**JUNIOR SECONDARY SCHOOL TWO (2)**

**LESSON NOTE(S)**

**WEEK TWO:**

**SPEECH – VOWEL SOUNDS: /ae/ and /a:/**

The main distinction between these two sounds is that **/ae/** is shorter than **/a:/**.

\*Examples of words with the **/ae/** sound include: back, fat, bad, ban, cab, cat, badge, lad, patch, am, hack etc.

\*Examples of words with the **/a:/** sound include: bark, fart, bard, barn, cart, chart, parch, shark, arm, etc.

**GRAMMAR – ADVERBIAL CLAUSE**

A clause is a group of words containing a subject and predicate or a finite verb. A clause can be a simple sentence or part of a sentence.

The **adverbial clause** is the type of **dependent clause** that contains a subject and a verb. Like an adverb, an adverbial clause modifies a verb as it adds extra information about the time, place, manner, etc to a sentence. As a dependent clause, it cannot stand on its own and must connect to the main/independent clause to form a complete sentence.

**Examples of the Adverbial Clause**

1. He shook my hand before he passed on.
2. The wife now sleeps in another room because the husband snores loudly.
3. This is the farm where I picked mangoes.
4. He treats his dog like his own brother.
5. He added sugar in order to sweeten the tea, but the tea became too sugary.

\***Adverbial Clause of Time**: shows when something happens. Example: Look left and right before you leap.

\***Adverbial Clause of Place**: shows where something is or happens. Example: That is the farm where I picked mangoes.

\***Adverbial Clause of Manner**: shows the way something is done. Example: He treats his dog like his own brother.

\***Adverbial Clause of Purpose**: shows the purpose of doing something. Example: I hold my new pen up so that everyone can see it.

\***Adverbial Clause of Reason**: shows why something happens. Example: She got stung because she went too close to a wasp’s nest.

\***Adverbial Clause of Condition**: shows a possible situation. Example: I’m going to take away your television unless you pay me back the money.

**LITERATURE-IN-ENGLISH – TYPES OF POETRY**

Poetry is the genre/type of literature based on the interplay of words and rhythm. In poetry, words are strung together to form sounds, images and ideas that might be too complex or abstract to describe directly.

**TYPES OF POETRY**

1. **Epic**: Am epic is a long narrative poem that normally tells a story about a hero or an adventure.
2. **Ode**: An ode is a poem that renders praises on a person, thing or event.
3. **Sonnet**: A sonnet contains fourteen lines (14) lines.
4. **Lullaby**: This is the kind of poem sung to children in order to put them in a relaxed mood or to make them sleep.
5. **Dirge**: A dirge is a poem that is sung for the dead. It is a song of mourning performed as a memorial to someone who died. It is usually sad.
6. **Lyric**: This is the kind of poem that features a single speaker whose purpose is to share a state of mind, mood or attitude.

**WEEK THREE:**

**WRITING: SUMMARY TECHNIQUES**

Summary means to reduce a given passage to the smallest meaningful piece of writing. When you give account of what happened to a friend, you are in reality summarizing the report of everything that happened or was said.

On the other hand, reading for summary is the ability for one to read through a passage to grasp the information it is presenting. Such as the topic sentences and the main idea.

**Summary Reading Tips**

To maintain a good summary reading, the students should:

1. Read through the passage carefully.
2. Underline useful points/ideas while reading to enable you understand the original content of the passage.
3. Note the main ideas of the passage which best explains the topic.
4. Try to interpret or translate the topic in your own words
5. Discuss within yourself the original ideas or information on the passage orally and in writing.

**SPEECH: INTONATION**

**Meaning of Intonation**

Intonation is the rising and falling of tune while speaking. It shows the attitude of the speaker to those spoken to or to the subject of discussion. It shows the level of pitch (modulation), that is how high or how low the voice is when one is speaking. In fact, it is a variation of pitch.

**Types of intonation**

1. R/ising tune.
2. Falling tune.

**LITERATURE-IN-ENGLISH: LANGUAGE OF POETRY**

Language of poetry is the artistic form of ordinary language. While the goal of ordinary language is to communicate a message, the goal of poetic language is to convey a deeper meaning, feeling or image to one’s audience.

**Language of poetry must/should be:**

\***Concise**– poetry does not need to go on for pages to deliver its message; it will go straight to the heart of the matter, it strips away the unnecessary and leaves only the essential elements. It couples with an arrangement of words that create a rhythm and does not allow the message or story to be complicated by detail, making it all the more memorable.

**\*Unique**– the language of poetry is unique because it uses words to convey meaning, communicate ideas, feelings, sounds, gestures, signs and symbols. In using the poetic language, poets usually attempt to use words which sound smooth and flow together in a comfortable manner when they are combined into verses.

**\*High** – High/elevated language is used to give dignity to a hero, to express the supremacy of God and religious matters generally, to indicate the importance of certain events.

**WEEK FOUR:**

**WRITING: SPEECH WRITING**

Speech writing is the method of conveying a thought or message to a reader using the correct punctuation and expression. Speech writing isn't much different from any other form of narrative writing. Here are some key elements of great speech writing:

•It begins with clearly understanding the speech's purpose and the audience it seeks to engage.

•A well-written speech clearly conveys its central message, ensuring that the audience understands and retains the key points.

•It is structured thoughtfully, with a captivating opening, a well-organized body, and a conclusion that reinforces the main message.

•Good speech writing embraces the power of engaging content, weaving in stories, examples, and relatable anecdotes to connect with the audience on both intellectual and emotional levels.

Ultimately, it is the combination of these elements, along with the authenticity and delivery of the speaker, that transforms words on a page into a powerful and impactful spoken narrative.

**SPEECH: INTONATION**

**Rising Tune:** The rising tune is indicated with an arrow pointing upwards (/). It is used to indicate a rise in the pitch of the voice. Its uses are:

1. To ask polar questions- These are questions that require yes or no as the answer. Examples:
2. Is English your best subject?
3. Are you going to take the job? /
4. To make requests:
5. Close that door, please.
6. Could you give me your biro? /
7. To make polite statements:
8. Please don't be offended. /
9. Come in, please /
10. For listing items:
11. We need some rice /, beans /, fish /and meat.\
12. There are five items in the shop. They are: cups/, bags/, chairs/, books/, and tins/.

**WEEK FIVE:**

**SPEECH: INTONATION**

**Falling Tune:** The falling tune is indicated with an arrow pointing to a downward direction (\).It is used to indicate when the pitch of the voice falls.Its uses are:

1. In statements:
2. John works hard in school. \
3. She got it right. \
4. Giving commands
5. Leave the door open.\
6. Close the door quickly \
7. In exclamations:
8. Oh, my Lord ! \
9. How awful ! \
10. In asking ‘WH’ questions:
11. Why are you not happy? \
12. What is your name? \

**WEEK SIX:**

**WRITING: NARRATIVE ESSAY**

A narrative essay relates mainly, a sequence of events. It tells what happened and how it happened and is often indistinguishable from a short story.

**Characteristics of Narrative Essay**

1. It must have beginning that is interesting and arresting.
2. It must proceed in a chronological sequence to the end.
3. The use of past tense is highly essential since the narrative involves past events.
4. The narration must be presented in a sequential order.
5. You must avoid verbosity and an unnecessary elaboration of a particular incident

**GRAMMAR: CONDITIONAL SENTENCES**

A conditional sentence has at least two clauses, one beginning with "if." Examples: If inflation is high, the value of life insurance policies goes down.

**Explanation:** The ‘if clause’ is the subordinate clause while the result clause is the main clause. The arrangement of the sentence can be altered by positioning the result clause before the ‘if clause’ e.g The value of life insurance policies go down if inflation is high.

**WEEK SEVEN:**

**WRITING: DESCRIPTIVE COMPOSITION**

A descriptive essay is one that requires a writer to write a description of an object, a person, an animal, an incident or a scene. In a descriptive essay, the writer should show, not tell, through the use of colorful words and sensory details. The best descriptive essays appeal to the reader’s emotions, with a result that is highly evocative.

**Characteristics of a Good Descriptive Essay**

\* The writer must be orderly in the presentation of facts.

\* Clarity of expression is necessary. The use of simple and straight-forward language is required.

\* The use of simple present tense is very common but the writer is free to use other tenses as the need arises.

\* There must be particular emphasis on objects or things being described. The description must be vivid enough with the use of good and appropriate vocabulary.

\* The use of adjective is highly indispensable.

**GRAMMAR: TYPES OF CONDITIONAL SENTENCES**

**1. Likely or probable conditionals: Sentences in this category fall into two forms:**

**a. The ‘if clause’ and the result may be in the present simple tense.**

**Example: If you have a life insurance policy, your family has financial protection.**

**b. Present simple tense in the if-clause, future tense in the result clause e.g with your policy, the insurance company will pay up, even if you drive into a tree.**

**e.g if you left the keys in the car and if it were stolen, the insurance company would probably not pay you.**

**2. Unlikely or Remote conditional**

**Past tense (also called the subjunctive) is used in the if-clause, “would” in the result clause.**

**e.g if you left the keys in the car and if it were stolen, the insurance company would probably not pay you.**

**3. Unfulfilled or impossible conditional.**

**It is used for talking about what did not happen. The past perfect tense is in the if-clause “would have” and a past participle is in the result clause e.g If I had left the keys in the car, the insurance company would not have paid up.**

**WEEK EIGHT:**

**GRAMMAR: Quantifiers.**

A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity. “Some”, “many”, “a lot of” and “a few” are examples of quantifiers. It should be noted that quantifiers can be used with both countable and uncountable nouns. Examples:

* There are some books on the desk.
* He’s got only a few dollars.
* How much money have you got?
* There is a large quantity of fish in this river.
* He’s got more friends than his sister.

**Examples of Quantifiers that can be used with uncountable nouns:**

* a little/little/very little
* much
* a bit (of)
* a great deal of
* a large amount of
* a large quantity of

Examples of Quantifiers that can be used with countable nouns:

* Many
* a few/few/very few
* a number (of)
* several
* a large number of
* a great number of
* a majority of

**Examples of Quantifiers that can be used with both countable and uncountable nouns:**

* all
* enough
* more/most
* less/least
* no/none
* not any
* some
* any
* a lot of
* lots of
* plenty of

**Note:** ‘little,’ ‘very little’ mean that there is not enough of something.

‘a little’ means that there is not a lot of something, but there is enough.

**Note:** ‘few,’ ‘very few’ mean that there is not enough of something.

‘a few’ means that there is not a lot of something, but there is enough.

**SPEECH: DIPHTHONGS**

The vowel in English is classified into two main groups: pure vowels also called monophthongs and diphthongs. The eight Diphthongs in English are:

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

**ADJECTIVES**

Adjectives are words that enhance and describe nouns or pronouns, providing additional details to enrich our understanding.Consider the following example:Joseph has got a beautiful car.

In this sentence, the word “beautiful” serves as an adjective, adding depth to the noun “car.” By using adjectives, we provide extra information and create a more vivid picture.Here are more examples:

* The little boy was playing in the yard.
* The tall tree swayed gently in the breeze.
* This restaurant makes delicious dishes.
* My elder sister wore a pink dress to the party.

**WEEK NINE:**

**WRITING: FORMAL LETTER**

Formal letters can be in the form of applications for admission or employment requests, official queries and replies to them, letters by students to the head of their schools, letters to local government chairman, letters to commissioner or minister of Education.

**Features of a formal letter**

**\*Writer’s Address:** This should be written at the top right corner of the pag

**\*Receiver’s Address:** This is written on the line following the date on the left hand side of the page

**\*Salutation:** This is the greeting which comes after the receiver’s address.

Dear Sir,

Dear Ma,

**\*Heading or Topic or Title:** This comes directly after the salutation but not on the same line.

**\*Body of the letter:** Here, go straight to what the question says you should do. There is no room for exchange of pleasantries or personal matters.

\***Subscript (complimentary close):**

Yours faithfully,

(Signature)

Name of Sender.

**SPEECH: SOUNDS /dʒ/ AND /tʃ/.**

The /dʒ/ sound is one of the twenty-four consonant sounds in English Language. In pronouncing this sound, the tongue is raised a bit and its tip touches the roof of the mouth, just behind the upper teeth. The back part of the tongue remains in its place. Examples of words that have the /dʒ/ sound are: judge, cage, register, joke, grudge, jug, badge, etc.

The /tʃ/ sound is also one of the twenty-four consonant sounds in English Language. To produce this sound, your tongue should touch the tooth ridge to stop air. Then, move your tongue behind the tooth ridge to release air. This sound is produced with no voice from the throat. Examples of words with the /tʃ/ sound include: chair, teacher, much, match, lunch, stretch, etc.