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

**DEEPER LIFE HIGH SCHOOL**

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**SECOND TERM E- LEARNING NOTES**

**SUBJECT: ENGLISH STUDIES**

**CLASS: JS1 (BASIC 7)**

**SCHEME OF WORK**

**WEEK TOPIC**

1. **Speech Work:** Consonants /f/and/v/ **Structure**: Adverbs: Forms /functions of Adverbs in a given passage; **Comprehension/ Vocabulary Development**: Reading Skill (Answering questions on a given passage); **Composition**: More on Narrative composition (Paragraph Development); **Literature:** Review on the Genres of Literature (Prose, Poetry and Drama); Use recommended texts. (**The Costly Mistake** by Chinelo Ifezulike; **Vengeance of the Spirit** by Maxwell Onyeka and the poem ‘**Nightfall**’ by Oiwona Andrew)
2. **Speech Work:** Consonants /s/ and /z/ **Structure:** Tenses: Present (making sentences with the present tense). **Comprehension/Vocabulary Development**: Writing Skill – answering questions on given passage); **Composition:** More on Descriptive composition (Paragraph Development); **Literature**: Prose-Literary terms.
3. **Speech Work**: consonants /ѳ/ and /ð/ Structure: Tenses: Past Tenses (making sentences with the past tense). **Comprehension/Vocabulary Development**: Reading and writing Skills (Intensive); **Composition:** Letter Writing: Formal letters- format and features **Literature**: Myths and Legends (African and Non-African tales comprising Myths and Legends)
4. **Speech Work**: Consonants /∫/ and /Ӡ/ **Structure:** Tenses: Future Tenses (making sentences with the future tense). **Comprehension/Vocabulary Development:** Writing Skill: Giving Specific Answers to a Given Passage; **Composition:** Formal letters – Guided writing: arrangement of ideas in logical sequence; **Literature**: Features/Themes of Myths and Legends (Magic, Supernatural, and Superstition).
5. **Speech Work:** Consonants/ʧ/ and/ʤ/ **Structure:** Tenses and Adverbials (making sentences with tenses and adverbial): **Comprehension/Vocabulary Development.:** Reading and Writing Skill (contd.); **Composition:** Argumentative: (Vocatives and Paragraph Development (Oral composition) **Literature**:Drama: Features, Types and Literary terms.
6. **Speech Work:** Introduction to Diphthongs: /ei/, /əu/, /iə/ and /eə/; **Structure**: Tenses and Adverbials (Cont.) **Comprehension/Vocabulary Development.:** Reading Skill-Reading to understand the Author’s mood; **Composition:** Argumentative Essay (Guided composition writing); **Literature**: Drama – Themes in  **Vengeance of the Spirit** by Maxwell Onyeka,
7. **MID-TERM BREAK**
8. **Speech Work**: Diphthongs /ai/, /au/, /**ↄi**/ and /uə/; **Structure:** Determiners (Meaning, Types and Functions); **Comprehension/Vocabulary Development**.: Writing Skill; **Composition**: Expository Essay (Paragraph Development); **Literature:** More work on Figures of Speech.
9. **Speech Work:** Contrasting consonants /t/ and /d/; **Structure**: Introduction to Punctuation Marks (Meaning, Types and Functions) **Comprehension/Vocabulary Development**: Reading Skill; **Composition:** Speech writing (Introduction); **Literature**: Poetry: Structure, themes and literary devices in Oiwona Andrew’s **‘Nightfall**’
10. **Revision**
11. **Examinations**

**WEEK 1**:

**Speech Work:** Consonants /f/and/v/

**Structure**: Adverbs: Forms /functions of Adverbs in a given passage;

**Comprehension/ Vocabulary Development**: Reading Skill (Answering questions on a given passage) - Hard Work has a Reward

**Composition**: More on Narrative composition (Paragraph Development);

**Literature:** Review on the Genres of Literature (Prose, Poetry and Drama); Use recommended texts. (**The Costly Mistake** by Chinelo Ifezulike; **Vengeance of the Spirit** by Maxwell Onyeka and the poem ‘**Nightfall**’ by Oiwona Andrew)

.**ASPECT**: Speech Work

**TOPIC**:Consonant Sounds

**SUB-TOPIC**: Consonants /f/and/v

**CONTENT**

**Contrasting /f/ and /v/**

The production of /f/ involves the front upper teeth and the lower lips. Because of the partial obstruction caused by the contact between the upper teeth and the lower lip, there is a continuous frictional noise as the airstream passes. There is no vibration of the vocal cord because the glottis is wide open during the production of /f/. This consonant is, therefore, a voiceless sound which has the following spelling symbols:

“f” as in feet

“ph” as in Physics

“gh” as in laugh

Pronounce the following words with /f/ at the initial and final positions:

Initial final

fun loaf

fry grief

phase laugh

flow staff

fly wolf

fought lift

fast gift

float gulf

flag cough

freeze self

/v/: The contact between the lower lip and the upper front teeth causes a partial obstruction to the flow of air. There are some frictional noises as the airstream escapes and the vocal cords vibrate. /v/ is therefore a voiced consonant sound spelt “v” except in ‘Stephen’

Pronounce the following words where /v/ occurs at the initial and final positions:

Initial Final

vane naive

vast weave

velar starve

voice lever

verse serve

vane save

verb have

veal leave

vat give

Now pronounce the following pairs of words and pay attention to the contrast between /f/ and /v/:

/f/ /v/ /f/ /v/

fine vine serf serve

fast vast safe save

fan van staff starve

few view belief believe

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

* 1. roof A. psyche B. drove C. though D. rough
  2. feast A. phase B. bough C. vase D. pave
  3. physics A. verse B**.** faction C. shepherd D. psychic
  4. vase A. of B. ferry C. off D. leafy
  5. voice A. phase B. feed C. of D. off

**ASSIGNMENT**: NOSEC for JSS 1 (Workbook); page 56, Exercises A and B

**ASPECT: Structure**

**TOPIC:** Adverbs: Features/ functions of Adverbs in a given passage

**CONTENT:**

**Adverbs**

The main function of an **adverb** is to give more information about a verb. An **adverb** is said to **modify** a verb because it limits the word it describes in some way. Thus, modifying the verb *walk* with the adverb *quickly* means that we know that we are concentrating on walking quickly and that we can forget about walking in any other way. **Adverbs** can also modify other adverbs, as in *extremely suddenly*, adjectives, as in *gravely ill*, prepositions, as in *just after dinner* and conjunctions as in *exactly what he said*.

An **adverb** is usually a single word. When a group of words performs the same function as an adverb it is known as an **adverbial phrase** or **adverbial**.

***Types of adverb***

There are various types of **adverb**—adverbs of **time**, **frequency**, **duration**, **place**, **manner** and **degree,** as well as **interrogative** adverbs.

**Adverbs of time** indicate when something has happened. They include words such as *then, now,*

*afterwards, before, later*. In the following sentences the underlined words are **adverbs of time**:

1. I’ll see you soon.
2. They haven’t seen him lately.
3. It was her birthday today.
4. I wasn’t married then.
5. We’d never met before.
6. Afterwards, we had afternoon tea.

**Adverbs of frequency** indicate how frequently something happens. They include words such as *often*, *always*, *never*, and *seldom*.

In the following sentences the underlined words are **adverbs of frequency**:

1. It always snowed at Christmas there.
2. We rarely meet these days.
3. He never drinks alcohol.
4. She is forever criticizing him.
5. We play tennis together regularly.
6. The patient is being monitored constantly.
7. We usually have dinner at 8 p.m.

**Adverbs of duration** indicate how long something lasts or occurs. They include words such as *always, briefly, permanently, indefinitely*.

In the following sentences the underlined words are **adverbs of duration**:

1. She is living with her grandmother temporarily.
2. He has been suspended from his job indefinitely.
3. I haven’t known her long.
4. We will stay here overnight.
5. She’s always lived here.
6. They stopped briefly to fill the car with petrol.

**Adverbs of place** are used to indicate where something happens or takes place. They include such words as *here, there, near, downstairs* and *indoors*.

In the following sentences the underlined words are **adverbs of place**:

1. He has gone overseas.
2. They live nearby.
3. She went inside.
4. He walked alongside.
5. They are travelling northward.
6. We waded ashore.
7. The child doesn’t live here.
8. He held the banner aloft.
9. We met midway.

**Adverbs of manner** indicate how something happens or the circumstances in which something happens. They are frequently formed by adding *-ly* to an adjective and they include *carefully, easily, hurriedly,* *plainly, quickly, safely, suddenly, willingly*. A few of them end in *-wise, -ways* or *-wards*.

In the following sentences the underlined words are **adverbs of manner**:

1. She was neatly dressed.
2. He smiled vaguely.
3. They spoke eloquently.
4. I behaved foolishly.
5. He lives dangerously.
6. We waited patiently.
7. You are needed urgently.
8. She laughed excitedly.
9. They filmed him secretly.
10. I met him accidentally.
11. She acted independently.

**Adverbs of degree** are used to indicate the degree to which an action is performed. Many of them are formed by adding *-ly* to an adjective and they include *fairly, moderately, remarkably, very* and *partly*.

In the following sentences the underlined words are **adverbs of degree**:

1. I enjoyed the film immensely.
2. I was tremendously pleased by the unexpected gift.
3. She was hugely impressed by the efforts of the children.
4. She was unbelievably beautiful.
5. They were only moderately enthusiastic about the project.
6. She was slightly hurt by the remark.
7. They were partly responsible for the error.
8. Her father was a supremely successful businessman.
9. They largely ignored us.
10. The village was virtually destroyed by the storms.
11. The child almost drowned.
12. I was enormously encouraged by their praise.

A small group of **adverbs of degree** are known as **adverbs of emphasis**. These are formed from

**emphatic adjectives** and include *absolutely*, *entirely, really, utterly* and *positively.*

In the following sentences the underlined words are **adverbs of emphasis**:

1. We totally disagree with you.
2. I was utterly devastated by the news.
3. I quite agree.
4. She positively adores him.
5. He really loathes his job.
6. She completely broke down and wept uncontrollably.

**Interrogative adverbs** are among the **wh- words** which are used to ask **wh- questions** and include *when, where, how* and *why*.

In the following sentences the underlined words are **interrogative adverbs**:

1. When did you last see him?
2. Where was the money hidden?
3. How are you feeling?
4. Why was he there?

**EVALUATION**

1. What is an adverb?
2. Give 5 examples of adverb.

**ASSIGNMENT**

1. Explain 3 types of adverbs with five examples each.
2. Mention two functions of adverb.
3. Adverbs can be put in the initial, medial, or final position in sentence. True/False

**ASPECT: Comprehension/ Vocabulary Development**:

**TOPIC**: Reading Skill (Answering questions on a given passage) –

**SUB-TOPIC**: Hard Work has a Reward

**CONTENT**

After the new year, the second term began and ended at the middle of April when the school, Kaduna Comprehensive High School, closed for the second term holiday. The second term holiday was very brief …it was already time to resume for another session of serious academic work.

**EVALUATION**: NOSEC for JSS 1; Unit 9; page79-80, questions 1-6

**ASSIGNMENT**: NOSEC for JSS 1; Unit 9; page79-80, questions 7-12

**ASPECT**: Continuous Writing

**TOPIC**: More on Narrative Composition

A narrative composition is a composition in which you tell the story or give an account of what has happened. The story could be plausible or implausible. That is; it may be true or not true. 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. It should be noted that the tense of the verbs in narrative writing is simple past. In some cases however within the essay, other forms of the past tense may be use- past continuous or past perfect. You may need to report what has been said, you must therefore be careful of the tense sequence in reported speech. E.g. “A Journey I will never forget”; How I spent my last holiday; My visit to the museum; etc.

**USEFUL HINTS ON HOW TO WRITE GOOD NARRATIVE ESSAY**

1. CONTENT: You are expected to give a detailed sequence of events of what you are asked to narrate.

2. ORGANISATION: You are expected to start your narration with an introductory paragraph, which should mention the time and place, scene, notable events, episode and what one gained at the end of the story of event.

3. EXPRESSION: You are expected to make use of the appropriate words which will best explain your narration to your reader.

1. CONCLUSION: The concluding part of an essay gives the reader the taste of what the whole essay looks like. However, it should be brief interesting and it should be in line with the topic of the essay. You may use different techniques to conclude your narrative essay. It may be inform of definition, a proverb or a general remark on the topic. This generally arouses the interest of the reader.

These are some of the topics under narrative

My first day at school.

A day I will never Forget in My Life.

My First Journey to Lagos.

How I Spent My Christmas Holiday.

Tips on How to Write a Narrative Essay

a .What is your story about?(Title boldly written)

b. What action took place in your story?

c. Who were responsible for these actions?

d. When did the actions take place?

e. How did the actions take place?

(f.) What were the consequences of the actions?

(g) You can draw your conclusions by stating your feeling about these. It may be positive or negative.

**EVALUATION**

**D**efine a narrative essay.

List five topics under narrative essay.

**ASPECT**: Literature

**TOPIC**: Review on the Genres of Literature (Prose, Poetry and Drama).

**CONTENT**:

The genres of literature are the varieties of literature that we have. These genres are: drama, prose and poetry.

Genres are often divided into sub-genres. Prose is divided into fiction and non-fiction, while poetry may then be subdivided into epic, lyric, sonnet, ode, etc. 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.

**Prose**

Prose refers to the free flow long narrative that may take the form of fiction or non- fiction and often occurs as novels, biographies, short stories and essays. Someone who writes a prose work or novel is known as a novelist or an author. For example (**The Costly Mistake** by Chinelo Ifezulike.

**Drama**

This is a story in dialogue form. It could also be referred to as a play especially when is acted on stage. It is a story of human conflict projected by means of speech and action from a stage to an audience. Someone who writes a drama is called a playwright. For example: **Vengeance of the Spirit** by Maxwell Onyeka.

**Poetry**

Poetry is a collection of poems, while a poem is a piece of creative writing that is usually written in verse. Poetry can be defined as an imaginative rendition that gives powerful expression to experiences, ideas and feelings in a metaphoric language. Poetry is conveyed in a condensed language. For example the poem ‘**Nightfall**’ by Oiwona Andrew)

**Evaluation:**

1. What are genres of literature?

2. Mention the genres of literature.

**Assignment**

Explain the genres of literature with examples.

**WEEK 2**

**Speech Work:** Consonants /s/ and /z/

**Structure:** Tenses: Present (making sentences with the present tense). **Comprehension/Vocabulary Development**: Writing Skill – answering questions on given passage) – Avoiding Accidents on our Roads (Road Safety)

**Composition:** More on Descriptive composition (Paragraph Development)

**Literature**: Prose-Literary terms.

**ASPECT: SPEECH WORK**

**TOPIC:** Consonants /s/ and /z/:

**CONTENT**

/s/ and /z/ are produced in almost the same way (the blade of the tongue touching the alveolar (or teeth) ridge firmly for /s/ and gently for /z/.

/s/ is voiceless, while /z/ is voiced.

/s/ and /z/ are both alveolar fricatives (‘alveolar’ because the blade of the tongue and the alveolar ridge are involved in their production).

Pronounce each pair of the above listed words to show clearly the distinctions between them.

/s/ /z/

sue zoo

sip zip

seal zeal

bus buzz

price prize

cease size

course cause

house houses

lice lies

ice eyes

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

* 1. case A. cease B. phase C. lose D. prize
  2. leisure A. inject B. soldier C. beige D. action
  3. poise A. cross B. fuss C. scene D. keys

4. calyx A. blinks B. eclipse C. example D. desk

5. disease A. decease B. case C. seats D. zeal

**ASSIGNMENT:** NOSEC for JSS 1 (Workbook); Unit 16, questions 1-5.

**ASPECT**: STRUCTURE

**TOPIC**: Tenses

**CONTENT:**

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 a very important role in tenses.

**PRESENT TENSE**

There are three broad divisions of present tense. They are present simple tense, present continuous tense, present perfect tense.

**PRESENT SIMPLE TENSE**: It is used for actions that take place consistently (every time). They are habitual actions.

EXAMPLES:

i.He comes here often.

ii. They come here every weekend.

iii. She dances everyday

iv. Okocha passes the ball.

We can also use the present tense for actions that are being reported as they are happening especially in sports commentary.

i. He heads the ball

ii. He passes it to Okocha

iii. Okocha scores.

Present simple tense can be used to express the present condition or state of a person or a thing as in:

* + 1. I am a teacher.
    2. She is my wife.
    3. We are gentle people.

**THE PRESENT CONTINUOUS TENSE**

This is used for actions that are taking place at the time we are talking.

EXAMPLES

i. Mrs Adewole is teaching us English Language.

1. I am eating my dinner.
2. We are going to the church.
3. He is walking slowly.

**THE PRESENT PERFECT TENSE.** This is used to show the action that has just completed.

EXAMPLES:

1. He has gone home.
2. She has just arrived.
3. We have left the place.
4. They have just completed the building.

It can also be used for when the event started some time ago and it is still on e.g.

* + - 1. I have lived here for ten years
      2. She has taught English for five years.
      3. They have been wise all their lives.

NOTE: We use “have” with the following pronouns: I, We, You and They.

While we use “has” with the pronouns he, she and it.

e.g.

1. She has just gone out.
2. We have left the place.
3. I have lived here for ten years.
4. She has taught English for five years.

**EVALUATION**

Define tenses and give five examples of sentences in the present form.

**ASSIGNMENT**

Choose the correct verb tense

1. She ------------ take a lot of tea then a. use to b. used to c. uses to d. is used to
2. He usually ---------- his wife. a. fight b. fought c. fights d. fighting
3. He told us that the sun--------from the east every day a. rise b. rises c. rose d. risen
4. They are ---------- punished for coming late a. been b. be c. being d. could
5. It is high time we ----------- for home a. are leaving b. lived c. left d. go
6. The woman ---------- herself when she failed to win a. hung b. hang c. hanged d. hanging

**ASPECT: COMPREHENSION**

**TOPIC:** Avoiding Accidents on our Roads (Road Safety)

Road traffic accidents have been responsible for the loss of many human lives and the destruction of valuable properties in our country. A day hardly passes without a report of …road traffic accidents will be drastically reduced. Lives and properties will therefore be safe.

**EVALUATION**: NOSEC for JSS 1; Unit 10; pages 88-89, questions 1-7

**ASSIGNMENT**: NOSEC for JSS 1; Unit 9; pages 85-86, questions 1-15

**ASPECT: COMPOSITION**

**TOPIC:**  Descriptive

***DESCRIPTIVE COMPOSITION***: A descriptive composition gives the mental picture of a person, place or an object. It is a type of essay that requires the writer to describe things, places and persons. 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. For example: ‘My school compound’; ‘My favourite teacher’; ‘My favourite game.

USEFUL HINTS ON HOW TO WRITE GOOD DESCRIPTIVE ESSAY

1. CONTENT:

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 describing 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.

3. EXPRESSION:

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

1. CONCLUSION:

The concluding part of a descriptive essay gives the reader the taste of what the whole essay looks like. It is the summary of what you have described. However, it should be brief interesting and it should be in line with the topic of the essay. You may use different techniques to conclude your narrative essay. It may be inform of definition, a proverb or a general remark on the topic. This generally arouses the interest of the reader.

NOTE: Do not itemize the paragraph but your essay should be written in well developed paragraphs.

**EVALUATION**: define the terms, narrative and descriptive essay with three examples each.

**ASSIGNMENT**: Your class organized an excursion to a few places of interest in your country. Unfortunately, your friend took ill before the excursion and he/she was hospitalized. He/she was therefore unable to go on that excursion. Give an account of the excursion to him/her.

**ASPECT**: Literature

**TOPIC**: Prose-Literary terms

**Prose-** is a general term that refers to non-poetic expression, writing that follows the conventional form of sentences and paragraphs.

**Quest** - features a main character who is seeking to find something or achieve a goal. In the process, this character encounters and overcomes a series of obstacles, returning wiser and more experienced.

**Romance -** is a term that refers to a variety of fictional works involving some combination of the following: high adventure, thwarted love, mysterious circumstances, arduous quests, and

improbable triumphs.

**Satire -** is a literary tone used to make fun of human vice or weakness, often with the intent of correcting or changing the subject of the attack.

**Short story** - is a brief fictional work. It usually contains one major conflict and at least one main character.

**Tragedy -** is a literary work in which the hero is destroyed by some character flaw or by forces beyond his or her control.

**Antagonist-** A character or a nonhuman force that opposes, or is in conflict with, the protagonist.

**Anticlimax** - An event or series of events usually at the end of a narrative that contrast with the tension building up before

**Biography** - A work of nonfiction that recounts the life of a real person. If the person depicted in a biography is also its author, then we use the term ***autobiography****.* An autobiography that focuses only on a specific aspect of, or episode in, its author’s life is a ***memoir****.*

**Character** - An imaginary person who acts, appears, or is referred to in a literary work.

***Major* or *main character***: central character that receives most attention.

***Minor character***: marginal or secondary character that receives less attention.

***Flat character***: relatively simple and two-dimensional character with few traits and predictable behavior or responses.

***Round character***: complex, multifaceted character capable of surprising the readers.

***Static characters*** do not change while ***dynamic characters*** do.

**Characterization** - The presentation or delineation of a fictional personage.

***Direct characterization*** or ***direct definition*** occurs when the narrator explicitly tells what a character is like.

***Indirect characterization*** or ***indirect presentation*** occurs when the narrative reveals a character’s trait/s implicitly, through his or her speech, behavior, thoughts, appearance, and so on.

**Climax -** The third part of plot (see Freytag’s pyramid), the point at which the action stops rising and begins falling or reversing; also called *turning point*.

**Conflict** - A struggle between opposing forces that sets the action in motion.

An ***external conflict*** pits a character against something or someone outside himself or herself—another character or characters or something in nature or society.

An ***internal conflict*** happens when the opposing forces are two drives, impulses, or parts of a single character.

**Crisis** - In plot, the moment when the conflict comes to a head, often requiring the character to make a decision; sometimes the crisis is equated with the climax or *turning point* and sometimes it is treated as a distinct moment that precedes, and prepares for, the climax.

**Dénouement** (French for “untying” as of a knot) - A plot-related term used in three ways: (1) as a synonym for falling action, (2) as a synonym for conclusion or resolution, and (3) as the label for a phase following the conclusion in which any loose ends are tied up.

**Point of View** - The perspective from which people, events, and other details in a work of fiction are viewed; also called focus, though the term *point of view* is sometimes used to include both focus and voice. The narrator conveys the point of view.

A ***limited point of view*** reveals only the perspective of one character.

An ***omniscient*** or ***unlimited point of view*** reveals the perspective of multiple characters.

**Protagonist** - The main character in a work, whether male or female, heroic or non-heroic.

**Suspense:** This technique involves the creating of expectation through deliberate delay of information. It is commonly used to provoke the reader participation.

**Flashback:** This is a narrative technique used to bring into focus earlier occurrence in the course of a chronological sequence of events.

**Foreshadowing:** By this device a writer provides hints in the story about a future happening.

**Imagery**: This is the use of figurative language to call up a mental picture of something not actually present.

**Theme:** This is the main subject or idea in a book, film, discussion, etc.

**Plot:**  This refers to the events that form the main story of a book, film or plays are described.

**Style:** Is the way a literary work is written.

**Setting:**  This has to do with the place or time in which the events in a book or film happen.

**Evaluation:**

1. Mention ten (10) literary terms associated with prose.

2. Explain any five out of the literary terms mentioned above..

**Assignment**

Explain the genres of literature with examples.

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**WEEK 3**

**Speech Work**: Consonants /ѳ/ and /ð/

**Structure**: Tenses: Past Tenses (making sentences with the past tense). **Comprehension/Vocabulary Development**: Reading and writing Skills (Intensive); **Composition:** Letter Writing: Formal letters- format and features

**Literature**: Myths and Legends (African and Non-African tales comprising Myths and Legends)

**ASPECT**: Speech work

**TOPIC:** Consonants /ѳ/ and /ð/

/Ө/- This is a voiceless dental fricative sound. The following words are some of the examples: Anthem, thick, both, bath, north, sheath, thorn, theme, thank, breath, wrath.

Consonant /ð/ is a voiced dental fricative. The tip of the tongue is partially trapped between the front set of teeth. The vocal cords vibrate as the sound is made. It has ‘th’ as spelling symbol, e.g. then, that, this, those, thee, bathe, writhe, loathe, soothe, clothe, than, etc.

/Ө/ /ð/

anthem either

lengthy worthy

author father

method mother

ether further

filthy brother

earthly rather

myth other

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

1. thyme A. these B. dime C. theory D. tease
2. weather A. brief B. seize C. sheathe D. both
3. thump A. think B. there C. breathe D. them
4. those A. cloth B. smooth C. wealthy D. healthy
5. moth A. wealth B. clothe C. smooth D. world

**ASSIGNMENT:** Write down five words in which each of/Ө/ and /ð/ sounds are heard.

**ASPECT**: Structure

**TOPIC**: Tenses:

**SUB-TOPIC**: Past Tenses (making sentences with the past tense)

Past tense denotes any of the various tenses of the verb that are used in describing action or states of verb that have been started or completed at the time of occurrence. The most common way of forming the past tense is to add ‘-ed’ to the base forms of the regular verbs. Irregular verbs form their past tense in different ways.

The past tense is sub divided into four sub-topics:

(1)The Simple past tense

(2)The past continuous tense

(3)The past perfect tense

(4)The past perfect continuous tense.

**The Simple Past Tense**: This shows that an action started in the past and was completed in the past. It also indicates a past habit which the person being referred to is no more involved. e.g. (1) I worked yesterday.

(2) Olu passed the last stage of the examination last year.

(3) He made his way home.

(4) She sang so beautifully.

(5)I was employed in 1991.

(6)He used to travel home when he was young.

(7)They kept mute over the issue.

**The Past Continuous Tense**: It is used to express the following:

(1) An action that was going on in the past, at a particular time.

(2) That action that was going on in the past but was interrupted by another action.

e.g. (1) I was teaching the students yesterday when the principal sent for me.

(2) While the bus was moving, the woman jumped down.

(3) Ayo and I were reading for our examination this last week.

**The Past Perfect Tense**: It is used to indicate that two or more actions took place in the past but one happened or was completed before the other. The action that happened first is expressed in the past perfect tense while the other action is expressed in the simple past tense.

e.g. (1) The boy had died before help reached him.

(2) By the time I got to the office, Olu had left for the meeting.

(3) The suspect had escaped when the police raised the alarm.

(4) James had already alighted by the time we got to the bus –stop.

**The Past perfect Continuous tense**: This is used to show that an action had been completed at a particular time in the past but is being discussed or analyzed at present.

E.g. (1) We had been praying since 1998 before God intervened in 2008

(2)The girl had been writing SSCE for five years before she passed it last year.

**Evaluation**

Define past tense and give five sentences in the past tense

Choose the correct answer:

i. She ……………. the assignment before I came in. (a)has already finished (b) had already finished(c) have already finished (d) was finishing

ii. The news …………..before I returned from office that day (a) have been broadcast (b) has been broadcast (c) has been broadcast (d) had been broadcast

**ASSIGNMENT**: Give five sentences each using the Simple past tense; past continuous tense; past perfect tense and the past perfect continuous tense.

**ASPECT:** Comprehension

**TOPIC:** Reading to Understand the Author’s Mood

Teachers play an important role in the life of learners. Once the learner is admitted to a school, it is the teacher that is given the responsibility of imparting, not only the knowledge he needs to succeed in his examination but … nobody has ever beaten his elders and made it in life.

**EVALUATION:** NOSEC for JSS 1; Unit 11; pages 96-97, questions 1-10.

**ASSIGNMENT**: NOSEC for JSS 1; Unit 11; page 94; Exercises 1 and 2.

**ASPECT**: COMPOSITION

**TOPIC**: Letter writing: Format and Features of Formal Letters

Formal letters are letters written to offices. They are also called official letters.

**Format:**

Deeper Life High School,

Ibadan Campus,

Oyo State.

25thAugust, 2018.

The Education Secretary,

Deeper Life High School,

Lagos.

Dear Madam,

**APPLICATION FOR ADMISSION INTO JS 1**

I am applying for admission into the above mentioned school for my younger brother.

My name is Heritage, a student of Deeper Life High School, Ibadan. I am in Basic 7 Diamond.

The privilege of my being a student of this great institution, gives me the impetus to apply for admission for my sibling. He successfully completed his Basic 6 in Delight Nursery Primary School last session. He will be 10 years old by September, 2014.

I am grateful for your usual consideration.

Yours faithfully,



David Heritage.

**Features of formal letters**

1. Address of the writer
2. Address of the addressee
3. Salutation
4. The letter heading
5. The body of the letter
6. The Conclusion
7. Subscript

**EVALUATION**

1. Give a layout of a good formal letter.
2. State five features of formal letters.

**ASSIGNMENT**

Write an application for permission to your principal, telling him why you will be absent from school the first week of resumption.

**ASPECT:** Literature

**TOPIC**: Myths and Legends (African and Non-African tales comprising Myths and Legends)

**CONTENT**

MYTHS AND LEGENDS (AFRICAN AND NON AFRICAN TALES)

**CONTENT**:

Myths and legends refer to any highly imaginative concept or narrative and usually full of falsehood and incredibility

Myths: Myths are folktales that are religious and explain the universe and its inhabitants. Such stories are considered true both by the narrator and the audience and tell of the creation and regulation of the word.

Legend: Legends are folk history, and even when dealing with religious subject matter differ from myth in that, they tell about what has happened in the world after the period of its creation is over. They are believed by both narrator and audience and covered a variety of subject: saints, werewolves, ghosts, and other supernatural creatures: adventures of real heroes and heroine.

**EVALUATION:**

1. Define legend and myths?
2. Differentiate between legend and myths.
3. Identify the similarity between legend and myths

**WEEKEND ASSIGNMENT:**

1. Write a letter to your father telling him the new development in your school.
2. Try to say this tongue-twister three times: ‘red leather, yellow leather’.
3. Write ten words example on each of the sounds.

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4. Akano A. etal. 2002. *Macmillan mastering series English language*. Macmillan.

**WEEK 4**

**Speech Work**: Consonants /∫/ and /Ӡ/

**Structure:** Tenses: Future Tenses (making sentences with the future tense). **Comprehension/Vocabulary Development:** Writing Skill: Giving Specific Answers to a Given Passage

**Composition:** Formal letters – Guided writing: arrangement of ideas in logical sequence; **Literature**: Features/Themes of Myths and Legends (Magic, Supernatural, and Superstition).

**ASPECT:** Speech Work  
**TOPIC:** Consonants /∫/ and /Ӡ/  
**CONTENT:**   
/ʃ/- This is a voiceless palato-alveolar fricative. Word examples are shoe, sheep, share, dish, passion, douche, mission, champagne, sure, sugar, ruche, chauffeur, Chicago, reschedule.

/Ӡ/ - This consonant is a voiced palato-alveolar fricative which has the same process of articulation as /ʃ/ except that the vocal cords vibrate as it is produced. In other words, /Ӡ/ is the voiced counter-part of the voiceless /ʃ/. It is important to note that /Ӡ/ does not usually occur at the beginning of end of a word except in a few words of French origin. The spelling symbols for /Ӡ/ are as follows:

s as in usual, measure, leisure,

z as in seizure,

si as in vision, cohesion, erosion, decision, evasion, confusion

Contrast of /ʃ/ /Ӡ/

sure genre

sharpen gigolo

ship gigue

bash beige

rush rouge

finish barrage

mission vision

mention erosion

fashion fusion

ensure leisure

digression diffusion

confession confusion

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

* 1. leisure A. inject B. soldier C. beige D. action

2. actual A. fact B. tout C. trite D. chip

3. casualty A. lace B. steal C. vision D. lesson

1. choose A. chimera B. chic C. soldier D. batch
2. measure A. pressure B. mission C. explosion D. extension

**ASSIGNMENT:** Give ten word examples each of consonant sounds /∫/ and /Ӡ/ in contrast.

**ASPECT**: Structure

**TOPIC**: **FUTURE TENSE**

There are four major divisions of future tense; they are the Simple Future, the Future Continuous, the Future Perfect, and the Future Perfect Continuous.

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.

***The simple future***

e.g. I will finish the work tomorrow.

He will arrive next Saturday.

***The future continuous***

e.g. i. He will be waiting for us.

ii. They will be arriving tomorrow.

***The future perfect***

e.g. I. She would have finished the work by Wednesday.

II. Sola would have cleaned the room before the guests arrive.

III. They would have eaten breakfast by the time he gets up.

***The future perfect continuous***. e.g.

1. By next January, she will have been living here for a year.
2. You will have been travelling a great deal by the time you return home.
3. He will have been working for ten months by the time he takes his vacation.

**ASPECT**: COMPREHENSION

**TITLE**:Reading to Answer Specific Questions

There is a day that will continue to remain indelible in my memory. It is the day that I learnt a bitter lesson which I will pass on to my children. I was then eleven. My father and I woke up early…from the beating that he gave me which he thought was too much.

**EVALUATION:** NOSEC for JSS 1; Unit 12; pages 104 - 105, questions 1-14.

**ASSIGNMENT**: NOSEC for JSS 1; Unit 12; pages 102 - 103; question 1-15.

**ASPECT**: COMPOSITION

**TOPIC**: Letter Writing (Guided Writing – Emphasis on Arrangement of Ideas in Logical Sequence)

**CONTENT**:

Letter writing can be divided into two, formal letter and informal letter. Whatever type one is writing, the ideas therein must be logical and arranged in sequential order. Formal letters are written to offices. It is also known as business or official letters. Informal letters are written to relatives. It is also called a private letter.

**TYPES OF FORMAL LETTERS**

* Application for employment
* Application for Admission to Educational institutions
* Petitions to a Government office
* Letters of complaint to the police
* Letters of inquiry to a company
* Letter commenting on Editorials of Newspapers
* Applications for suppliers to manufacturing companies

**Features of formal letters**

* Address of the writer
* Address of the addressee
* Salutation
* The letter heading
* The body of the letter
* The Conclusion
* Subscript i.e. Yours faithfully.

***FEATURES OF AN INFORMAL LETTER***

1. The address of the writer by the top right side of the letter.
2. The salutation: Dear Segun, Dear Uncle. Etc.
3. The body of the letter which comprises the introduction, the main reason of writing the letter (subject matter) and the conclusion, which is the summary and rounding off of the letter.
4. Complementary close: yours sincerely.

**EVALUATION**

1. State the difference between formal and informal letter.
2. Mention the group of people the two letters can be written to.

**ASSSIGNMENT**

You have a friend who lives in another town or state. He or she has just written to inform you of his or her success in the 100 metres rule at the just concluded. Annual Inter-House Sports competition of his or her school where he or she came first, as a result he or she was given a prize. Write a reply to his or her letter congratulating him or her.

**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 behavior. 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.

**Features of myths**

* + 1. They are stories considered to be true explanations of how everything came to be.
    2. The characters are often not human but gods or deities.
    3. The settings are in a world that resembles our world but is different from it.
    4. They sometimes try to show us how to live.

**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?

**ASSIGNMENT**: NOSEC for JSS 1, pages 98-99, questions 1-16.

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2. Osajie E.O. 2002. *Complete guide to Literature- in- English for colleges*. Lagos. J&C.
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4. Akano A. etal. 2002. *Macmillan mastering series English language*. Macmillan.

**WEEK 5**

**Speech Work:** Consonants/ʧ/ and/ʤ/

**Structure:** Tenses and Adverbials (making sentences with tenses and adverbial): **Comprehension/Vocabulary Development.:** Reading and Writing Skill (contd.) **Composition:** Argumentative: (Vocatives and Paragraph Development (Oral composition) **Literature**:Drama: Features, Types and Literary terms.

**ASPECT:** SPEECH WORK

**TOPIC:** Consonant Contrast /tʃ/ and /ʤ/  
**CONTENT:**

/tʃ/ - This is a voiceless palato-alveolar affricate. The spelling symbols for /tʃ/ are listed below:

-ch as in chief, chap, charm, charge, choice, watch, coach, fetch, match  
-ture as in mature, gesture, culture, creature, feature, capture, vulture  
-teous as in righteous  
-tual as in ritual, actual, punctual

/ʤ/ - This is the voiced palato-alveolar affricate which is articulated in the same way as /tʃ/. However, /ʤ/ is voiced because the vocal cords vibrate during its production. The spelling symbols for /ʤ/ are as follows:

‘j’ as in joy, jazz, jest, jaw, just, job, jar, join, judge, major

‘g’ as in gin, giant, agenda, danger, wage, change, siege, margin

‘dg’ as in bridge, wedge, ridge, edge, judge, ledger

‘d’ as in soldier,

Contrasting /tʃ/ and /ʤ/  
 /tʃ/ /ʤ/  
 cheer jeer

chest jest

chin gin

chain Jane

choke joke

chore jaw

cherry Jerry

rich ridge

etch edge

larch large

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

1. cheat A. chef B. sachet C. watch D. brochure
2. cash A. question B. ancient C. chestnut D. nature
3. check A. choir B. chaos C. chimney D. machine
4. shame A. bench B. toss C. nation D. yacht
5. choose A. chimera B. chic C. soldier D. batch

**ASSIGNMENT:** Describe consonant sounds /tʃ/ and /ʤ/ and give five examples each in contrast.

**ASPECT:** Structure

**TOPIC:** Tenses and Adverbials (making sentences with tenses and adverbial)

Tenses show the time of an action in a sentence. In English language, traditional grammar distinguishes three basic tenses namely: past, present and future. However, modern grammarians recognise two basic tenses: past and present. It must be noted that tense is not exactly the same as time. Thus, tense refers to the change that takes place in the form of the verb to indicate time.

PRESENT SIMPLE TENSE

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

1. I cook rice every Sunday.
2. He loves flowers.
3. She goes to school every day.
4. We go to church every Sunday.
5. We do our assignments 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 soccer very well.
      2. Paul and Silas pray every day.
      3. I sing a new song when I am happy.
      4. You like mangoes.

PAST TENSE

These are events or situations that happened in the past.

(1) I travlled to London last week.

(2) She ate her food yesterday.

(3) They went to shop.

(4) We were tired yesterday.

(5) Akin washed his clothes on Fridays.

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 hands, **will** is used with other pronouns such as: you, she, he, it etc. Eg

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

**ADVERBIAL**

Adverbs are words that describe verbs, adjectives or another adverb in same sentence. Examples of adverbs are: quickly, slowly, beautifully, always, often, soon, there etc.

**TYPES OF ADVERB**

(1***)Adverb of time***: yesterday, today, later, soon, now etc.

They came here 5times yesterday.

(2)***Adverb of manner***: boldly, correctly, accurately, clearly, majestically, slowly, quickly etc

He answers the question correctly.

(3)***Adverb of place***: Here, there, inside, outside, in, out etc.

She was here when I saw him.

(4) ***Adverb of condition***: if, unless, until, in as much as, etc.

His father will pay his school fees if

(5)***Adverb of purpose***: so that, in order to, etc.

He slept early so that he could wake up early the following day.

EVALUATION

* 1. Define tenses.
  2. Give ten examples of sentences in present, past, and future respectively.

ASSIGNMENT

* + 1. Define an adverb.
    2. Explain five types of adverbs.
    3. State five sentences containing adverbs.

**ASPECT:** Comprehension

**TOPIC:** Reading to Answer Specific Questions

As young as I am, I have learnt some valuable lessons in life and I still keep on learning. I have discovered that children should be careful about who they associate themselves with. This is one of the lessons … incident had taught me an important lesson.

**EVALUATION:** NOSEC for JSS 1; Unit 13; pages 118 - 119, questions 1-10.

**ASSIGNMENT**: NOSEC for JSS 1; Unit 13; pages 117 - 118; question 1-11.

**TOPIC: Composition**

**SUB TOPIC:** Argumentative Essay

**CONTENT**:

**An argumentative essay** is a composition written or presented in order to win the audience or reader to the writer or speaker’s side with convincing and reasonable points. Examples of argumentative essay or composition are:

Boys are more useful to the parent than girls. Boarding school is better than day school. Etc.

**ELEMENTS OF WRITING**

The elements of writing are:

* Title or topic of the essay
* Introduction
* The body of the essay
* Conclusion

**FORMAT OF ARGUMENTATIVE ESSAY**

Good day, Mr. Chairman, the panel of judges, accurate time keeper, ladies and gentlemen, co-debater and the distinguished listener. My name is --------------, I am here or writing to support or oppose the motion that states that ---------.

**CONCLUSION**

With these convincing points, I have raised, I hope I have been able to convince you that ---------

**EVALUATION**

**1.** Write the format of introduction of an argumentative composition.

2. Write the concluding part of an argumentative composition.

**ASSIGNMENT**

The Home Economics Club in your school has invited entries for an essay completion on the topic: “*The process involved in the preparation of my favourite food”.* Write your entry.

**ASPECT**: Literature

**TOPIC**: Drama: Drama text, themes, features related to literary terms

Drama is a play written for actors and actresses to perform on stage before an audience, on radio or television. It is basically a performing art and therefore depends on action for its effectiveness. It involves the originating of forms which relates to action, language, characters of a story and a play. Drama is that arm of literature that is divided into acts and scenes. Someone who writes a play or drama text is a playwright. (Use recommended text).

Theme is the main idea in a drama or prose. Some of the themes in the play are: theme of affection, cultism, cultural identity, wrong decision, etc.

***Features of Drama***

- It is meant to be performed on stage for audiences to watch.

- it involves dialogue

- it involves the interaction of many people.

- It makes the audience partake fully or partially as a play is being acted.

- It could be written in verse or in prose. In other words, in terms of language, drama too makes use of words that are made fully meaningful by the actors and actresses.

**Features Related to Literary Terms**

Literary terms include the following theme, plot, characterization, theme, plot, characterization, character, style, setting, etc.

**Theme:** This is the main subject or idea in a book, film, discussion, etc.

**Plot:**  This refers to the events that form the main story of a book, film or plays are described.

**Characters**: Are the people in a book, play or film

**Style:** Is the way a literary work is written.

**Setting:**  This has to do with the place or time in which the events in a book or film happen.

**EVALUATION**: Mention five features drama in relation to **Vengeance of the Spirit** by Maxwell Onyeka.

**ASSIGNMENT**

**B.** (1) Adverb tells us more about\_\_\_\_\_\_\_ (A) noun (B) pronoun (C) verb (D) nerve.

(2) Adverb of time answers the question\_\_\_\_\_\_\_\_. (A) How (B) where (C) when (D) why

(3) He was talking clearly on phone. The adverb used in this sentence is adverb of\_\_\_\_\_\_\_\_\_\_\_.

(A) Reason (B) purpose (C) manner (D) time.

(4) She did her assignment carefully .The word underlined is adverb of\_\_\_\_\_\_\_\_\_\_.

(A) Time (B) manner (C) condition (D) result

(5) If you are serious with your studies, you will pass excellently. The adverb here is \_\_\_\_\_\_\_\_\_\_.

**WEEKEND ASSIGNMENT:**

1. Write ten sentences containing adverb phrases and adjectives phrases. Five sentences each for both.

2. Write an argumentative composition on ‘boys are more useful to their parents than girls’. Write to support or oppose the motion.

3. Write three examples of past simple tense?

4. Write three examples of present perfect tense?

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**WEEK 6**

**Speech Work:** Introduction to Diphthongs: /ei/, /əu/, /iə/ and /eə/;

**Structure**: Tenses and Adverbials (Cont.)

**Comprehension/Vocabulary Development:** Reading Skill-Reading to understand the Author’s mood;

**Composition:** Argumentative Essay (Guided composition writing);

**Literature**: Drama – Themes in **Vengeance of the Spirit** by Maxwell Onyeka,

**ASPECT: SPEECH WORK**

**TOPIC:** Diphthongs /ei/, /əu/, /iə/ and /eə/

**CONTENT**

Diphthongs are vowel sounds that are pronounced as a result of movement of tongue from one vowel to the other. These are the sounds:

Diphthong/ei /

This is a diphthong. The articulation of /ei/ starts with a sound whose quality is like that of /e/ and ends with another sound which has the quality of /i/. The lips are ‘spread’ for the production of /ei/. The common spelling symbols are shown below:

‘a’ e.g. face, lame, bane, mate.

‘ai’ e.g. rain, main, lain, gain.

‘ay’ e.g. pay, way, ray, may.

‘eigh’ e.g. eight

‘ey’ e.g. they

‘ea’ e.g. break.

Learners of English often pronounce /ei/ as /e/. This is an error in pronunciation which you should always avoid.

Now, pronounce the following pairs of words which show the contrast between /e/ and /ei/ clearly.

/e/ /ei/

let late

fell fail

men main

wet wait

west waist

get gate

Diphthong /әᴜ/ is a closing diphthong. In the production of the sound, the glide begins with the centre of the tongue and moves to a position between the centre and the back with a slight closing movement of the lower jaw. The shape of the lips is neutral at the beginning of the articulation but becomes rounded at the end. Some of its word examples are:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **O** | **Oe** | **Oa** | **Ou** | **Ow** | **ol** |
| Close | Hoe | Moan | Coulter | Grow | Gold |
| No | Roe | Boast | mould | Flow | Cold |
| Stoke | Coed | Oath | Soul | sorrow | Told |
| Tomato | Poesy | Hoax | Poultry | bestow | sole |
| Smoke | Foel | Foal | Boulder | known | role |

/ia/ and /ea/

These two sounds are diphthongs meaning that they have double sounds. The double sounds are achieved through a glide from the initial sound to the other through the process of their articulation. Thus we have the sound /i∂/ as we have in words like beard, tear, here, cheer. /e∂/ air, pear, their, share.

Listen to your teacher pronounce these sounds and repeat after him/her.

/i∂/ /e∂/

Steer chair

Tear their

Hear there

Mere pear

Spear heir

Ear air

**EVALUATION:** From the words lettered **A – D** choose the word that has the same diphthong as the one represented by the letter(s) underlined.

1. Kno**w** (a) scrowl(b) now (c) knew (d) sew
2. Sc**ou**t (a) plough (b) though (c) route (d) cousin
3. /әᴜ/ (a) known (b) home (c) house (d) vowel
4. /ei/ (a) misnomer (b) gown (c) draught (d) lake
5. waist (a) flew (b) main (c) saw (d) scratch

**ASPECT: STRUCTURE**

**TOPIC:** Tenses and Adverbials (making sentences with tenses and adverbial)

Tenses show the time of an action in a sentence. In English language, traditional grammar distinguishes three basic tenses namely: past, present and future. However, modern grammarians recognise two basic tenses: past and present. It must be noted that tense is not exactly the same as time. Thus, tense refers to the change that takes place in the form of the verb to indicate time.

PRESENT SIMPLE TENSE

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

i.I cook rice every Sunday.

ii.He loves flowers.

iii.She goes to school every day.

iv.We go to church every Sunday.

v.We do our assignments 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:

They play soccer very well.

Paul and Silas pray every day.

I sing a new song when I am happy.

You like mangoes.

PAST TENSE

These are events or situations that happened in the past.

(1) I travlled to London last week.

(2) She ate her food yesterday.

(3) They went to shop.

(4) We were tired yesterday.

(5) Akin washed his clothes on Fridays.

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

I shall travel next year.

We shall meet next week.

You will do the work again.

They will pay your money.

She will bring it for us.

**ADVERBIAL**

Adverbs are words that describe verbs, adjectives or another adverb in same sentence. Examples of adverbs are: quickly, slowly, beautifully, always, often, soon, there etc.

**TYPES OF ADVERB**

(1***)Adverb of time***: yesterday, today, later, soon, now etc.

They came here 5times yesterday.

(2)***Adverb of manner***: boldly, correctly, accurately, clearly, majestically, slowly, quickly etc

He answers the question correctly.

(3)***Adverb of place***: Here, there, inside, outside, in, out etc.

She was here when I saw him.

(4) ***Adverb of condition***: if, unless, until, in as much as, etc.

His father will pay his school fees if

(5)***Adverb of purpose***: so that, in order to, etc.

He slept early so that he could wake up early the following day.

EVALUATION

Define tenses.

Give ten examples of sentences in present, past, and future respectively.

ASSIGNMENT

Define an adverb

Explain five types of adverbs.

State five sentences containing adverbs.

**ASPECT:** COMPREHENSION

**TOPIC:**  At the Entrance to the Stadium

**CONTENT**

A few minutes before the football encounter between Eyinba Football Club and the Yankari Football Club was going to begin, all the gates to the Jokolo Stadium were shut. The stadium had already…given extra time. It ended goalless.

**EVALUATION:** NOSEC for JSS 1; Unit 14; pages 125 - 126, questions 1-16.

**ASSIGNMENT**: NOSEC for JSS 1; Unit 14; page 123; question 1-14.

**ASPECT:** Composition

**TOPIC:** Argumentative

**CONTENT**: ARGUMENTATIVE ESSAY

It is an essay which requires the candidate or 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 the angle the writer has seen it and so agree with the point of view being presented. In essence, it involves argument. The topic may demand that the writer or the candidate does one of the following things:

1. The writer may be required to prove a particular point.
2. He may be required to present a view point.
3. He may be required to strike a balance between the two sides of an argument or issue.

To write a good argumentative essay, the following points are necessary:

1. One must have a very clear idea of the topic or issue.
2. One must have jotted down a lot of points that one will use to prove one’s point in persuading and convincing the reader.
3. The points or ideas one has must be well arranged.
4. Clarity, in term of expression, is another vital point to note in argumentative essays.
5. The essay must also be error-free in terms of mechanical accuracy.

**EVALUATION**

1. What are the features of argumentative essays?
2. State five vital points a writer must bear in mind in composition of argumentative essay.

**ASSIGNMENT**: Your school has been invited to participate in a debate on the topic “Male Children are more beneficial to their parents than their Female Counterparts”. Write out your speech for or against the motion.

**ASPECT:** Literature

**TOPIC:**  Drama: Drama text, themes, features related to literary terms

Drama is a play written for actors and actresses to perform on stage before an audience, on radio or television. It is basically a performing art and therefore depends on action for its effectiveness. It involves the originating of forms which relates to action, language, characters of a story and a play. Drama is that arm of literature that is divided into acts and scenes. Someone who writes a play or drama text is a playwright. (Use recommended text).

Theme is the main idea in a drama or prose. Some of the themes in the play are: theme of affection, cultism, cultural identity, wrong decision, etc.

***Features of Drama***

- It is meant to be performed on stage for audiences to watch.

- it involves dialogue

- it involves the interaction of many people.

- It makes the audience partake fully or partially as a play is being acted.

- It could be written in verse or in prose. In other words, in terms of language, drama too makes use of words that are made fully meaningful by the actors and actresses.

**Features related to literary terms**

Literary terms include the following theme, plot, characterization, theme, plot, characterization, character, style, setting, etc.

**Theme:** This is the main subject or idea in a book, film, discussion, etc.

**Plot:**  This refers to the events that form the main story of a book, film or plays are described.

**Characters**: Are the people in a book, play or film

**Style:** Is the way a literary work is written.

**Setting:**  This has to do with the place or time in which the events in a book or film happen.

EVALUATION

Write short notes on five themes in the play **Vengeance of the Spirit** by Maxwell Onyeka,

**WEEKEND ASSIGNMENT**

**A.** Give the plot of the play **Vengeance of the Spirit** by Maxwell Onyeka,

**B.** ( 1)Adverb tells us more about\_\_\_\_\_\_\_ (A) noun (B) pronoun (C) verb (D) nerve.

(2) Adverb of time answers the question\_\_\_\_\_\_\_\_. (A) How (B) where (C) when (D) why

(3) He was talking clearly on phone. The adverb used in this sentence is adverb of\_\_\_\_\_\_\_\_\_\_\_.

(A) Reason (B) purpose (C) manner (D) time.

(4) She did her assignment carefully .The word underlined is adverb of\_\_\_\_\_\_\_\_\_\_.

(A) Time (B) manner (C) condition (D) result

(5) If you are serious with your studies, you will pass excellently. The adverb here is \_\_\_\_\_\_\_\_\_\_.

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**WEEK 7: MID-TERM BREAK**

**WEEK 8**

**Speech Work**: Diphthongs /ai/, /au/, /ᴐi/ and /uə/

**Structure:** Determiners (Meaning, Types and Functions).

**Comprehension/Vocabulary Development**: Writing Skill;

**Composition**: Expository Essay (Paragraph Development);

**Literature:** More work on Figures of Speech

**ASPECT: Speech Work**

**TOPIC:** Diphthongs /ai/, /au/, /ᴐi/ and /uə/

**Vowels /ai/**

This is a closing diphthong with glide movements of the tongue from /a/ sound to /i/ sound. The phonetic symbol of the sound represents the sound of the following underline letter(s) in their respective words/expressions.

**PHONETIC SYMBOLS OF /ai/**

ai as in aisle

ei as in eiderdown, either, eire etc

eigh as in sleigh, sleight, height etc

eye as in eye, eyes, etc

i as in write, climb, trite, bite, etc.

ie as in tries, cries, shied, lie, tie, et.

igh as in right, flight etc

uay as in Uruguay etc

ui as in beguile, guile, guide etc

uy as in buy, guy, etc

y as in fry, by, etc

ye as in bye, tye, etc

**Description of /aᴜ/:** This is also a closing diphthong. The tongue glide starts at a point between the centre and the back with a closing movement of the lower jaw. The gradual tongue glide towards /ᴜ/ agree with the closing movement of the jaw. The shape of the lips changes from neutral to a rounded position.

**Spelling symbols for /aᴜ/**

|  |  |  |
| --- | --- | --- |
| **ow** | **ou** | **ough** |
| bow(v) | round | drought |
| crown | bounce | plough |
| cow | voucher | bough |
| clown | doubt |  |
| owl | devout |  |

**Vowel /ᴐi/**

This is a closing diphthong. It glides from /ᴐ/ to /i/. It is produced by keeping the back of the tongue mid-way towards the open region and by keeping the lips rounded with the jaws fairly wide.

**PHONETIC SYMBOLS OF /ᴐi/**

oi avoid, boil, voice, joint, anoint, etc

ouy bouy

oy cloy, boy, alloy, etc

uoy buoy

**Vowel / ƱƏ/**

This is a centering diphthong with the glide movements of the tongue from / Ʊ/ sound to / Ə/ sound. The common spelling symbols are:

eu as in …………………….., Europe , neural, etc.

eur as in……………..……. liqueur, etc.

oor as in …………………… boor, poor, moor, etc.

our as in…………………….. tourist, dour, bourse, etc.

oer as in …………………… doer, etc.

ua as in …………………… continual,

**EVALUATION:**

Give the phonetic symbols realized in the letters underlined in these words.

joy, poignant, embroider, right, guide, height, aisle, vitae.

**ASSIGNMENT**

Indicate the diphthongs used in the following words: sure, cure, lure, boy, coil, soil during, poor, pure, join, coin, etc.

**ASPECT: STRUCTURE**

**TOPIC: Determiners** (Meaning, Types and Functions).

A **determiner** is a word that is used in front of a noun or pronoun to give some information

about it. Formerly, **determiners** were classified as **adjectives**. However, because, unlike adjectives, determiners do not, strictly speaking ‘describe’ a noun or pronoun, the modern grammatical practice is to draw a distinction between them. Thus, the category **determiner** has been created.

***Types of determiner***

*Definite and indefinite articles*

The **definite and indefinite articles** are often categorized as **determiners**.

Definite article

The **definite article** is *the* and it can be used in various ways. It can be used in a sentence to refer back to a person or thing that has already been mentioned or identified.

In the following sentences *the* is used in this way:

Mrs Brown gave birth to a boy and the boy was called John.

I was asked to choose a restaurant and the restaurant I chose was The Olive Tree.

Father bought a new dog and the dog is a Labrador.

The **definite article** can also be used to identify someone or something as the only one of its kind. In the following sentences the is used in this way:

He is reading the Bible.

Tourists often visit the Tower of London.

He has been declared the new Prime Minister of the UK.

The **definite article** is used to refer to a whole class or group of things or people. In the following sentences *the* is used in this way:

Lions belong to the big cats.

She really does not like the English.

Because of a long-lasting family feud the Smiths did not speak to the Simpsons at John and Jane’s wedding.

Less commonly, the **definite article** can be used to indicate the unique quality of someone or something.

In this context *the* is emphasized and is pronounced *thee*. In the following sentences *the* is used in this way:

In the sixties it was the restaurant to go to in London.

It is currently the city venue for fashionable wedding receptions.

The musical is the show to see this Christmas.

Indefinite article

The form of the **indefinite article** is either *a* or *an*. The form *a* is used before words that begin with a consonant sound such as *a box, a garden, a road, a star, a wall*. The form *an* is used before words that begin with an initial vowel sound such as *an apple, an egg, an igloo*, *an ostrich, an uncle*.

**NB: It’s the sound that counts**

It is the sound of the initial letter and not the spelling that counts in this case. Thus, *a* is used before words beginning with the letter *u* when these are pronounced as though they began with the consonant *y*, as *a unit*. Similarly, *an* is used before words beginning with the letter *h* where this is not pronounced, as *an heir, an hour, an honest man*.

Formerly it was quite common to use *an* before words which begin with the *h* sound and also begin with an unstressed syllable, as *an hotel, an historic occasion, an habitual criminal* and *an*

*hereditary disease*. Nowadays, it is more usual to use *a* in these cases, as in *a hotel, a historic*

*occasion, a habitual criminal, a hereditary disease*.

The **indefinite article** can also be used in various ways.

It can be used in the same way as the adjective *one*. In the following sentences *a/an* is used in this way:

The town is exactly a mile away.

We waited an hour for the bus to come.

A year ago we were happy, but things have changed.

**NB: Just the one**

If you wish to stress that you are referring to just *one* of something, rather than to several, you use the pronunciation *ay* to rhyme with *hay*, as in:

I wanted a (ay) biscuit, not a packet of them.

It’s OK to have a (ay) drink, but you will certainly not be fit to drive if you have half a bottle of wine.

The **indefinite article** is also used to refer to or single out a specific person or thing. In the following sentences *a/an* is used in this way:

Jim married a girl called Mary from the next village.

The family had a black cat called Sooty.

Sue is going out with a young man called Tom.

The **indefinite article** is also used with an indefinite meaning, in the same way that *any* is. In the

following sentence *a/an* is used in this way:

He was as big as a house.

An island is a piece of land entirely surrounded by water.

A paediatrician is a doctor who specializes in children’s illnesses.

The **indefinite article** is also used in the following way, with the word ‘for’ implied but omitted before it:

The grapes are £3 a kilo.

The gardener will charge you £12 an hour.

The cake is £2 a slice.

**NB: Zero article**

The absence of both the definite or indefinite articles is sometimes referred to as **zero article**. The following sentences contain examples of this:

We went by train.

He is in hospital.

Have you had lunch?

She’s at work.

*Demonstrative determiners*

Formerly known as **demonstrative adjectives, demonstrative determiners** are used to point out or indicate the nouns which they qualify.

The **demonstrative determiners** are *this, that, these* and *those*, as in *this book, that house, these*

*flowers* and *those girls*.

In the following sentences the underlined words are examples of **demonstrative determiners**:

This cake is absolutely delicious.

I do admire those flowers.

I used to live in that house.

These students are all taking the exam.

I love this dress, but I can’t afford it.

Who is that man over there?

Why are those people laughing at us?

These trees are huge.

Those red grapes are delicious.

These green grapes are sour*.*

*Possessive determiners*

When you wish to indicate that something belongs to someone or something or that it is connected in some way with someone or something you use the **possessive determiners** *my, our, your, his/her/its,* *their*. Formerly, **possessive determiners** were commonly known as **possessive adjectives**. In the following sentences the underlined words are **possessive determiners**:

I would like my book back, please.

Where are your children?

Dad let me borrow his car.

He was brushing his teeth.

She looks very like her mother.

Unfortunately, the dog broke its leg in the accident.

The children loved their new bikes.

*Indefinite determiners*

The **indefinite determiners**, also called **general determiners**, are used to qualify nouns or pronouns when you are talking about people or things in a general or indefinite way, without identifying them.

The **indefinite** or **general determiners** include *all, any, both, each, either, every, few, little, less, many, much, more, neither, no, several, some and neither,* as underlined in the following sentences:

Any room in the hotel will do.

Both students are to blame.

Neither house is really suitable.

Either bus will take you to the village.

Every car has been damaged.

Many books were destroyed in the fire.

Few patients have survived such an operation.

No facts are known yet.

Some gardens are beautifully kept.

Several buses go into the centre of town.

Little information has been released.

We have enough children to start a new class.

He does not have enough knowledge.

He has no more work.

There have been more accidents on that stretch of road.

Are there any jobs available?

*Number determiners*

**Numbers** when they are used before a noun are sometimes classified as **determiners**, and sometimes as **adjectives**. Numbers such as *one, two, ten, twenty*, etc are called **cardinal numbers**, while numbers such as *first, second, tenth, twentieth*, etc are called **ordinal numbers**.

In the following sentences the underlined words are **cardinal numbers**:

We only have one chance to succeed.

There are seven people in the house.

More than sixty soldiers died in the battle.

There are five hundred and fifty pupils in the school.

In the following sentences the underlined words are **ordinal numbers**:

This is the third time he’s been in prison.

This is the little girl’s fourth birthday.

They’re celebrating their twenty-fifth wedding anniversary.

EVALUATION

Which of the underlined adjectives in the following sentences are **attributive** and which are **predicative**?

It was a delightful trip.

The bride was beautiful.

She has an interesting job.

The job was boring.

The meal was delicious.

The basket was full of ripe fruit.

The dog was safely behind iron gates.

The hungry children ate all the food quickly.

They aren’t busy today.

The violent man was arrested by the police.

The weather was very pleasant.

The carpet was red.

The difficult task took a long time.

The white dress stained very easily.

She combed her long hair.

Her eyes were brown.

They do a useful job.

**ASPECT**: Comprehension

**TOPIC**: Reading to Interpret Diagrams, Maps and Sketches

**CONTENT**

You may wonder what Reading Comprehension has to do with interpreting diagrams, maps and sketches. This is really part of Reading Comprehension. We already know that comprehension is the … a mountain and so on.

**EVALUATION**: NOSEC for JSS 1; Unit 15; pages 138 - 139, questions 1-7.

**ASSIGNMENT**: NOSEC for JSS 1; Unit 15; page 133; questions 1 and 2.

**ASPECT**: Composition

**TOPIC**: Expository Essay

**CONTENT**

**Meaning and Types of Expository Writing**

Expository essay is a type of essay that explains a process, an action and how things work. It is somewhat like a descriptive essay in that it contains a great deal of description, but it also explains how things operate in relation with other thing. It gives information and at the same time instructs. The following are topics for expository writing:

(i)A traditional marriage ceremony

(ii)The preparation of my favourite food

(iii)How bean – balls are produced from beans

(iv)The way to the staff quarters from the school block etc.

**Features of Expository Writing**

1. It is written with the standard structure of introduction, body, and conclusion.

2. It is written in the present tense.

3. It requires clarity and precision.

4. It demands systematic thinking and concise use of language.

**Organisation**: Expository Writing is organized into Introduction, Body; and Conclusion. The body gives a step by step explanation of the processes involved.

**A typical Expository Essay Outline**

1. Title: HOW TO PREPARE MY FAVOURITE MEAL.

2. Introduction

i. My favorite meal (White rice and stew).

3. Body

i. Step one: get the utensils ready

ii Step two: preliminary cooking or Par boiling especially ‘rice’

iii. Step three: preparation of the stew

iv. Step four: Proper cooking of the sauce.

4. Conclusion: General summary of the subject matter.

**Evaluatio**n: 1. What is Expository Essay?

2. Mention the features of Expository Essay.

**ASPECT:** Literature

**TOPIC**: Figures of Speech

**SUB-TOPIC**: Simile and Metaphor

**CONTENT**

Simile means a figure of speech in which something is compared with another and said to be like it. Consequently, the use of “like, and “as is common with simile.

Examples:

i. Alaba’s shirt is as white as snow.

Ii He swims like a fish.

Iii That person behaves like a mad man.

iv. On our entering the premises, it was as quiet as a grave yard.

v. The old man fights like a lion.

METAPHOR

A metaphor is a figure of speech which compares two things that have similar feature by saying that one thing is another. In other words, it is a direct comparison between two things without the use of “like, and “as.

Examples:

1. Ade was a lion in the fighting. (He was as brave as lion)
2. My elder sister is the pillar of our family. (She alone bears the problems of the family).
3. Jemima is the apple of her father’s eyes. (She is greatly loved by her father.)
4. The player is the shining light in the team. (He is the source of inspiration to other members of the team).
5. Ayisatu was a pig during her secondary school days. (She was extremely dirty).

**EVALUATION:** In simple sentences, give three examples of simile and three examples of metaphor.

**WEEK-END ASSIGNMENT;**

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

1. Tyrant (a) Libel (b) typical (c) year (d) weird
2. Fight (a) Favourite (b) kin (c) write (d) keen
3. Spy (a)Quay (b) stripe (c) strip (d) happy
4. /ai/ (a)rice (b) bad (c) here (d) bit
5. /ai/ (a)eat (b) wait (c) dirt (d) aisle
6. They A. there B. their C. day D. den
7. Bathe A. ball B. bath C. rade D. mat
8. Eight A. seize B. waist C. get D. says

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**WEEK 9**

**Speech Work:** Contrasting consonants /t/ and /d/;

**Structure**: Introduction to Punctuation Marks (Meaning, Types and Functions) **Comprehension/Vocabulary Development**: Reading Skill;

**Composition:** Speech writing (Introduction);

**Literature**: Poetry: Structure, themes and literary devices in Oiwona Andrew’s **‘Nightfall**’

**ASPECT:** Speech work

**TOPIC:** Consonant sounds

**SUB-TOPIC**: Consonants /t/ and /d/

**CONTENT**

**Consonant** /t/: This is a voiceless alveolar plosive consonant sound. It is produced by raising the soft palate so that the flow of air does not go out of the nose and by pressing the tip of the tongue firmly against the alveolar to trap the air behind them for a short time. The phonetic symbol of the sound represents the sound of the following underlined letter(s) in their respective words.

d as in the following words: width, apartheid, breadth, etc.

t as in the following words: top, team, meat, set, tea, tell, lent, bit, bet, talk, technique, etc

tt as in the following words: betting, letter, kettle, putting, rotten, battalion, mattress, cigarette, buttocks, ghetto, etc.

th (in some proper nouns) as in the following words: Thomas, Thames, Anthony, Thyme, Theresa, Thompson, Thailand, etc.

-ed (past tense marker preceded by any of the following voiceless sounds /p/, /k/, /f/, /s/, /ʃ/, /tʃ/, or /Ɵ/, as in the following words: slapped, tasked, drenched, capped, raced, developed, bluffed, clinched, asked, looked, kicked, jumped, worked, laughed, cursed, hissed, etc.

**Consonant /d/:** This is a voiced, alveolar, oral, plosive consonant sound. It is produced by raising the soft palate to cover the naval cavity so that the flow of air does not go out of the nose and by pressing the tip of the tongue firmly against the alveolar to trap the air behind them for a short time. The phonetic symbol of the sound represents the sound of the following underlined letter(s) in their respective words.

d as in the following words: deep, hard, rider, code, dig, friend, dog, seed, dull, bad, amend, etc.

dd as in the following words: pudding, Buddha, daddy, riddle, adding, muddle, wedding, saddle, etc.

-ed (past tense marker preceded by a vowel sound or any of the following consonant sounds /t/, /d/, /b/, /g/, /v/, /ð/, /z/, /ӡ/, /dӡ/, /m/, /n/, /ɳ/, /l/ as in the following words: completed, excluded, judged, begged, wedded, warned, feared, warmed, cheated, nabbed, etc.

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

1. Bent (a) hitch (b) catch (c) think (d) tin
2. Locked (a) look (b) dull (c) take (d) keep
3. Plait (a) lump (b) apply (c) police (d) prank
4. Dirt (a) handkerchief (b) handsome (c) sandwich (d) sandy
5. Cough (a) though (b) thoroughly (c) trophy (d) of

**ASSIGNMENT**: NOSEC for JSS 1 (Workbook), Unit 16, pages 60-61.

**ASPECT**: Structure

TOPIC: **THE IMPORTANCE OF PUNCTUATION**

**Punctuation** is the use of certain established marks **(punctuation marks)** or symbols within a piece of written text. **Punctuation** prevents a piece of text from being just a string of words by breaking up the string of words into meaningful units and by making the text more fluent. Basically, punctuation marks can be seen as symbols which are used to separate and join units of language into a cohesive text.

Modern writers tend to punctuate much more lightly than their older counterparts did. This goes hand in hand with the modern tendency to use less formal language and a plainer style. However, the importance of punctuation, even in these less formal modern times, should not be underestimated.

Appropriate punctuation creates order in what might otherwise be a piece of linguistic confusion.

The important punctuation marks are the **full stop**, **question mark**, **exclamation mark**, **comma**,

**brackets**, **dash**, **semicolon**, **colon**, **hyphen**, **quotation marks**, **apostrophe**, **asterisk**, **three-dot ellipsis** and the **oblique**.

**Full stop**

The **full stop**, also called **period**, is a punctuation mark consisting of a small dot (.). It is one of the most important punctuation marks and the most emphatic, because its main function is to mark the end of a sentence and so separate one sentence from another. Only sentences that are either **questions** or **exclamations** (*see* Questions and Exclamations) do not end in a **full stop**. Instead, they end respectively in a **question mark** or an **exclamation mark**. The following are examples of sentences ending in a full stop:

The children behaved very well.

They are getting married next week.

We are moving house soon.

The car broke down.

You can choose the restaurant.

I went by bus.

**NB: The stop**

The **full stop** is also used to mark the end of a group of words which is not actually a sentence, but which is complete in itself, as in the following underlined words.

*‘When do we leave?’*

*‘Tomorrow morning.’*

***The full stop and abbreviations***

The **full stop** has another function. It is used with certain types of **abbreviation**, although the modern tendency, particularly in British English, is to use full stops with abbreviations far less than was formerly the case. For example, abbreviations involving initial capital letters are generally written without full stops, especially in British English, as *TUC, BBC, USA*. In such cases full stops should definitely not be used if one or some of the initial letters do not belong to a full word, as *TV. TV* is the abbreviation for television and the letter *V* is simply the initial letter of the second syllable of the word, not that of a new word.

There are usually no **full stops** in abbreviations involving the first and last letters of a word

(**contractions**), as *Dr, Rd, St*, but whether they are used or not can be a matter of taste. The important thing is to be consistent in whether you use **full stops** or not in such cases.Abbreviations involving the first few letters of a word are the most likely to have **full stops**, as in *Feb*. for February and *Sept*. for September.

***The full stop in email and website addresses***

The **full stop** is also used in **email addresses** such as

*sample.name@sampleaddress.co.uk*

and in **website addresses** such as

*www.sample-url.com*

In these cases the inclusion of the full stops and their correct placing are necessary to send the email successfully or access the website.

**Question mark**

The **question mark** (**?**) is sometimes also known as the **query** and it is used to mark the end of a sentence

which asks a question (see 1). The following sentences are all questions ending in a **question mark**:

*Where are we?*

*Is that the right time?*

*Who is that?*

*Why did they leave so early?*

*Does he always behave so badly?*

*Would you pass me the salt, please?*

*Can I help you?*

*Whose coat is this?*

**NB: Writing questions**

It is not recommended to use more than one question mark at the end of a sentence.

When writing college essays or literary interpretations it may be tempting to interperse your

writing with questions, as in:

‘So what do we learn from Wordsworth’s view of nature?’

This is too informal for such a composition. It is better to write:

‘What we learn from Wordsworth’s view of nature is ...’

**Exclamation mark**

The **exclamation mark** (**!**) is used to mark the end of an **exclamation** or sometimes a **directive.**

The following sentences are all exclamations or directives ending in an **exclamation mark**:

*Run!*

*Save me!*

*What a beautiful day!*

*How marvellous!*

*Well done!*

*You must be joking!*

*Ouch!*

*Let me go!*

**NB: Watch out!**

Be careful not to overuse the **exclamation mark**. It is easy to do so, particularly in a piece of informal English. One is enough at the close of a sentence. Overuse of such sentences within a piece of writing can detract from the potential dramatic effect of the occasional use of the mark.

It is common for people to overuse exclamation marks in emails, because the communication is

often informal and because we are often trying to convey points of view and emotions that we would not normally be doing in a formal piece of writing.

**Capital letter**

**Capital letters** are not technically speaking punctuation marks, but their use is so closely associated with the use of the **full stop**, and with the **question mark** and **exclamation mark** that it makes sense to treat their use here. Just as a sentence ends with a **full stop** or, occasionally, with a **question mark** or **exclamation mark**, so it always begins with a **capital letter**. The opposite of a **capital letter** is a **lowercase** **letter**. **Capital letters** are used in a number of situations:

A **capital letter is** used as the initial letter **of the first word** of a sentence or a direct quotation, as in

*They left early*. and *He said weakly, ‘I don’t feel very well*.’

A **capital letter** is always used as the initial letter of a name or proper noun, as in *Mary Brown*, *South America, Rome, speak Italian, Buddhism and Marxism*.

A **capital letter** is also used as the initial letter of the main words in the titles of people, places or works of art, as in the following:

*Uncle Fred, Professor Jones, Ely Cathedral, Edinburgh University*, *Glasgow Caledonian University*, *reading* Wuthering Heights, *watching a production of* Guys and Dolls*, listen to Beethoven’s Third* *Symphony* and *buy a copy of ‘The Potato Eaters’ by van Gogh*.

They are also used in the titles of wars and historical, cultural and geological periods, as in the *Wars of the Roses, the Renaissance* and *the Ice Age*. Only the major words of titles, etc, begin with capitalletters. Words, such as *the, on, of*, etc, are in lower-case letters, as *The Mill on the Floss*.

A **capital letter** is used as the initial letter of the days of the week, months of the year, and religious festivals, as *Monday, October, Easter, Yom Kippur*. It is a matter of choice whether the seasons of the year are given capital letters or not, as in spring/Spring, autumn/ Autumn.

A **capital letter** is used as the initial letter of God, Allah or Jesus Christ, or similar words. When a pronoun is used to refer to God or Christ the pronoun begins with an initial capital letter, as *God asks us* *to trust in Him*.

A **capital letter** is always used as the initial letter of a noun that is a trade name as in *Peugeot*, *Xerox*, *Hoover*.

When verbs are formed from such nouns, they are usually spelt with an initial **lower-case letter**

as in *xerox the letter* and *hoover the carpet*.

***Lower-case letter***

The opposite of a **capital letter** is a **lower-case letter**, also known informally as **small letter**. **Lowercase letters** are used for most words in the language. It is **capital letters** that are exceptional in their use.

**EVALUATION:** Rewrite the following passages, inserting the appropriate **punctuation mark** at the end of each sentence.

Ouch I slipped on the ice and hurt my ankle I can hardly walk Do you think my ankle could be broken

Perhaps I’d better get a doctor to have a look at it

Could you possibly take me to the hospital in your car if you’ve time

It shouldn’t take very long, should it

It’s not far

If you’re in a hurry you can just drop me outside the hospital and leave

I’ll phone my parents from the hospital and they’ll come and get me

**ASPECT**: Comprehension  
**TOPIC:** Past Question Sample

***ASPECT: COMPOSITION:***

***TOPIC: Speech Writing***

Speech Writing is, in most cases, in a form of end-of-a-year speech, prize-giving day speech or other forms of speech-making occasions whereby one is required to deliver a speech. Speech writing demands the skill of writing almost as one speaks.

***Useful Hints on how to write a good speech***

(1)Content: The content depends on the topic you are given but your points must be relevant to the topic on which you are writing your speech.

(2)Organization: In speech writing, you should imagine that you have an audience listening to you. Therefore you are expected to start your speech with the usual vocatives: Chairman, Member of Staff, Ladies and Gentlemen…..your audience depends on the question you are answering: your question will definitely give you an idea who your audience is.

(3)Expression: Speech Writing demands a good command of language. Use simple sentences because it is important that you should, make your audience follow your line of thought. Don’t use slangs and colloquial expressions. Speech making is meant for oral delivery, therefore, you can make use of words like don’t, didn’t, doesn’t etc. In addressing your audience, you can use words like, you, our, we, you and I.

**Model Speech Writing**:

As the President of Red Cross Society, write a speech you will deliver at the official launching of the branch of the society in your school.

Honourable Commissioner for Health, Lagos State;

President of Lagos State Chapter of the Nigerian Red Cross Society,

Our respected Principal,

Chairman and members of the Parents-Teachers Association,

Fellow students,

Ladies and gentle and Gentlemen.

On behalf of my colleagues, I welcome you all to this occasion of the launching of our school’s Branch of the Red Cross Society. Today marks a…………………………………………..

**ASSIGNMENT**

As the senior prefect of your school, write a speech you will deliver at the official launching of the school Year Book.

**ASPECT:** LITERATURE

**TOPIC:** Poetry (use recommended text)

**Poem** is a piece of creative writing that is usually written in verse while **poetry** is collection of poems.

Types of poetry include:

1. Epic: Epic poems are long serious poems that tell story of a heroic figure.
2. Lyric: This poem can be sung. It expresses the poet’s thoughts and feelings.
3. Ode: Odes are poems which are serious in nature and written to a set a structure.
4. Ballads: Ballad poems are poems that tell story similar to a folk tale or legend and often has a repeated refrain. A ballad is often about love and often sung.
5. Dirge: This poem laments over the dead person.
6. Sonnets: Sonnets are lyric poems that are 14 lines long.
7. Elegy: A sad poem especially about someone who is dead.

**EVALUATION**

* 1. What is poetry
  2. Defines poems
  3. Explain five types of poems

**ASSIGNMENT**

Read the poem “my mother” and identify the figures of speech used in the poem.

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WEEK 10-11 Revision

WEEK 12 Examination