place things idea. Some replaces nouns to solve the problems of repetition, these are pronouns. Also, some do nothing but to modify nouns or adverbs, as the case may be. These are given the name adjectives and adverbs respectively. This classification done on words results in what is generally known as parts of speech.

English language has thousands of words and these can fall under the umbrella of any of the parts of speech. Therefore, sensitivity to the grammar of English begins from the ability to discern the words one uses.

**NOUNS**

**A noun can be defined as a name of person,** **place, animal, and idea**. A noun is one the most important class of words when one communicates with language. This is because it is the class of words that names something. The word ‘noun’ is derived from the Latin word called “nomen” meaning name. E.g chair, honesty, courage, happiness etc. It can also be defined as a naming word.

**TYPES OF NOUNS**

The following are the types of nouns

1. **Proper nouns**: These refer to the names of particular persons, animals, places or things. They always have their initial letters written in capital letters. Example of proper nouns are:

Persons: e.g, John, Adams, Tinah, Kolade, Amina etc

Titles : e.g. Deacon, Archbishop, Alhaji, Oba

Months : e.g. January, December

Days: e.g . Tuesday, Friday

Festivals: e.g. Id-el Fitri, Christmas, Easter

Cities: e.g. Lagos, Kaduna, Ado, Ijebu

Countries: e.g. Nigeria, Ghana, Kenya, Togo

Lakes: e.g. Lake Victoria, Lake Chad, Lake Ontario

Mountains: e.g. Mount Everest, Mount Horeb, Mount Kilimanjaro

Institutions: e.g. Deeper Life High School; University of Nigeria; Union Bank; Nigeria Airway.

1. **Common nouns**: These are general names for persons, animals, places, and things that share the same characteristics .Examples include:

**Persons:** e.g. girl, boy, lady, man, woman etc

**Animals**: e.g. dog, goat, bird, cat etc

**Places:** e.g. town, village, city, school

**Things**: e.g. book, ruler, chair, table etc

1. **Concrete nouns**: These refer to things that can be seen, held or touched. Examples are: stone, car, book, house, etc
2. **Abstract nouns**: Abstract noun is that which exist but only in thought or as an idea and not really in physical manifestation. Thus, abstract nouns are the names of things that cannot be seen, touched, smelt or tasted. We are quite aware of their existence and they are often conceptualized. Examples are: joy, freedom, sadness, love, etc.
3. **Collective nouns**: These are names of groups of persons or things. Examples: class of people; an army of soldiers; a team of players; a herd of cattle; congregation of believers; etc.

**Position of Noun**

Nouns can take either subject or object position. Subject is the performer of the action in a sentence, while object is the receiver of the action in a sentence. For examples:

1. Shade is my friend.
2. The pencil belongs to me.

In the sentences above ‘Shade’ and ‘pencil’ take the subject position.

1. The hunter killed a snake.
2. I took the book

In the above sentences, ‘snake’ and ‘book’ take the object position.

**Functions of Nouns:**

Generally, nouns perform five major functions:

1. **Subject of a verb**

John likes fish.

Yahaya swims in the pool always.

1. **Object of a verb**

John kills fishes every day.

The old man praised Banjo.

1. **Complement of a Subject**

My name is Tina.

Schools are goldmines.

1. **Complement of a preposition**

I take great delight in sports.

Naturally, all human beings sleep at night.

1. **Complement of an Object**

We call the bad boy Ogidi.

They crowned him king.

**EVALUATION:**

1. What is a noun?
2. Give three classes of noun with two examples each.
3. State the two positions of noun with relevant examples.
4. Mention the five functions that a noun can perform.

**ASSIGNMENT**: NOSEC Workbook 1 pages 1-2 Sections AB&C

**ASPECT**: Comprehension

**TOPIC**: The Family

The family is the smallest social unit of people in a community or society. It consists of father, mother and their children. Everybody comes from one family or the other. Father and mother are known as parents. A family that consist of father mother and children only is called nuclear family.

**EVALUATION**: NOSEC Book 1; page 5.Students should use dictionary to find out the meaning of the following words: **ancestors, descendant, fiancée, spinster, bachelor, courtship, dowry**.

**ASSIGNMENT**: NOSEC Workbook 1; page 2-3 questions 1-15.

**ASPECT**: Composition

**TOPIC**: Writing Outline

**CONTENT**

An outline is a statement of relevant points to the topic before the actual writing is done. It is wise to jot down the points, ideas and thoughts that could be developed to meet the goals of the writing exercise. Ideas and points come through thinking and brainstorming. The ideas jotted should then be arranged orderly following a logical pattern:

**Topic**: My First Day in Deeper Life High School

* Preparation for the journey.
* Departure from home.
* Events on the way to school.
* Arrival at the registration point.
* Activities at the registration centre.
* Meeting of new friends in the hostel.
* Orientation exercise for the new students.
* Experience at the dining hall.
* Mood at end of the day.

**EVALUATION**: Write an outline on the topic: ‘My Ideal School’

**ASSIGNMENT**: Write an essay on the topic ‘My First Day in Deeper Life High School’. Your essay should not be less than 200 words.

**ASPECT**: Literature:

**TOPIC**: Introduction to Literature (Functions and Purpose).

**What is Literature?**

Literature is a mirror of life. Literature is a tool used to look at the ills of life and aim at correcting it. That is why literature is a mirror of life.

**The Functions of Literature**

The following are some of the major functions of literature:

1. It is for entertainment. That is, the different types of literature such as prose, drama and poetry, entertains.

2. It educates. That is, it is a medium through which the author passes across his believe to the reader.

3. Literature is didactic. It teaches moral lessons through whichever form it takes (drama, poetry and prose).

**The purposes of literature among many others are**:

1. It is a vehicle for social change. Through literature, social vices can be corrected.

2. It is a means of acquiring more vocabularies.

3. It creates reading interest.

4. Literature provides guiding principles of life.

5. It serves as information base.

6. It describes reality of life.

7. It is a means of maintaining culture of the people.

**WEEK-END ASSIGNMENT**: **Attempt the following questions.**

1. The most versatile organ of speech is\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Lungs B. Larynx C. Hard palate D. Tongue
3. All these are organs of speech except \_\_\_\_\_\_\_\_\_\_\_\_\_
4. Mouth B. Velum C. Trachea D. Vocal cords
5. The initial letters of proper nouns are usually written in --------
6. Clara cooks rice often. The underlined word functions as the \_\_\_\_\_\_of the verb ‘cooks’.
7. Object B. Subject C. Complement D. In apposition
8. Ade writes neatly. The class of speech underlined in the above sentence is a\_\_\_\_\_\_
9. Noun B. Pronoun C. Verb D. Adverb
10. Literature is a---------------- of life
11. State any two functions of literature
12. Mention two purpose of literature.

**REFERENCES**

SamOnuigbo 1990, Oral English for Schools and Colleges

Toyin O Bamisaye & Sam Afolayan, 2006. Basic English Structure and Literary Studies.

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**WEEK** 2­­

**Speech work**: Vowels- Introduction to Monophthong

**Structure**  : Verbs- Positions/Functions of verb

**Comprehension** : The Zeal for Secondary School

**Composition** : Types of Composition

**Literature :**  Genres of literature(definition of genres of literature)

**ASPECT**: Speech work

**TOPIC**: Vowels

**SUB-TOPIC**: Introduction to monophthong (Long and short vowels )

There are forty-four sound segments in English, comprising twenty vowels and twenty-four consonants. Vowel sounds are the sounds produced without any obstruction in the vocal cords.

The vowels in English are classified into two main groups: pure vowels (also called monophthong) 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: / e.g. beat, seat, neat, feet, quay, key, meat, mean etc.
2. /i/ e.g. bit, sit nymph, village, kit, skip, ship, lip
3. /e/ e.g. bed, bread, said, bury, net, many, tem,
4. /æ/ e.g. cat, lack, pack, rat, man, pack, ,pap
5. /a: / e.g. car, dart, calm, heart, dart, cart, star
6. / ɒ / e.g. pot, what, gone, was ,lot, jot etc
7. /ᴐ:/ e.g. war, pork, saw, bought, raw, law, four
8. /u/ e.g. good, cook, put, foot, book, could should, would, look
9. /u: / e.g. pool, blue, screw, shoe, rule, goose, loose, blew
10. /Ʌ/ e.g. cut, come, blood, country, love, honey.
11. /з:/ e.g. first, purse, earn, bird, learn, burn, turn
12. /Ә/ e.g. about, baker, sailor, teacher, along, doctor,

***EVALUATION***

1. What is a vowel sound?
2. State the classification of monophthong.
3. Write out five monophthong with two examples each.

**ASSIGNMENT**: Identify the vowel sounds underlined in the following words:

1. Weapon
2. Storm
3. Mother
4. Hunt
5. First

**ASPECT**: Structure

**TOPIC**: Verbs

**SUB-TOPIC:** Functions of Verb

A verb is an action word. For example: sing, eat, jump, sleep, read, make etc.

A verb expresses an action or a state of its subject; it says what people do or act. Verbs are the most important words in a sentence. The predicate of a sentence must contain a verb. It acts as the predicator in the sentence. Verb comes from the Latin word ‘verbum’ which means action word.

If the subject of a sentence is singular, the verb is singular, e.g. The boy is running.

If the subject of sentence is plural, the verb is plural, e.g. The boys are running.

The following are examples of verbs: is, am, are, was, dance, sing, fight, kill, ask, and sleep.

**EVALUATION**: Fill in the gaps with suitable verbs, chosen from the list below:

Carrying, opened, kicking, writes, live.

1. The woman is \_\_\_\_\_ a basket of oranges on her head.
2. Ade is \_\_\_\_\_\_ the ball with his right foot.
3. Mary \_\_\_\_\_\_\_\_ letters with pencil every day.
4. My brother \_\_\_\_\_ the door for the dog to go in.
5. We \_\_\_\_\_\_ in a small village.

**ASSIGNMENT**: Brighter Grammar book 1, Exercise A, pages 35; questions 1-20.

**ASPECT: COMPREHENSION**

TOPIC:THE ZEAL FOR SECONDARY SCHOOL (NOSEC Book 1.PAGES 8)

When the new academic year begins, there are many new faces. In our state, most of the newcomers are from different Middle Basic Schools. They are usually rather frightened and shy when they first arrive. Upper Basic is very different from their last school.

The passage was about a boy who had been passionate about entering secondary school. He told us what he did to make sure that his dream came true. He prepared very well and passed the entrance examination into Koko High School. This will enable the students to learn new words and as they come newly into the school, Also, they will have the same passion that the writer had.

**EVALUATION**: NOSEC Book 1; The students should answer the evaluation questions 1-10 on page 8.

**ASSIGNMENT**: Students should write about their preparation before coming to their new school. The answer should be a full page of their exercise book.

**ASPECT**: Composition

**TOPIC**: Types of Composition

The following types of essay can be identified;

1. Narrative essay
2. Descriptive essay
3. Argumentative essay
4. Expository essay.

1. **Narrative Essay**: This is a type of essay that tells a story or gives account of what has happened. Narrative writing is an art of story-telling and this has to be mastered. It should be noted that the story being related or narrated may be real or imagined, but it must be credible. It is the past tense form of verbs that are used.

2. **Descriptive Essay**: It is one that is written to give the reader a mental picture of a person, an object or a 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 compound for someone who has not been there”.

3. **Argumentative Essay**: This is an essay which requires the writer to present a subject or an issue that has two sides with a view to persuading or convincing the reader to see the issue from has seen it and so agree with the point of view being presented . 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. It is commonly called Debate E.g. “Dry Season is Preferable to Rainy Season in Nigeria”

4. **Expository Essay**: It is a composition 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”.

**EVALUATION**

1. Mention four types of essay.
2. Explain the features of narrative essay.

**ASPECT**: Literature

**TOPIC**: Genres of literature

**CONTENT**

The genres of literature are the forms of literature that we have. And these genres are: drama, prose and poetry. The teacher should give examples of the drama and prose textbooks being used.

Genres are often divided into sub-genres. Literature, for instance, is divided into three basic kinds of literature, the classic genres of Ancient Greece, poetry, drama, and prose. Poetry may then be subdivided into epic, lyric, and dramatic. Subdivisions of drama include foremost comedy and tragedy, while e.g. comedy itself has sub-genres, including farce, comedy of manners, burlesque, satire, and so on.

Dramatic poetry might include comedy, tragedy, melodrama, and mixtures like tragicomedy. This parsing into sub-genres can continue: "comedy" has its own genres, including, for example, comedy of manners, sentimental comedy, burlesque comedy, and satirical comedy.

Drama: The saint, Vengeance of the Spirit, The Rejected Child.

Prose: Ogadigba: The diary of a Housemaid, The Costly Mistake, Save The African Womb.

Poetry: ‘Nightfall’ :’Twinkle, Twinkle Little Star’, ‘Let my Mother Sing’

**Evaluation:**

1. What are genres of literature?

2. Mention the three genres of literature.

**WEEKEND ASSIGNMENT:**

A. From the words lettered A to D, choose the word that has the same vowel sound as the one represented by the letter(s) underlined.

1. alone A. heater B. back C. plank D. crawl

2. says A. say B. said C. day D. days

3. coup A. book B. cough C. curve D. who

B. Identify the part of speech underlined in the following sentences.

4. The dogs bark occasionally.

A. noun B. verb C. adverb D. adjective

5. She did the work badly.

A. verb B. adjective C. adverb D. noun

**REFERENCES**

**WEEK 3**

Speech Work: Vowels: Long and short e.g. /ↄ:/,/ɒ/

Structure: Adverb (Types of Adverb: Frequency, manner, Time, Purpose etc.)

Comprehension: The Family 2 ( The Family Tree) The Home

Composition: Elements of Composition-Introduction, body, conclusion, stages of writing.

Literature: Prose – (Types of prose e.g. Narrative, Description)

**ASPECT**: Speech Work

**TOPIC**: Vowel

**SUB-TOPIC**: Long and short vowel / ɒ/, / ↄ: /

**CONTENT**

Vowel sounds / ɒ / and /ᴐ:/

/ ɒ /: This is a short vowel articulated with the back of the tongue while the jaw is “open”. The lips are rounded for the pronunciation of this vowel and the common spelling symbols are given below:

‘o’ as in pot , hot, box, dog, sorry, lock, loss, God, etc

‘a’ as in was, want, wander, what, watch, quantity, quality, quarrel, yatch, etc

‘au’ as in because, austere, sausage, cauliflower, Austria, Australia, laurel, etc

‘ou’ as in trough, cough, etc

‘ow’ as in knowledge, etc

/ ᴐ:/ : This vowel is a long back vowel which is produced by raising the back of the tongue to a height where jaw is between the “half-close” and “half-open” position. The lips are rounded. It is important to remember that / ᴐ:/ is a long vowel which should not be pronounced as if it is similar to the short / ᴐ/. The common spelling symbols are listed below:

“al” as in talk

“aw” as in saw,

“ar” as in war,

“oar” as in board,

“or” as in sport,

“ore” as in core,

“oor” as in door,

“ou” as in bought,

Pronounce the following pairs of words and pay attention to the difference between the short / ɒ/ and the long / ᴐ:/.

/ɒ / / ᴐ:/

Cod cord

Cot court

Fox forks

Pot port

Spot sport

Not naught

God gaud

**Evaluation**:

1. Describe the place of production of the sounds: / ɒ/ and / ᴐ:/.

2. Give five examples on each of the sounds. / ɒ/and/ ᴐ:/.

**STRUCTURE**

**TOPIC: ADVERB**

**CONTENT**: Adverbs are the words that tell us more about verbs. It modifies the meaning of a verb, an adjective or another adverb. There are various types of adverbs. Thus:

* **Adverb of Time,**
* **Adverb of Manner,**
* **Adverb of Place,**
* **Adverb of Frequency,**
* **Adverb of Degree,**
* **Adverb of Condition,**
* **Adverb of Reason,**
* **Adverb of Purpose,**
* **Interrogative Adverb ,**
* **Relative Adverb.**

**Adverb of Time**: This tells us about a particular time that an action takes place. It answers the question when? E.g: early, late, today, tomorrow, next week etc.

(a)The students came early

(b)I will see you tomorrow.

**Adverb of place** :This type of adverb tells us the exact place where the action takes place. It answers the question where?.Eg: here, there, inside, outside, indoor, outdoor etc .

(a)They slept here.

(b)Tell that boy to go there.

**Adverb of manner**: This kind of adverb describes how the action is being carried out. It answers the question how? Eg: slowly, quickly, hard, loudly, quietly, secretly, fast.etc

(a)The boy ran quickly

( b)The old man walks slowly.

**Adverb of condition**: This is conditional adverb. It starts with: if, unless, except, in as much as etc.

(a)The students will pass the examination if they study hard.

(b)If there is enough time we shall have our meeting today.

**Adverb of frequency**: This adverb tells us about how often an action or event takes place. Eg always, once, twice, frequently, often, normally, regularly, rarely, occasionally etc

(a)He comes to school regularly.

(b)They always go home.

**Adverb of reason**: This type of adverb tells us about reason why an action is being carried out. Eg.

(a)He passed because he worked hard.

(b)The girl failed because she was lazy.

**Adverb of purpose**: This tells us about the purpose for which the action was carried out. Eg

(a) He ran so fast so that he could win a gold medal.

(b) She read her book meticulously so that she could get the first position.

**Adverb of Degree:** This is an adverb used to show how much or to what extent an action is done.

(a) He is feeling much better.

(b) We have eaten enough

(c) She is very popular.

**Interrogative Adverb:** This is an adverb used to ask direct questions. Eg. Where, why, when, how,

(a)When will you come?

(b)How long will you stay in London?

**Relative Adverb:** Thisis an adverb used to relate two clauses or statements. Eg. Where, when, why.

(a) I did not know where she had gone.

(b) Do you know when Bukola came here.

**Comprehension: The Family 2 ( The Family Tree) The Home NOSEC page 15-16.**

Father Mother

Son daughter son

Son son daughter son daughter daughter son

**Evaluation**: Study the tree diagram above and list **ten** words that could be formed from it.

**REVISION QUESTIONS**

**OBJECTIVE TEST**

Identify the class of word underlined below.

(1)The man opens the door of his house early. (A) verb (B) noun (C) adverb (D) adjective

(2)The boy quietly enter the room.(A)Adverb (B) pronoun (C) noun

(D)verb

Choose the right option to fill in the gaps bellow

(3)\_\_\_\_\_\_\_\_\_you work very hard you may not be able to finish it.

(A)Unless (B) But (C) And ( D) Because

(4) He will come back \_\_\_\_\_\_.(A) because (B) but (C)later (D) unless.

(5)He came \_\_\_\_\_\_at the right time. (A) their (B)then (C) there (D) thou.

**ASPECT**: COMPOSITON

**TOPIC**: ELEMENTS OF COMPOSITION

**CONTENT**

**Introduction**: This is the opening part of the composition. It introduces the content of the composition. It can be in form of proverb or illustration. It prepares the mind of the reader ahead of the main points of the composition.

**Content/Body:** The body is the main purpose of writing. The points must be clearly developed and must be logically and sequentially discussed. It must be illustrated in different ways.

**Conclusion:** The conclusion is the summary part of the composition.

**ASPECT**: Literature

**TOPIC**: Prose

**SUB-TOPIC**: Types of prose

**CONTENT**

Prose refers to the free-flowing long narrative that may take the form of fiction or non-fiction. It often occurs as novels, biographies, short stories, and essays.

**TYPES OF PROSE**

(A) Narrative: This tells us about the past event. It involves the use of past tense verbs.

(B) Descriptive: This gives detail description of event, situation, and personality .The language of description must be clear.

(C) Argumentative: This gives room for logical reasoning on a particular topic the stand must be taken before conclusion. The language must be formal. There is no room for the use of foul language.

(D) Expository: This deals with exposing the methods, procedures and steps of doing things. There is need to state the steps in chronological and sequential order.

**WEEKEND ASSIGNMENT (ESSAY)**

1(a) What is an adverb? (b) List five types of adverb with two examples each.

2(a) What are the elements of composition? (b)List the types of prose/composition.

3(a) Define prose (b) What are the types of prose?

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**WEEK 4**

**Speech Work**: Vowels sounds:/ a: /,/ᴂ/

**Structure**: Adjectives

**Comprehension**: Diet and Nutrition (1) ( NOSEC Pages 18-19)

**Composition:** Letter Writing

**Literature**: Categories of Oral and written literature.

**ASPECT**: Speech Work

**TOPIC**: Vowels sounds

**SUB-TOPIC**: Vowels / a:/and / ᴂ/

**CONTENT**

Vowels /a:/ and / ᴂ/

/a:/

This is a long vowel which may be described as a back vowel. It is actually articulated with the part of the tongue between the centre and the back. While the lips are in neutral position, the jaw is fully open. The usual spelling symbols for/a:/ are given below:

“a” as in back, pass

“ar” as in cart, part

“al” as in palm, calm

“au” as in laugh,

“ear” as in clerk, heart

/ ᴂ/

This vowel does not occur in Nigerian languages. For the articulation of this vowel, the front part of the tongue is raised to a height slightly above the ‘open’ position while the lips are spread. The only spelling symbols are seen below:

“a” as in hat, mat, man

“ai” as in plait

**ASPEC**T: Structure

**TOPIC**: Adjectives

**SUB-TOPIC**: Features/Functions, of adjectives in a given passage.

**CONTENT**:

An adjective is a word that modifies a noun, giving more information about the noun for clarity. It describes or expresses quality, quantity or number of a noun. Eg fine, good, bad, poor, heavy, two, etc. An adjective can easily be located within the sentence. There are two ways of using the adjective.

1. Attributive use
2. Predicative use.

(a)Attributive use : They precede the nouns they qualify. e.g.

(i) He is a competent driver.

(ii) Mrs. Olushola is a good teacher.

1. Predicative use: They come after the noun they qualify. Eg.
2. The man is alive
3. She is afraid
4. They are happy

**Formation of Adjectives**

Adjectives have different endings; they end in different suffixes. E.g

-able: remarkable, breakable, moveable etc

-less: cheerless, careless, fearless.

-ful: careful, helpful, joyful

-ible: feasible, credible, edible

-ous: generous

-ish: childish, boyish,

-y: smelly

**Types of adjectives**

The following are some of the types of adjectives:

1. **Possessive Adjectives**: the words my, your, her, their, our and its

Are called possessive adjectives because they show possessions; e.g

1. He took my pen.
2. His book is on his table.

2. **Demonstrative Adjective**: this points out particular persons or things e.g. This, that, these, those. e.g

(a) This boy is black.

(b) These girls are beautiful.

3. **Distributive/Indefinite Adjective:** it takes somebody or something as individual or whole in a separate distinct way e.g. each, either, every, etc.

(a) Each girl has a book.

(b) Every girl does her work well.

4. **Interrogative Adjective:** This always asks questions e.g which, what, whose etc e.g

(a) What game does he play?

(b) Which path did he take?

**5. Emphatic Adjective:** This lays emphasis on the noun e.g very, own, real etc .eg

(a) This is the very goat that ate our yam.

(b) This is a real fact.

6. **Adjective of Quality**: This adjective talks about the quality of person or things.eg. wealthy, regional, primary etc,

(a) He is a wealthy man.

(b) She teaches in a primary school.

7.**Adjective of Quantity (Used with uncountable nouns):** This adjective talks about the quantity of things. Eg. Little, much, enough, no, any, all, great, half, whole.

(a) There is a little milk in the jug.

(b) My father earned enough money.

8. **Adjective of Number.( Used with countable nouns):** This adjective talks about the number of things or persons.eg. two, five, many, few, a few, all, some, most, several.

(a) He wrote two books.

(b) They have many things to say.

**9. Proper Adjective.** This adjective is derived from a proper noun E.g Nigerian Army, American President

**Functions of Adjectives**

Adjectives function as modifiers of nouns and pronouns. Sometimes, they occur attributively as in:

(a) The *young* boy was sent to the new school.

(b ) Only the *beautifu*l girls went for the show

**Comparison of Adjectives**

Comparison of adjectives can be done in two ways: the regular and irregular forms. Adjectives have three degrees: the positive, the comparative, and the superlative.

**1. Regular comparison**

Here, also, there are two ways:

* 1. By adding the suffix ‘-er’ and ‘-est’ to the base form of the word:

***positive comparative superlative***

big bigger biggest

fat fatter fattest.

Kind kinder kindest

Thick thicker thickest

Short shorter shortest

b. **Using ‘more’ and ‘most ’with positive form**:

*positive comparative superlative*

beautiful more beautiful most beautiful

dangerous more dangerous most dangerous

**2. Irregular comparison**

The comparison of some adjectives is irregular; it does not follow any of the regular forms:

***Positive comparative superlative***

Good better best

Bad worse worst

**EVALUATION:** Identify the adjectives in the following sentences.

a. Weak men feel strong when they achieve success.

b. The old have the young to support them.

c. The food tastes good.

d. The happy child was sent to school.

e. The man looks clever.

**ASSIGNMENT**

In a tabular form, point out the adjectives and the nouns they qualified in the following passage: (There are sixteen adjectives in the passage).

Last year a beautiful lady went to the biggest market in my town. She bought many books and some stationery of high quality. Her name was not known to any trader in the market. She wanted to buy new yam but she had little money in her bag. This fact made her to have a sad appearance in spite of the new dress which she wore on that day.

**ASPECT**: Comprehension (NOSEC page 26-27, page 23-24)

**TOPIC**: **The Day School Begins**

CONTENT: The school is a place where formal learning takes place. It may be primary, secondary besides it may be boarding or day. Every student joined a school in one day and such a day remains memorable to them. There is tendency that such a day may be a happy or a sad day to a student it depends on the mood of that student on that day.

**EVALUATION:** NOSEC page 27, page 24

**ASPECT**: **Composition**

**LETTER WRITING**: Letter writing is one of the means of communication in written form. It is a continuous writing .A letter contains the address, date, introduction, body, conclusion, and subscript. The two main types of letters we have are: Formal and informal letters.

Formal Letter is an official letter that we write to the people in authority or important positions. It contains two addresses. The salutation is Dear Sir/Madam, The letter has a topic or title and the subscript is; ‘Yours faithfully’ with signature and full name. It can be written to people like: President, Minister, Chairman, Principal etc.

Informal letter is the one that can be written to one’s mates, friends, neighbours, brothers or sisters, etc. It contains one’s address. The salutation is ‘Dear’ plus first name. The subscript is ‘Yours sincerely’, with first name only without signature.

**NOTE:** The” Y” of yours should be in capital letter and “s” of sincerely should be in small letter.

EVALUATION:

OBJECTIVE QUESTIONS

Choose the correct option to fill in the gap from options letter A-D

(1) One of the characteristic of informal letter is\_\_\_\_\_\_\_\_\_\_\_\_\_.( A) two addresses

(B) three addresses ( C) one address (D) two dates.

(2) The letter that we can write to our brother is \_\_\_\_\_\_\_\_\_.(A) formal (B) former

(C) informal ( D) abnormal,

(3) The subscription of formal letter is\_\_\_\_\_\_\_. (A) Yours sincerely ( B) yours ever

(C) Yours faithfully ( D) Yours faithful .

(4) The boy wrote \_\_\_\_\_\_\_\_letter to the Principal of his school.(A) an informal

(B) a formal (C) an informal (D) a friendly.

(5) The one common characteristic of both formal and informal letter is \_\_\_\_\_\_\_\_\_\_\_.

(A) address of the writer( B) address of the addressee ( C) title of the letter ( D) signature.

**ASPECT:** Literature

**TOPIC:** Categories of Oral and written literature

**Oral literature**

Oral literature consists of stories that are not written down but are told from generation to generation. It is the earliest form of literature. It has become highly unpopular in the modern world. It is the mother of the other forms of literature which is now more preferred. It employs spoken words to pass across information.

In fact such stories weren’t just told- they were performed. Story-telling often included acting, singing, music and dancing. Oral literature consists of stories that are handed down orally from one generation to another. Oral literature includes, dramas, riddles, stories (including ’trickster’ stories such as Ijapa histories, myths, songs and proverb, and is often used to educate and entertain children.

**Written Literature**

This form of literature employs written words to communicate. It is the most popular form of Literature. It employs the aesthetic value of words to create pictures in the human mind and pass across valuable information. It exists in various forms such as drama, prose and poetry.

**EVALUATION**

1. What is oral literature?

2. Oral literature are not written but------------?

3. Give two examples of oral literature

4. Define written literature?

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**WEEK 5**

**SPEECH WORK**: Vowel sounds

**STRUCTURE**: Conjunctions,

**COMPREHENSION**: The Jolly Good Friends

**COMPOSITION**: Letter writing

**LITERATURE**: Folktales introduction to folktales.( NOSEC pages19-20)

**ASPECT**: Speech work

**TOPIC**: Vowels / ɒ / and/ʌ/

**CONTENT**

Vowel /ɒ/

This is a short vowel articulated with the back of the tongue while the jaw is “open”. The lips are rounded in the pronunciation of this vowel and the common spelling symbols are given below:

“a’ as in want

“ou” as in cough

“o” as in dog

Vowel /ʌ/

For the articulation of this sound, the centre of the tongue is raised while the jaw is open. The lips are neutrally shaped. The usual spelling symbols are as follows:

“u as in cut, hut cup

“o” as in come, money

“ou” as in young

“oo” as in flood, blood

“o” as in does

This vowel does not occur in Nigerian languages. Many learners of English language find it difficult to pronounce it properly. Learners generally tend to pronounce /ʌ/ as/ɒ/ but there is much qualitative difference between the two sounds. The set below are used to show the contrast between the two sounds.

/ɒ/ /ʌ/

Hot hut

Cot cut

Cod cud

Song sung

Lock luck

Stock stuck

Cop cup

Mum money

Lot love

**EVALUATION**

1.Give three words in which vowel/ɒ/ occurs

2.describe vowel / ʌ/ with two examples.

**ASPECT**: Structure

**TOPIC** : Conjunctions

**SUB-TOPIC: Definition ,**Features/functions and identification in a given passage

**CONTENT:** CONJUNCTIONS

Conjunctions are words that join words, phrases or sentences together. Conjunction comes from a Latin word meaning joined e.g. and, but, or, unless, because, until, although etc.

**Types/Kinds of Conjunction**

**1. Correlative Conjunctions**

**2. Compound conjunctions**

**3. Co-ordinating Conjunctions**

**4. Subordinating Conjunctions**

**Examples**

**Correlative Conjunctions: These are conjunctions that are used in pairs eg.**

**Either …or , such….that**

**neither …nor, so…that**

**both …and, scarcely …when**

**though …yet, no sooner…than**

**whether..or hardly….when**

a. He is either a teacher or a farmer.

b. She is neither a lawyer nor a doctor.

2.Compound Conjunction: These are group of words which are used as conjunctions.eg. **in order that, even if, so that, provided that, in as much as, as though, as soon as, as if.**

a.He applied for job in order that he might help his father**.**

b.Bukola as well as her friend is beautiful**.**

**3.Co-ordinating Conjunctions: Conjunctions which are used to join together clauses of equal rank are known as co-ordinating Conjunction.**

**And, or, But.**

a. She spoke impressively at the meeting and won appreciation of all

b. I offered to help her but she refused my help.

4. Subordinating Conjunctions: Conjunctions which are used to join clauses of unequal rank are known as subordinating conjunctions. Eg.

**After, because, if, that, though, although, till, before, unless, as, when, where, while, than**

He came after I had finished my work**.**

She was sad because she lost her job.

**EVALUATION**: Join the following sentences by using the conjunctions, and, unless, because, but, or.

1. I have a pencil. I have a pen.
2. I have a blue bag. She has a red bag.
3. We won’t leave your house. We are paid.
4. Ibeji screamed. Ibeji was wounded.
5. She sent for them. They did not come.

**ASPECT**: Comprehension

**TOPIC**: The Jolly Good Friends

**CONTENT**

Whenever you read anything, it is a good idea to look at any illustrations first, to give you some idea of what the story is about. Look at the picture in your text, page 41 of NOSEC BOOK 1 to understand the comprehension passage.

**EVALUATION:** Junior English Project for Secondary schools, questions1-15, page 42.

**ASPECT**: Composition

**TOPIC**: Letter writing

**SUB-TOPIC**: Format/features of Letters (informal Letters)

**CONTENT**

An informal letter is a letter written to any of the following persons: father, mother, brother, sister, uncle, aunt, nephew, niece cousin, in-law, close friend, pen-friend, classmate, neighbour, etc. It requires only one address. It is a friendly or un-official letter.

**FEATURES OF INFORMAL LETTERS**

1. Address of the writer (written at the top right-hand corner of your writing sheet of paper)

2. Date (written under the writers address).

3. Opening salutation (e. g; Dear Uncle, Aunt, Brother, Sister, etc).

4. Body (content of the letter)

5. Closing salutation is Yours sincerely, (no signature or surname is allowed.)

**EVALUATION**

1. Mention 4 features of informal letter.

2. Informal letter has \_\_\_\_\_ address.

**ASPECT**: Literature

**TOPIC**: Folktales NOSEC page 34-35

**SUB-TOPIC**: Introduction to folktales (African& non-African tales)

Folktales are often stories of imaginary people that live in the past. They are sometimes stories of animal kingdom, from which we can draw lessons. They are usually stories that refer to human behaviour as the animal are made to talk and act like humans. Folktale has a central idea or theme which runs through the story. They often teach a moral lesson.

**EVALUATION**

Read the African and non-African folktales in NOSEC pages 19-20 .

**Essay**

1. Construct three sentences using “and” and “but”

2.What is folktale?

**WEEK 6**

**SPEECH WORK**: Consonants /p/ and /b/

**STRUCTURE:** Prepositions

**COMPOSITION**: Letter Writing (Guided writing: informal letters)

**COMPREHENSION**: Market

**LITERATURE**: Folktales-Features/Themes of folktales ( NOSEC page34-35.)

**ASPECT**: Speech work

**CONTENT**

Consonants /p/ and /b/

1. /p/ - This is a voiceless bilabial plosive sound. It can be realized at the initial, medial and the final positions.

Examples: pen, peg, paid, leg, keeper, happy, lip, cheap, ship etc.

**Note** that /p/ is silent when it precedes ‘n’ and some other words like: corps, receipt, psalm, psychiatry, pneumatic, pneumonia etc.

Also, ‘ph’ is pronounced as /f/ and /v/ in certain words such as physics, phobia, phase, Stephen, nephew. Yet, only /p/ is pronounced in ‘shepherd’ while ‘h’ is silent is though both combined in the word.

2./b/ - This consonant, a voiced bilabial plosive, can occur at the initial, medial, and final positions. Its spelling symbols are:

‘b’ – bin, ban, bat, labour, tab, mob, nib.

‘bb’ – babble, blabber, bubble.

**Note** that ‘b’ is silent when:

a. It precedes ‘t’ e.g. debt, doubt, subtle.

b. It succeeds ‘m’ lamb, tomb, bomb, comb, dumb, plumber, climb, plumb, crumb.

However, it is pronounced in chamber, member, timber, timbre, September, November, and December.

**EVALUATION**

1. What is consonant?

2. State the classifications of consonant sounds.

**ASSIGNMENT**

Identify the consonant sounds in the following

Chair, chain, church, chip, match, teacher

**ASPECT**: Structure

**Topic:** Preposition

**CONTENT**

A preposition is a word placed before a noun or pronoun to show its relation to some other words in the sentence**. Eg. Above, about, across, after, against, off, towards, along, among, between, on, under, round, with, over, outside, beside, despite, beneath, by, for, to, of etc.**

She is at the bus stop.

The lady was killed by her husband

**EVALUATION**

Use the following words to construct ten sentences

Above, about, across, after, against, off, towards, along, among, between

**ASSIGNMENT Read page 38-39 of NOSEC and write out the prepositions used in that passage.**

**ASPECT: Comprehension**

**TOPIC:** Market NOSEC page 38.

Market is a place where buying and selling takes place. It is a place for business transactions. It may be indoor or outdoor market, it may me local or modern market. Money as a means of exchange is always available in the market. There may be hawker in local market but we have sales manager in modern markets.

**EVALUATION:** List some goods you car

**ASSIGNMENT**: NOSEC. JSSBK1

**ASPECT**: COMPOSITION

**TOPIC:** LETTER WRITING

**SUB-TOPIC:** INFORMAL LETTER (Guided writing)

**CONTENT**

Informal letters are friendly letters written to people you are familiar with, such as your friends, sisters, and brothers even father and mother, so you can afford to be ‘chatty’.

Study the model letter below.

Write a letter to your friend in another campus relating how you have been coping in the few weeks you have spent in the school.

Deeper Life High School,

Km 42, Lagos –Ibadan expressway,

Mowe,

Ogun State.

27thAugust,2018.

Dear Praise,

I got your mail last week, I’m sorry I couldn’t reply you immediately. How are you coping over there? Hope you’re finding it easy with everything including your academics. I received your letter dated 20th August, 2017.When I went through it, it was well understood .In your letter you requested that I should tell you about my experience in my new school. Well, I must confess that things have changed positively for me since I changed my school from City High School to Deeper Life High School Ilorin.

The reason why I left my former school was because of the problem I have in Mathematics and Basic Science. You know that my ambition is to become an engineer. My parents were not happy with my performance and neither did I like it. That was why I quickly agree to the suggestion of my parents to change my school to Deeper Life High School. It was not more than two weeks after I joined Deeper Life High School that I started improving in the seemingly difficult subjects. I have a change of orientation about the concerned subjects. I make sure that I listened carefully in the class while teachers are teaching. I also ask questions often. I have personal time- table for each day. The textbooks given to me in Deeper Life High School are very good and illustrative. The fear I have for Mathematics and Basic Science is now a thing of past.

Praise, when will you visit me in my new school? I would be glad you did. My regard to Yemi, Tomi and Tofunmi. I will be looking forward to hearing from you. Greet my old classmate.

Yours sincerely,

Tope.

**EVALUATION**

* 1. An informal letter requires ----------address
  2. What is the proper subscript for an informal letter?

**ASSIGNMENT**

Write a letter to your uncle, asking him to come to your school during your open day.

**ASPECT**: Literature

**TOPIC:** Folktales: Features/Themes of folktales

**CONTENT**

Folk tales are stories told orally by people in a given community. Folk tales belong to the community and they are usually told to teach lessons.

**Features/Themes of folk tales**

1. Folk tales are meant for entertainment. It is meant to be enjoyed. Its magical nature of wild animals and their fantastical actions lend credence to its being enjoyed, especially by children.

2. It is usually told in the evening after the day’s work under the moonlight. The moonlight also adds beauty to the tales.

3. The setting is usually in the village square, swept clean and the elders sitting on stools while children sit on mats beside a fireside.

4. Folktales are didactic, that is, they teach morals. They teach children about the effects of jealousy, greed, dishonesty and other vices in the society.

5. Falk tales are usually “false” stories. They are false in the sense that they do not happen and have not happened in the real life. They are the imaginative creation of the tellers. They are not to be believed.

6. A typical folk tale consist s of a story, characters, an introduction and an end.

**EVALUATION**

i. What are folk tales?

ii. What are the common features of folk tales?

**ASSIGNMENT**

Narrate a popular folk tale in your village.

**WEEKEND ASSIGNMENT**

From the words lettered A-D, choose the word that contains the sound represented by the given phonetic symbol.

1. /p/

(a) pan (b)psychology (c)pharmacy(d) psalm.

2. /z/

(a) pass (b) race (c) lose (d)loose

3. /b/

(a) comb (b) bomb (c)plumber (d) bite

4./Ʒ/

(a) vision (b )June (c) siege (d)germ

**WEEK 7 MID-TERM BREAK**

**WEEK 8.**

**SPEECH Work:** Consonant sounds: /t/ and/d/

**STRUCTURE:** Intensifier

**COMPREHENSION**: Reading strategies

**COMPOSITION**: Narrative composition.(Feature/Outline Guided Composition)

**LITERATURE:** Prose: features of prose-plot, characterization, style, setting, theme.

**ASPECT:** Speech work

**TOPIC:** Consonant sounds /t/ and /d /

**CONTENT**

/t/

To pronounce /t/, the tip of the tongue is in contact with the alveolar ridge and this contact obstructs the flow of air. On immediate release, the air pressure escapes with the usual pop sound. There is no vibration of vocal cords since the glottis is wide open. This consonant is, therefore a voiceless alveolar plosive. The following are the spelling symbols for /t/ :

‘t’ as in ten , teach, tell

‘tt’ as in better, settle, letter

‘th’ as in thames, thyme

‘ed’ as in looked, stopped,

Pronounce the following words in which /t/ occurs at the initial and final positions:

Ten net

Tip pit

Tub butt

Tell let

Tone note

Consonant /d/ This is voiced alveolar plosive. Eg. Daniel, don, Ada, dad, dance, decade, desk, down, dress, bread, bride, dam, do, dowry, doubt, dry.

**EVALUATION**

* + 1. Give four words in which consonant /t/ occurs
    2. Give three words for consonant /d/

**ASPECT**: Structure

**TOPIC**: **Intensifiers**

These are words that make other words stronger, larger. Eg very, too, much, fairly, so, highly, totally.

a. This house is big . (without intensifier)

b. The house is very big. (with intensifier)

c. It is good. (without intensifier)

d. It is so good. (with intensifier)

e. Let your light shine (without intensifier)

f. Let your light so shine. (with intensifier)

g. The journey is far . (without intensifier)

h. My friend is very fat. (with intensifier)

i. The food is delicious . (without intensifier)

j. The food is so delicious . (with intensifier)

**EVALUATION.** Write ten sentences with these intensifiers: very, too, much, fairly, highly, totally.

**Narrative Composition: NOSEC Page 24,31 and 39.**

Whenever you are narrating an event, always make use of past tense verbs. This is necessary as it had happened in the past. It should be well linked and connected so that it could be well understood. Carefully select your words while writing to convey your message.

**NARRATIVE ESSAY**

**CONTENT**

It is a complete account of a story, an event or incident which the writer experienced or witnessed. A narrative essay is one that requires you to narrate an event, to tell a story or to relate how an incident happened. It is the type that requires relating past events or experienced.

The situations in which writing narrative essays are required include the following:

1) Writing a personal experience

2) Writing the story of another person

3) Giving an action of an incident as an eye-witness

4) Writing a story to illustrate /prove the fact presented by proverb.

USEFUL HINTS ON HOW TO WRITE A GOOD NARRATIVE ESSAY

1. Content

a) Narrative events which are believable, credible and possible, you should make your story appear true

b) You are expected to narrate the events in relevant details so as to give your reader an insight into the events you are narrating

c) Be concerned with the incident or event, the persons involved and the time and place, when the incident happened

2. Organization

a) Write your narrative essay in a lively manner by opening up your essay in separate and interesting paragraph

b) Your paragraphs should be properly developed

3. Expression

a) You are expected to use language that is chatty, friendly, informal and casual

b) Past tense is the normal tense in a narrative essay since the writer is involved in reporting a past experience or incident, he should depend on the use of the past tense. E.g.

i. I narrowly escaped being attacked by a group of angry people when I was going to my office that faithful day.

ii. The woman realized that reporting the case to the police was not going to be a productive effort since she could not identify any of the robbers

4. Use of reported speech

The writer of a good narrative essay can make his narration more interesting if he can use the reported speech or direct speech appropriately e.g.

The company shouted “these wicked souls have ruined the organization”.

**EVALUATION**

Which of these essays illustrate a narrative essay?

1. Write an essay arguing for or against the motion

“Polygamy is better than monogamy”

2)Write an essay illustrating a careless loving mother

3)Describe a political leader whose life you cherish

**ASSIGNMENT**

Write a narrative essay on the topic “My excursion to bar-beach”.

**ASPECT**: Literature

**TOPIC:** FIGURE OF SPEECH (NOSEC Pages 81 and 106)

**CONTENT**

1. **SIMILE**: it is a figure of speech that draws a comparison between two different things, especially a phrase containing the word ‘like’ or ‘as’

e.g. 1. Miracle is as gentle as a dove

2. Peter is as strong as a lion

3. Toyosi behaves like a dog

4. Tope talks like a parrot

2. **METAPHOR**: it is the direct comparison without the use of ‘like’ or ‘as’

e.g. 1. Tosin is a parrot

2. Baraka is a lion

3. **ASSONANCE**: The repletion of the same initial vowel sounds, especially in words that are close together in a poem.

4. **ALLITERATION:** The repletion of the same initial consonant sounds in a line of poetry. E.g

Wonderful stars

Without you how would the world be?

5. **OXYMORON**: it is the placing together of two contradictory words side by side.

E.g. 1. The wise fool.

2. from the dangerous safety of my towers

3. The legal murder

4. It is an open secret.

(6)**PERSONIFICATION**: This is giving human attributes/characteristics to non-human beings. e.g.

Love is blind

The trees bow to let the wind pass.

(7) **HYPERBOLE**: This simply means exaggeration.

(1) The whole world came for my birthday party.

(2) He had drunk ten gallons of water before he was rescued from drowning.

**EVALUATION**

List and explain five figures of speech.

**Speech Wor**k: Consonant sounds /k/ /g/

Structure: Tenses and Adverbials (Making sentences with Tenses and Adverbials);

**Composition:** Descriptive composition (Features/Outline Guided Composition);

**Literature**: Prose: features of prose-plot, characterization, style, setting, theme. Read recommended texts –The Costly Mistake by Chinelo Ifezulike.

**Comprehension/Vocabulary Development**: Differentiating between main and supporting ideals in a given passage;

**Consonant sounds** /k/ and /g/

**CONTENT**

/k/

To pronounce /k/ ,the back of the tongue makes contact with the soft palate and this contact obstructs the flow of air. On immediate release, the air pressure escapes with the usual pop sound. There is no vibration of vocal cords since the glottis is wide open. This consonant is, therefore a voiceless velar plosive. The following are the spelling symbols for /k/:

‘k’ as in keg, kit, king

‘c’ as in car, carry, come

‘ch’ as in character, architect, archive

‘cc’ as in account, accuracy

/g/

To pronounce /g/, the back of the tongue makes contact with the velum. This contact result in a total obstruction of the flow of air , the vocal cords vibrate as /g/ is produced./g/ is therefore a voiced velar plosive which is spelt “g” and “gh” as in ‘give’ and ‘ghost’ respectively. Examples are

God, gel

Gel leg

Gas sag

Gum mug

Gut tug

**EVALUATION**

i. Give four words in which consonant /g/ occurs

ii. Give three words for consonant /k/

**TOPIC: Introduction to Tenses**

**CONTENT**

**TENSES**

Tenses are ways by which we can express ourselves based on time that the events take place. In other words, tenses show time of an action in a sentence. The verb plays very important role in tenses.

PRESENT SIMPLE TENSE

These are the events that take place every day or that stand as truth or habitual.

(1) The sun shines.

(2) She cooks on Sundays.

(3) Ade studies in a secondary school.

(4) I love pets.

(5) He loves pets

(6) Bisi goes to school every day.

(7) I go to school early.

(8) You come to our house every Thursday.

(9) She comes to visit her friend on Sundays.

(10) I do my assignment on weekends.

Note: Singular verbs go with singular nouns and plural verbs with plural nouns.

Exceptions are ‘I’ and ‘you’ which go with plural verbs.

Examples:

* + - 1. They play in the field on Saturdays.
      2. Paul and Silas pray every day.
      3. I sing a new song when I am happy.
      4. You like oranges.

**PAST TENSE**

These are events or situations that happened in the past.

(1) I came to school last term.

(2) She ate her food yesterday.

(3) They went to shop.

(4) We slept yesterday.

(5) Akin washed his clothes on Friday.

**FUTURE TENSE**

This is the expression of future event that has not taken place. It is coming on the way. The two words that we can use to express the future tense are will and shall .Both can be used with I and We.

On the other hand will is used with other pronouns such as: you, she, he, it etc. Eg

1. I shall travel next week.
2. We shall meet next year.
3. He will do it again.
4. They will pay your money.
5. She will bring it for us.

PRESENT PERFECT TENSE .This is used for an action that has just been completed .It involves the use of **has** or **have** with past participle verb.

Pronouns: I, We, You They go with **have,**

Pronouns: He She and It go with **has**

He has done his home work.

I have eaten my food.

They have gone**.**

PAST CONTINUOUS TENSE

This is an action that was going on in the past**.**

We were reading yesterday

She was writing her note

I was calling you yesterday**.**

**REVISION QUESTIONS**

Choose the right option to complete each of the questions below.

(1) Tunde \_\_\_\_\_\_\_his breakfast daily. (A) take (B) taking (C) takes (D) took

(2) I \_\_\_\_\_\_\_\_to school yesterday. (A) go (B) goes (C) gone (D) went.

(3)The school \_\_\_\_\_\_\_\_celebrate her founder’s next week.(A) shall (B) will (C) are (D) is

(4) He has\_\_\_\_\_\_\_\_his assignment. (A) do (B) done (C) does (D) doing.

(5) These \_\_\_\_\_\_\_\_my friends at school. (A) is (B) her (C) are (D) we.

THEORY

(1)Write three examples of past simple tense?

(2)Write three examples of present perfect tense?

**ASPECT**: COMPOSITION

**TOPIC**: Descriptive composition

**CONTENT**

A descriptive essay is different from narrative essay in the sense that descriptive essay involves describing a scene, person, an object or a place in order to create a vivid picture of it. A descriptive essay demands that one should have the clear picture in one’s mind of what one desires to describe. One is expected to view the scene, person, object or place one is to describe.

USEFUL HINTS ON HOW TO WRITE GOOD DESCRIPTIVE ESSAY

a. You are expected to give a detailed description of what you are asked to describe.

b. Give some ideas of the importance/significance of what you are to describe if you are describing a person; describe the qualities you appreciate in the person.

2. ORGANISATION:

You are expected to start your description with an introductory paragraph, which should mention the scene, object or person you want to describe, the general features and the outward appearance if you are describing a place. Your introductory paragraph should be followed by detailed description of what you are describing.

3. EXPRESSION:

You are expected to make use of the appropriate words which will best explain your description to your reader.

Example: describing a particular situation. The following paragraph describes a particular situation:

On a fateful Saturday, I slept in my room in an old fashioned building in a dirty area of Lagos, hoping to wake up as early as possible the second day in order to set for the journey I already planned. I was still swimming in my ocean of deep sleep when I heard a knock at my door. I was already shivering thinking that they were armed robbers and had started their “operation”. Actually, fear did not allow me to respond. Later I managed to open the door and I saw Uncle Joe looking dejected. He did not waste any time before announcing that my father had died. I could not control the stream of tears that was rolling from my checks.

**ASPECT: Literature**

**TOPIC: Prose**

**CONTENT**

The prose form of literature is a story in written language. Unlike poetry that is written in lines and stanzas, prose is written in sentences and paragraphs.

Prose is a piece of writing written in the ordinary language people use in speaking or writing.

Features of Prose are:

1. Plot: This is the events that make up the story.

2. Characterizations: These are the people who are portrayed in a book, play or movie.

3. Style: This is whether the author uses short or long sentences; simple or complex sentences.

4. Settings: This refers to the location of the story, that is, where the incident takes place.

5. Theme: The theme refers to the central idea which runs through the story.

Related texts should read for proper teaching of the features of prose.

EVALUATION

i. What is prose?

ii. Mention three features of prose and explain them one by one.

**Recommended Text**; The Costly Mistake by Chinelo Ifezuike

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WEEK:10 Revision

WEEK 11 & 2 Examination