**SIGMA TERM SCHEME OF WORK FOR JSS2**

**ENGLISH LANGUAGES**

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| **WEEKS** | **TOPICS** |
| 1 | Revision of last term’s work   * Speech Work: Revision of Diphthongs * Grammar: Reported speech: ruler guiding the use of Reported speech * Reading and Comprehension: Reading to provide alternative words that van fit into the context to replace the target words * Composition: Writing report: Outline and features * Literature – In – English: Use the recommended text on Prose * Literature – In – English: As in 105 |
| 2 | Speech Work: Intonation: Identification of intonation patterns in statements, questions and commands   * Grammar: Making sentences with prepositions * Reading and Comprehension: Reading for speed with emphasis on avoidance of vocalisation, regressive reading and reading words instead of phrases. * Vocabulary Development: Law and Justices * Composition: Writing a Report: An Accident I witnessed * Literature – In – English: Use the recommended text on prose * Literature – In – English: Themes/characterization in the recommended prose text. |
| 3 | Speech Work: Intonation/stress: making statement, giving command and asking questions, using different intonation patterns   * Grammar: Regular and Irregular verbs * Reading and comprehension: Techniques of speed reading: surveying, scanning and skimming. * Vocabulary Development: Culture and Tourism * Composition: Writing an Informal letter continued. Letter to a friend about your school inter – house sport * Literature – In – English: Use the recommended text on Drama * Literature – In – English: Themes and plot in the recommended Drama text. |
| 4 | Speech Work: Stress; Identification of the correct points of pauses in different words (im’port/i’mport, ‘refuse/re’fuse)   * Grammar: Reported commands * Reading and comprehension: Dialogue * Vocabulary Development: ICT * Composition: Formal letter – Write to the Local Government Chairman about the bad roads in your area * Literature – In – English: Use the recommended text on Drama * Literature – In – English: Language setting anf characterization in the recommended Drama text |
| 5 | Speech Work: Rhythm – identification of the appropriate rhythm in a given poem   * Grammar: reported Requests * Reading and Comprehension: Dialogue continued * Composition: Argumentative Essay – Herbal Medicines are more potent than Orthodox Medicines * Literature – In – English: Identification of some figures of speech in the recommended prose text |
| 6 | Speech Work: Review of /stress/ intonation. Refer to week 3 and 4   * Grammar: Adverbials and the present tense * Reading and Comprehension: More on week 1 topic * Vocabulary Development: Science and technology * Composition: Expository Essay – entrepreneurship * Literature – In – English: Distinguish between Irony, Ephemism, and Hyperbole. |
| 7 | Speech Work: Consonant /s/ and /z/ (sip, zip, store, zebra), this/these, loose/lose   * Grammar: introduction to punctuation marks * Reading and comprehension: Reading to summarize a selected passage * Composition: Narrative Essay – My Last Birthday * Literature – In – English: Summary of recommended prose text. |
| 8 | Speech Work: Consonant Sound /k/ and /g/ (cup/gulp, chaos/alligator)   * Grammar: Punctuation marks - The full stop and The comma. * Reading and Comprehension: Reading to identify the main and supporting ideas in a selected passage * Composition: Write a story: The Meeting * Literature – in – English: Summary of the recommended text. |
| 9. | Speech Work: Consonant /m/, /n/, /⌡/ (man, many, singer, anchor)   * Grammar: punctuation Marks continued. The question mark, the colon, and the semi-colon marks * Reading and Comprehension: As in week 8 * Composition: Review the types of letters and essays * Literature – In – English: Reviews the literary terms |
| 10 | REVISION |
| 11 – 12 | EXAMINATION |

WEEK ONE

RIVISION OF LAST TERM WORK

WEEK TWO

LESSON 1: SPEECH WORK

TOPIC: INTONATION

SUB – TOPIC: Identification of intonation patterns in statements, questions and commands.

Introduction: Intonation is a feature of speech which affects the understanding of a message. This is the rise and fall of the voice in speech (or the variation in pitch).

Intonation conveys the attitude or mood of the speaker to his listener (audience) he is speaking to. For instance, whether the speaker is doubtful, angry, impatient, polite or impolite is a sign through the intonation pattern he uses. It is the change in the level of pitch (how high or low the voice is) that makes speech interesting.

If there is no change in the level of pitch while we speak, then it will be difficult for others to understand us and it will also be boring to our listeners.

There are two basic patterns of intonation (also known as tunes): the falling tune and the rising tune.

A conventional way of indicating the tune is to use the arrow ↘ for the falling tune and ↗ for the rising tune.

Identification of Intonation

Patterns in statement

Examples: Using statement like:

1. The student are working hard (↘)
2. Bola will be here anytime (↘)
3. The people in the shop stole the car (↘)

Intonation using WH – questions. Examples

1. Why did you come here: (↘)
2. Whose book is this? (↘)
3. How did you get here? (↘)

Intonation used as command or order. Examples

1. Get out of here! (↘)
2. Open the door at once! (↘)
3. Don’t touch the girl! (↘)
4. Be careful! (↘)

Assignment

New Oxford (2) for junior secondary schools. Page 103

Read the passage below aloud varying your intonation. (Exercise K)

A conversation between Garba and Lawrence

**LESSON 2: GRAMMAR:** Making sentences with preposition

Definition of prepositions:

Prepositions shows the relationship between noun and pronoun in the same sentence. Examples during, towards, without, near, on except, off, from, among, for, at, in, about, with, throughout, beyond, by, through, under, after, to, between, against, into, within etc.

1. Bola prefers black biro to a blue one
2. She was delayed by the traffic
3. A cat is under the table
4. The bird flew through the window
5. He wrote a letter to his father

USES OF SOME PREPOSITION

**FOR** – This is accompanied by a period of time. Examples

1. I have been here for four years
2. He has been living in this house for eight years

**SINCE** – It is placed before phrases or words indicating a point of time. Examples:

1. Adeola has been living in this village since 1980
2. I have not seen him since Sunday

**FROM** – It indicates a point of time. From should be followed by “to” or “till”. Example: Ade worked from eight O’clock till four O’clock without resting.

**TO** – We can use to for movement from a particular place to an office or school etc. An example: Gbolahan walks to his office everyday.

**AT** – It is used to indicate position. An example: Jide came at seven O’clock in the morning.

Assignment

Underline the preposition from the following sentences:

1. The dog ran after the mouse
2. He walked into the room after the mid – night
3. I kept the bag under the bed
4. Friday comes before Saturday
5. I bought two loaves of bread
6. The girl was beaten by the boy
7. The man across the dusty road
8. Come with me to the station
9. Please wait for me
10. Switch on the light in the room

Assignment

Reference : progressive English. An elaborate coverage of Grammar .page 103,104

**LESSON THREE: VOCABULARY DEVELOPMENT**

Words Associated with Law and Justices

The following are words that are associated with law and justices

1. Law court
2. Plantiff
3. Sued
4. Defendants
5. Section
6. Agreement
7. Inter – allia
8. Judge adjourned
9. Discharge / acquitted
10. Redress
11. Allegation
12. Appeal
13. Subpoena
14. Evidence
15. Hardened criminals
16. Convicted
17. Judgement
18. Evidence/witness etc.

Assignment

Use your dictionary to find the correct meaning to the above words

**LESSON FOUR: COMPOSITION**

Writing A Report –

An Accident I Witness

I was on my way to school on a good morning, while I witnessed an horrible and heart pained accident at Shagamu road along Oke – Odo, in Alimosho area.

A little boy ran into the road in front of a lorry. If he had gone on running, he would not have been in danger, but he trod on an old piece of wood that someone had dropped and fell.

At once, Kunle stopped dreaming of food and he struggled to avoid hitting the child. His right foot press hard on the brake. His arms tured the stearing wheel swiftly to the right. The lorry crashed into the wall of a house. Just at the spot, something hit the boy’s head, there were bruises everywhere with blood gushing our speedily. I held on to my head and pitied the poor little boy.

Assignment

Write a story not less than 200 words on the accident you witnessed

Guidelines

* Introduction – time/date
* Body – the discussion (what happened in the course of the accident)
* The conclusion – your feeling at the end of the scene (story)

**LESSON FIVE: LITERATURE – IN – ENGLISH**

The use of recommended text

* Themes
* Characterization

WEEK TWO

TOPIC: SPEECH WORK: Intonation / Stress

SUB – TOPIC: Making Statement, giving command and asking questions, using different intonation pattern.

INTRODUCTION: Intonation is another feature of speech which affect the understanding of a message. It is the rise and fall of the voice in speech (or the variation in pitch). Intonation explains the attitude or mood of the speaker to his audience. Whichever mode the speaker is when speaking, intonation changes the level of pitch (how high or low the voice is) that makes speech interesting.

A. Making statement giving Command

1. Close the door at once! (↘)
2. Get out here (↘)
3. Don’t touch the broom! (↘)

COMMANDS

Making Statements

1. Deborah is a beautiful girl (↘)
2. The student are working hard (↘)
3. The people at the meeting stole the car (↘)

Asking Questions

1. Why did you come here? (↘)
2. Whose book is this? (↘)
3. How did you get there? (↘)
4. What is your name? (↘)
5. Who is your mother? (↘)
6. Is this your book? (↗)

Assignment

Using statement, command and question pattern to write five sentences that sho a fallen tune.

LESSON TWO: GRAMMAR

TOPIC: Regular and Irregular Verbs

Regular Verbs: are verbs which form their past tense and past participle with ‘ed’. Examples are:

PRESENT TENSE PAST TENSE PAST PARTICIPLE

1. Wed Wedded Wedded
2. Close Closed Closed
3. Hang Hanged Hanged/hung
4. Play Played Played
5. Call Called Called
6. Bleed Bled Bled
7. Dictate Dictated Dictated

Irregular Verbs: Verbs which do not add ‘ed’ to form their past tense and past participle. Examples:

PRESENT TENSE PAST TENSE PAST PARTICIPLE

1. Am, are, is was, were been
2. Broadcast broadcast broadcast
3. Cut cut cut
4. Grow grew grown
5. Catch caught caught

Assignment

Pick out regular anf irregular verb from the following words using tabular form

1. Open
2. Take
3. Walk
4. Sit
5. Dance
6. Drive
7. Shut
8. Strike
9. Attack
10. Flow
11. Cut
12. Lie
13. Know
14. Ring
15. Hide
16. Wash
17. Fall
18. Show
19. Climb
20. Kick

LESSON THREE: READING AND COMPREHENSION

TOPIC: TECHNIQUES OF SPEED READING

1. Surveying
2. Scanning
3. Skimming

1. SURVEYING: This talks about text, (title, author, date etc) and skimming and scanning are essential academic reading skills for you and for native English speakers too, who also need to develop this skills.

2. SCANNING: When you scan a text, you are looking through it quickly to find keywords or information. After scanning a text, you should know if it has references to things you want to know about.

3. SKIMMING: This is looking quickly through a text to gain a general impression of what it is about. You can often do this by reading on the title and sub-titles of a text, and the first sentence of reading without using a dictionary.

LESSON FOUR: INFORMAL LETTER (CONTINUED)

TITLE: Letter to a friend about your school Inter – house Sport.

7, Adesanya Street,

Ile – Epo,

Oke – Odo,

Lagos.

13th May, 2015.

Dear Ade,

It is a pleasure writing to you at this time. How are you and your studies? Hope all is well over there in Abuja? Bola called and suggested that we should all meet during this coming festive period.

The purpose of writing is to inform you about my school recent inter-house sport which came up on 12th April, 2015 at Oke – Odo school field. It was coloured and eventful.

At exactly 10:00am, we all matched to the field accompanied by two big horses and the “Bridgade boys” with their steady inviting musical instrument which attracts the attention of the passers-by.

The programme commenced immediately with prayer, recitation of national anthem and the school anthem, followed by colourful match pass by different houses with different displays to attract winning in the end.

In addition, students from different house’s run such as: relay race, 200m race, 1,200k race, high jump, throwing of javelin etc.

There are companies who sponsored the programme such as: Milo, Indomie Noodles, Sky bank plc, Mtn, Nestle Castle etc. There are other activities that time will not permits me to explain all.

In all, yellow house came first followed by Red house, then green and finally blue. As I have said earlier on, it was a great fun and very eventful. I believe you will like to witness the next one. Till the festive time, remain great.

Yours sincerely,

Moses.

Assignment

Write a letter to your friend telling him/her five good interesting things about your school.

LESSON FIVE: LITERATURE – IN – ENGLISH

Use of recommended text on Drama (Dangerous Rewards)

1. Theme
2. Plot

WEEK FOUR

SPEECH WORK: STRESS

TOPIC: Identification of the correct points of pauses in different words. (Im’port/’import, ‘refuse/re’fuse)

INTRODUCTION: Stress is an important feature of speech which creates special problems to many Nigeria speakers of English. In speech sound, there words that are ultered or produced with greater breath effort and muscular energy than the others. Such syllables with greater muscular energy are louder and longer and are therefore said to be stressed. Stress also involved the increase in pitch of the voice. In English, there are three (3) degree stress, namely:

1. Primary stress
2. Secondary stress
3. Unstressed words

Syllables with great muscular energy are refer to as “stressed” while those produced with less effort are “unstressed”

A stress syllable is indicated by placing stroke at the beginning of the syllable.

RULES GUIDING STRESS PATTERN

There is no rule guiding the stress pattern of word in English, but if a word consists of two syllable, the first syllable is prefix, the second syllable attract stress while the first syllable is unstressed. Examples:

HOstile ConTAIN

EAting PreTEND

PIllow UnKNOWN

NEver UnTILL

DOCtor reMAIN

HOStel exCEED

TAble beHIND

WINdow canTEEN

More examples on stress pattern. The meaning and the classes of the following words can also be affected by a change in stress pattern.

NOUN VERB

OBject obJECT

CONtest conTEST

TRANSport transPORT

REbel reBEL

CONtrast conTRAST

PROtest proTEST

EScort esCORT

REcord reCORD

IMport imPORT

Assignment

Indicate the stressed syllable in each of the following words by writing it in capital letters. E.g. Subject (n) – SUBject

WORD STRESS SYLLABLE IN CAPITAL LETTER

Insult (n)

Suspect (v)

Desert (n)

Export (v)

Digest (v)

Project (n)

LESSON TWO

GRAMMAR: RESPORTED COMMAND (SPEECH) CONTINUES

Reference to week Nine (9) first term (page 160) New Oxford.

LESSON THREE

READING AND COMPREHENSION: DIALOGUE

The recommended text: New Oxford secondary English course for junior secondary schools 2.

Reference to comprehension

Unit 1: How we spent the holiday. A conversation between Emeka and Dara.

VOCABULARY DEVELOPMENT IC

Words Associated with ICT

1. Keyboard
2. Computer
3. Mouse
4. Projector
5. Photocopy machine
6. Printer
7. Scanner
8. USB
9. Light pen
10. Internet
11. C.P.U system unit
12. Mother board
13. Daughter board
14. Memory unit
15. Monitor

Assignment

Use dictionary to find the correct meaning to the above words.

LESSON FOUR: COMPOSITION – Formal Letter

TITLE: Write to the Local Government Chairman about the bad road in your area.

FORMAT

8, Fagboola Street,

Oko – Oba,

Agege,

Lagos.

23rd June, 2015

The Chairman,

Ile – Epo,

Oke – Odo,

Lagos.

Dear sir,

BAD ROAD IN BORIPE ALIMOSHO AREA

I write to say congratulation on your recent electoral success which paved the way four your elevation to the exalted office of the chairman of the newly carved our local government council. Once again, accept my profound sincere congratulation for your well deserved office and position.

I will like to ceasse this opportunity to inform you about a major problem confronting my local government. We need good constructed road. Boripe is the bread and the source of food basket of this local government deserves a good road/network of well tarred road. These need will ensure that the products of the local cottage industries and abundant farm produce get to the buyers and consumers outside our town fast and cheap too. This dream can only materialise when new roads are constructed and the existing one repaired to make them motorable all season.

I will be grateful if my request is favourably granted.

Thanks so much.

Yours faithfully

(signature)

Adeolu Joel

Assignment

Write a letter to your local government chairman requesting for instalment of a good materials for effectiveness in your studies (200 words).

LESSON FIVE

LITERATURE – IN – ENGLISH

1. Use the recommended text on Drama “Dangerous Reward”
2. Discussion on Language, setting, characterization in the recommended text.

Assignment

Write short note on the following character

1. Enny
2. Nkechi
3. Ayo
4. Nelson
5. Ben

WEEK FIVE

LESSON 1: COMPOSITION

TITLE: Argumentative Essay

Introduction: An argumentative essay is one that makes student to carefully consider an issue which has two sides to it and which has two sides to it and prove that one side has more merit than the other. It is like a debate in which you have to decide the one that has more merit than the other. Generally, topic in this category demand that you observe the following:

1. Prove a point
2. Express an opinion
3. Strike a balance between two side of an issue

TITLE: Herbal Medicines are more potent than orthodox medicine

Guideline in handling this essay

Firstly, make sure you are really convinced about the side you are supporting i.e. the side you truly believe in.

Secondly, do not draw general conclusion from only one example or a few point. To reach a convincing conclusion, you would need a number of points at least three or four.

In addition, do not be illogical in your arguments so be sure that your points can support the conclusion you want to reach.

Finally, have many good points at your disposal, for and against. Note that for every point you have for an argument, there is most likely to be another points against.

More on essential tip

Reference: New Oxford for Junior Secondary School. Book 2, page 107.

Assignment

Write nothing than 200 words on the topic: HERBAL MEDICINES ARE MORE POTENT THAN ORTHODOX MEDICINES

LESSON TWO

SPEECH WORK: Rhythm – Identification of the appropriate rhythms in a given poem.

Reference: New Oxford English for junior secondary school 2 page 16. Title - LEISURE

LEISURE

What is this life if, full of care a

We have no time to stand and stare a

No time to stand beneath the boughs b

And stare as long as sheep or cows b

No time to see, when wood we pass c

Where squirrels hide their nuts in grass c

No time to see, in broad daylight d

Stream full of stars, like skies at night d

A poor life this if, full of care e

We have no time to stand and stare e

LESSON THREE

GRAMMAR: REPORTED REQUESTS (SPEECH)

Reference to week Nine (9) lesson two of the second term.

In addition, if what is being reported is always true, then the verb in the direct speech does not change from present to past tense e.g. The Moon shines in the night, Bola said. The moon shines in the night so here, the reported speech will be: Bola said that the moon shines at night.

Assignment

Progressive English: An elaborate coverage. Exercise 18A, page 143. No 11 – 20

Change from direct to indirect speech.

LESSON FOUR: LITERATURE – IN – ENGLISH

TITLE: Identification of some figures of speech in the recommended prose text.

“THE DANGEROUS REWARDS”

Assignment

Look out for the following figures of speech in act 1 and 2

1. Simile
2. Metaphor
3. Proverbs
4. Irony
5. Hyperbole

WEEK SIX

LESSON WORK: Review of /stress/ Intonation. Reference to week 3 and 4

LESSON TWO

GRAMMAR: Adverbials and the present tense

The basic function of adverbials is that of modification. Adverbial modify verbs, adjectives and other adverbs. Examples

Adverbials as modifiers of the verb.

1. John ate hurriedly (modifies ate)
2. The children were playing in the field (modifies were playing)

As modifies of adjectives E.g.

1. We watched a very funny film (modifies funny)
2. This work is good enough (modifies good)
3. The man is highly intelligent (modifies intelligent)

Other adverb that can modify adjectives are: very, pretty, rather, unusually, quite, unbelievable deeply.

As modifies of other adverbs. Examples:

1. Amina cooks really well (modifies well)
2. They walked fast enough to get there on time (modifies fast)
3. Our new neighbour drinks very heavily (modifies heavily)

Assignment

Write five adverbial expressions and states its functions.

LESSON THREE

READING AND COMPREHENSION

More on week One (1)

Title: Reading to provide alternative words that can fit into the context to replace the target word.

Reference: New Oxford secondary English course, for junior secondary school. Book 2.

Unit 13, Page 123 – 124

Reading to identify the meaning of word in contexts.

Instruction: Read the following passage carefully and answer the questions that follows:

Title: Money – A Medium of Exchange

Assignment

Use your dictionary to look for the meaning of the following words:

1. Purchase
2. Adverts
3. Tedious
4. Medium
5. Able – bodied
6. Simultaneously
7. Symbols

VOCALBULARY DEVELOPMENT

TITLE: Science and Technology

Introduction: You must have been introduced to science and technology in your school through intergrated science and introductory technology (Basic Technology). You must have also felt the impact of science and technology in your daily activities.

So consider the following by using your dictionary to find a correct meaning to each.

Words Associated with Science and Technology

1. Apparatus
2. Satellite
3. Regent
4. Microscope
5. Mercury
6. Laboratory
7. Telescope
8. Astronauts
9. Combustible
10. Fizz
11. Eclipse of the sun
12. Comet
13. Orbit
14. Galaxy
15. Photosynthesis etc.

LESSOON FOUR

COMPOSITION: Expository Essay

TITILE: Entrepreneurship

Introduction: Expository is detailed explanation. It is a writing that explains a process, an idea or a feeling. It is some-what like a descriptive essay in that it contains a great deal of description and also it explains how things works or operates and show their relation with other things.

The aim of expository essay is to inform, to instruct, or to bring someone else to see one’s points of view.

ESSENTIAL TIPS

Useful guides on Expository Writing

1. Do not write an exposition on a topic you are not familiar with.
2. Be clearer and go straight to the point
3. Follow ideas in a logical sequence
4. Use good linkers to connect your ideas in a sequential order
5. Remember to write in paragraphs

Ideally, one idea should be presented in a paragraph and fully explained.

Assignment

Write an expository essay of 200 words on Entrepreneurship

e.g. Definition

This is a person who makes money by starting or running business, especially when this involves taking financial risk.

LESSON FIVE

LITERATURE – IN – ENGLISH

TITLE: Distinguish between Irony, Euphemism and Hyperbole

1. IRONY: This refers to the art of saying one thing and meaning its opposite. An irony is either verbal or dramatic. The former means intentionally saying the opposite of what we mean. Examples:

(i) Ade studied hard, and so he failed his examination woefully

(ii) I saw a woman laughing for sorrow

2. HYPERBOLE: This is a gross exaggeration. Examples:

(i) When my father died, I spent three hundred and sixty billion naira on burial ceremony

(ii) I drank ten bucket of water yesterday

(iii) I swa a man who was taller than an Iroko tree

3. EUPHEMISM: This si the opposite of hyperbole. When the truth is disagreeable (unpleasant) euphemism endeavour to make it pleasing. Examples:

(i) She has kicked the bucket (meaning she died)

(ii) She has just put to bed (meaning giving birth to a new baby)

(iii) He is at rest (meaning he is dead)

(iv) The manager put the student in a family way (he impregnated the student)

Assignment

Give two sentences each to show the following figures of speech learnt in the lesson

1. Irony
2. Hyperbole
3. Euphemism

WEEK SEVEN

LESSON ONE: CONSTANT /S/ AND /Z/

For articulation of /s/, the tip and blade of the tongue make light contact with the alveolar fridge while the airstream passes through the groove created by partial obstruction. There is no vibration of the vocal cord as /s/ is produced. It is therefore, a voiceless, plosive, alveolar. The common spelling symbols are:

“S” as in Seat

“SC” as in Science

“C” as in Cease

“X” as in Axe

/s/ at the initial and final position

Initial Position Final Position

Six Sieze

Sign Gas

Soup Picks

Sat Piece

Sack Ice

/z/: This consonant has the same place and manner of articulation with /s/. The only difference between /z/and /s/ is that the vocal cords vibrate as the articulation of /z/ take place while there is no vibration of the vocal cords during the production of /s/. Thar is why /z/ is a voiced alveolar plosive which has the following symbols.

Z as in Zip

S as in has

X as in exact

/z/ at initial and final position

Initial Position Final Position

Zip Bees

Zoom Whose

Zombie Those

Zero Ways

Zonal Pigs

Zest Nose

Zoon Fees

Zinc Fez

Assignment

Write three word for /s/ and two for /z/, showing the two at sound at the initial and final position.

LESSON TWO

GRAMMAR: INTRODUCTION TO PUNCTUATION MARKS

Punctuation marks is a sign mark used in writing to divide sentence and phrases.

1a. THE COMMA (,): It is used after ‘No’ and ‘Yes’. Example

No, they never go to church

Yes, we have done the assignment

b. It is used in lists

Ade pays tennis, volley ball and football

c. It is used after all linking words. An example: Augutus, therefore, become an unlucky man.

2. THE FULL STOP (.): This is used in abbreviation. Example: U.S.A, U.K, M.A, B.A etc.

(ii) It is used at the end of a sentence. An example: Abu came to Lagos yesterday

3. THE QUESTION MARK (?): It is used after direct speech. examples

(i) What is your father’s name?

(ii) Where are the thieves?

4. THE COLON (:) - It is used for introducing quotation, lists etc. Examples: Baba said: “People who are well, do not need a doctor but only those who are sick.

5. THE SEMI COLON (;) – It is used between two closely joined principal clauses. Examples

(i) The sun was setting; the shadows were long

(ii) The book is not mine; it is my uncle’s.

Assignment

Reference to Oxford English Book 2. Page 25. Replace the asterisks in the following sentences with capital letters, full – stop, question marks and commas. (a – e)

LESSON THREE

TITLE: Reading and Comprehension – Reading to summarize a selected passage

Reference: New Oxford Secondary English course for junior secondary schools. Book 2. Page 115 – 117

Reading for summary

Exercise

In three sentences, state the three (3) uses of the dog to man as discussed in the passage.

LESSON FOUR

COMPOSITION: Narrative Essay

TITLE: MY LAST BIRTHDAY

Birthday is the day in each year which is the same date as the one which you were born. My last birthday, was on 23rd June, 2015. It was a memorable day I will not forget.

My parent in their own strength celebrated it in a very big way. My friends, family and relations were invited. In preparation, foods and assorted drinks with cake were made available.

At exactly 2:00pm, the ceremony commenced, I looked so pretty in my beautiful attire. Friend came around to congratulate me. The MC and DJ works hand in hand as the MC introduced different activities in the party e.g. going round the table, hide and seek game, who will be the first? And so on.

The item seven (7) soon followed and everyone eats to their satisfaction. Almost everyone in attendance present their gifts happily. I was so happy just as my parents were. After the presentation of the gift, the DJ opened the ground for appreciation through dance. I danced happily with friends and relation and the while ceremony came to an end around 7:00pm.

It is a memorable day, I will live to remember.

LESSON FIVE

LITERATURE – IN – ENGLISH

TITLE: Summary of recommended Text

Dangerous Reward

WEEK EIGHT

LESSON ONE: SPEECH WORK – Consonant Sounds /k/ and /g/

/k/ - To produce, the back of the tongue makes contact with the velum. This contact results in a total obstruction of the flow of air. The air pressure which builds up in suddenly released with an explosive sound. The glottis is open so that the local cord do not vibrate as /k/ is produced. This consonants which is voiceless velar plositive, has many spelling symbols. E.g.

* “K” as in King
* “C” as in coat
* “CC” as in account
* “Ch” as in chemist
* “g” as in liquid
* “ck” as in back

The “K” is usually not pronounced before “n” at the beginning of words like: “Knock” and “Know”.

/K/ at Initial Position Final Position

1. Cop Poke
2. Kin Nick
3. Kill Lick
4. Calm Mark

/g/ - This consonant is the voiced counterpart of /K/. This means that the process of production of /g/ is similar to that of /k/ except that the vocal cords vibrates as /g/ is produced. /g/ is therefore spelt “g” and “gh” as in “give” and “ghost” respectively. The “g” is not pronounced before “n” at the beginning or end of words such as “gnaw”, “gnash”, “sign” and “reign” and before “m” at the end of words such as “paradigm” and “diaphragm”. Pronounce the following word with /g/ at the beginning and the end of the words.

/g/ at Initial Position Final Position

1. god dog
2. gel leg
3. gas sag
4. gum mug
5. gut tug

Assignment

Write 10 words showing /k/ and /g/ at the initial and final position.

LESSON TWO

TITLE: GRAMMAR: Punctuation Marks (Continues)

SUB-TITLE: The Full Stop and The Comma

1. The Comma (,) – It is used to separate items of a date. An example

Monday, 3rd July, 2015

It is also used for subscription. Examples: Yours sincerely, Your loving son.

Comma can be used to separate noun from another. An example is

I saw Mr. Ojo, the principal of Anglican High School.

It is also used with direct speech. an example: “We shall go home”, she said.

2. The Full – Stop (.) – It is used to end a sentence. And examples

(i) Gbolahan came to Ibadan yesterday (ii) She is a beautiful woman

b. It is used in abbreviations. Examples U.S.A, U.K, M.A, B.A etc.

Assignment

Reference: - New Oxford English. Book 2, page 14

Instruction: Replace the asterisks in this conversation with comma, questions make and inverted commas.

LESSON THREE

READING AND COMPREHENSION

Reading to identify the main and supporting ideas in a selected passage.

Reference: New Oxford English for junior secondary school. Book 2. Unit 21, page 200.

Instructions: Read the passage carefully, identify words that shows the writer’s ideas and do the exercise on it.

LESSON FOUR

WRITING A STORY

TITLE: The Meeting

A DRAMATIC VERSE

A Story of Moremi and Dibia (Meeting in Igbo’s Kings’ Palace)

Reference – New Oxford secondary English course. Book 2 for junior secondary school. Page 201 – 203

Class Exercise: Answer question 1 – 5 that followed the story.

Assignment

Write a short story on how you meet with an old friend of yours, your both reactions and what ends the story.

LESSON FIVE

LITERATURE – IN – ENGLISH

SUMMARY ON THE RECOMMENDATION TEXT.

WEEK NINE

TITLE: SPEECH WORK: Consonant /m/, /n/ and /⌡/

These sounds are called nasal sounds. The nasal sound in English are consonants which are produced when the soft palate is lowered to close the oral cavity so that airstream passes through the nasal cavity. The nasals are /m/, /n/ and /J/ and they are all voiced.

The lips are closed while the soft palate is lowered to cover the oral cavity and allow air pass through the nasal cavity for the production of /m/. This nasal sound is therefore, produced if you close the lips, breathe comes out through the nose and add some “voice” to the breath stream. The spelling symbol is usually “m”. Pronounce the following words where /m/ occurs at the initial and final position.

/m/ at Initial Position Final Position

1. man cram
2. make lame
3. meat steam
4. mile calm
5. mob bomb
6. mark clamp
7. mean blame

In /n/, while the soft pilate is lowered to allow the air stream pass through the nasal cavity, the tip of the tongue forms a closure with the alveolar ridge for the production of /n/. The vocal cords vibrate during the articulation of /n/ which is an alveolar nasal. The spelling symbol is “n” but it is silent after “m” in word - final position as in “damn” and “hymn”.

/n/ at Initial Position Final Position

1. nab ban
2. net trin
3. knit corn
4. nice sign
5. nose tone

/J/ - As the airstream passes through the nasal cavity, as a result of the lowering of the soft palate, the back of the tongue formed a closure with the volem for the production of /J/. The vocal cords vibrate during the production of the consonant which is alveolar nasal /J/ does not occur at the beginning of a word and the spelling symbols are: “ng” and “nk”.

/J/ at Initial Position Final Position

1. ringer bang
2. hunger swing
3. tangle tongue
4. anger sting
5. stronger sing
6. banquesst wing etc.

Assignment

Indicate the consonant at the final position in each of the following words. Write the appropriate symbols.

1. E.g. boom /m/
2. Damn
3. Sign
4. Nose
5. Halve
6. Walked
7. Cough
8. Legs
9. Limb
10. With

LESSON TWO

GRAMMAR: Punctuation Marks (Continues)

Sub – Title: The Question Marks, The Colon and The Semicolon.

A. THE QUESTION MARKS (?) – It is used after direct speech. Example: (i) What is your name? (ii) Who are you?

B. THE COLON (:) – It is used for introducing quotations, lists etc, examples

(i) In Oke – Odo market, I saw the following: maize, yams, fisher, vegetables and tomatoes.

(ii) My father said: Coming Christmas, he will ride a Toyota Camry car.

C. THE SEMI COLON (;) – It is used between two closely joined principal or main clause. Examples

(i) The sun was setting; the shadow were long

(ii) The book is not mine; it is my uncle’s

Assignment

Punctuate the following sentences

Exercise 19D. Page 153

Question No 11 – 20

Reference: Progressive English An Elaborate coverage of Grammar. By J. Addai.

LESSON THREE

READING AND COMPREHENSION

As in Week 8

Reference - New Oxford for junior Secondary school book 2. Unit 10. Page 96

Reading to understand the writer’s purpose

Persuasion:

Read this. Then do the exercise below it

Title: When Should They Go?

LESSON FOUR

COMPOSITION: Revision on the types of Letters and Essay

LESSON FIVE

LITERATURE – IN – ENGLISH

Revision on Literacy