SHECME OF WORK

ENGLISH LANGAUGE

SECOND TERM

JSS 3

WEEK:

1. Revision
2. Comprehension passage. Speech work: consonant contrast /t/ and/s/, grammar: conjunction, composion: The school inter house sport.
3. Speech work: Consonant contrast /s/and /z/,Grammar: Prefix and Suffix (Derivatives). Literature Recommended text.
4. Speech Work: Contrast vowel /^ / and /a:/ Grammar: Quetion6 tags. Reading comprehention. Composition- informal letter. Literature Recommended text.
5. Speech work: Nasal sound /m/ /n/ and / / Grammar- personal & possessive pronoun Composition- formal letter. Literature Recommended text.
6. Speech work: Vowel /æ / and / ӡ:/ Grammar- Reflexive and Relative pronoun. Reading-Expository Essay(Why student fail examination). Literature Recommended text.
7. Speech work: Vowel /ɔ:/ and /ɔ/Grammar synonyms. Reading and Comprehension. Expository- drug addiction. Literature Recommended text.
8. Speech work: Vowel /u/ and /u:/ Reading and Comprehension. Grammar – Demonstrative pronoun. Argumentative essay (Teachers are better than farmers in a society) . Literature Recommended text.
9. Speech work: Vowel / ə/ Grammar-Active voice and passive voice. Reading & Comprehension. Composition- structure writing
10. Revision
11. Examination

TOPIC : CONSONANT CONTRAST /t/ and /s/

CONTENT.

Sigh /sai/ tie /tai/

Sin /sin/ tin /tin/

Sick /sik/ tick /tik/

Seem /si:m/ team /ti:m/

Sort /sᴐ:t/ taught/tᴐ:t/

EVALUTION: Write out five words for these sound /s/ and /t/

ASSIGNMENT: Give the consonant contrast of /t/ and /s/

GRAMMAR

TOPIC: CONJUNCTION

CONTENT:

Conjunctions are words which join phrases, clauses and sentences.

Examples:

1. He was slow **but** he was brilliant.
2. She woke early **because** she slept on time.
3. I will do it **if** I can.
4. He swept the floor **while** I swept the compound.
5. Let’s start now**, so that** we’re sure to have enough time.
6. You can go out **as long as** you come back early.
7. I walk **as though** I’m a millionaire.

KIND OF CONJUNCTION

1. CO-ORDINATING CONJUNCTION
2. CORRELATING CONJUNCTION
3. SUBORDINATING CONJUNCTION.
4. **CO-ORDINATING CONJUNCTION:** This is type of conjunction primarily joins words or phrases. We have AND, BUT, OR, NOR, SO, YET, FOR, NOR, ALSO, EITHER –OR, NEITHER- NOR, OR. Examples:
5. she spoke impressively at the meeting **and** won the appreciation of all
6. I offered to help her **but** she refused my help.
7. I must try hard **fo**r there is stiff competition.
8. He is not my friend **nor** my relative.
9. **CORRELATING CONJUNCTION:** Correlating conjunctions are the ones which join words, phrases, clauses and sentences which are complementary to one another in a set correlating conjunction comes in pairs. BOTH – AND, NEITHER – NOR, NOT ONLY – BUT ALSO, EITHER- OR.

**EXAMPLES:**

1. He both prays and preaches.
2. This is neither boring nor fascinating.
3. Neither the man nor the woman is here.
4. She is not only brilliant but also well behaved.
5. He plays both gitar and piano.
6. **SUBORDINATING CONJUNCTIONS:**  Subordinating conjunctions are words which join the main clause with subordinate clause. This type of conjunction can in other words be referred to subordinators. E.g. AFTER, ALTHOUGH,UNLESS, AS, BECAUSE, BEFORE, WHEN, WHICH, PROVIDED,WHENEVER, IF, UNTIL, INCASE, et-cetra are ordination conjunctions identifiable in English language.

EVALUATION: NEW OXFORD ENGLISH COURSE BKS 3 PAGE 119 EXERCISE 8 1-5

WEEK THREE

TOPIC: COMPOSITION (ARTICLE WRITING)

CONTENT: An article is a complete piece of writing on an issue of public interest. It usually contains views or opinions of its writers on a specific issue or topic.

USEFUL HINTS ON HOW TO WRITE A GOOD ARTICLE.

1. CONTENT: The content depends on the topic you are asked to write on, but you must write on all aspects of the question to earn a good mark. Your points must be relevant to the question.
2. ORGANISATION: Writing an article is not the same as writing a letter to the editor of a newspaper. You are not expected to write a letter to the editor when you are asked to write an article for publication in a newspaper or magazine.
3. You are expected to write the tittle of the article clearly on top of the article.
4. You are expected to write an introductory paragraph in which you are to give your readers an insight to your topic.
5. Present your points in a logical order and develop your paragraphs adequately.
6. Write your name and class below at the end of your article.
7. EXPRESSION: Your language should be formal since you are writing an article
8. TOPIC : for article call for expository prose and clarity of expression. Write in simple, straight forward sentences and avoid using slangs
9. Your vocabulary should be carefully chosen for effectiveness.

EVALUATION: There has been an outbreak of an epidemic in your area. Write an article for publication in a health magazine stating the causes and effects, and suggesting what could be done in order to check it.

ASSIGNMENT: write an article meant for publication in one of the national newspaper on the dangers of vandalizing petroleum pipeline in your country.

GRAMMAR: TOPIC PREFIXES AND SUFFIXES

CONTEXT:

A prefix is a word element added to a base or root word at the beginning to give another word. Prefixes do not generally change or after the word- class of the base or root and as suffixes do but they do change the meaning.

Examples are

1. Build – base or root word re – a prefix rebuild
2. Fair – base or root word un – a prefix unfair
3. Un + educated = uneducated, dis + qualify = disqualify, under + develop = underdeveloped.

SUFFIXES: A suffix is a word element added to a base or root word at the end to give another word. Unlike prefixes, suffixes frequently after the word class and word function.

Suffixes change words from nouns t adjective and adjectives to verb.

Examples

Ness, nt and dy can be added to get (a) happiness (b) solvent (c) comedy.

EVAUATION: NEW OXFORD ENGLISH COURSE BK 3 (JSS) PAGE 96 EXERCISE 1 I-X

ASSIGNMENT: NEW OXFORD ENGLISH COURSE FOR JSS 3 PAGE 96 EX 2 AND 3

SPEECH WORK:

TOPIC: CONSONANT CONTRAST /Z/ AND /S/

/Z/ /S/

TENS TENSE

FENS FENCE

PLEASE POLICE

SEIZE CEASE

PHASE FACE

KNEES NIECE

TRAYS TRACE

GROWS GROSS

DENS DENSE

CAUSE COURSE

GRAZE GRACE

FEARS FIERCE

ZEAL SEAL

EVALUATION: use a good dictionary to find the pronunciation of the words noted below.

Identify the position of /z/ sound in each of the words.

Amaze, crazy, husband, cousin, whose, vows, dessert, surprise, examine

ASSIGNMENT: Identify the position of /s/ sound in each of these words:

1. Swiss (ii) disband (iii) fancy (iv) case (v) circle (vi) scheme (vii) psalm (viii) sent (ix) parcel (x) snuff

WEEK FOUR

GRAMMAR: QUESTION TAGS

CONTENT:

A question tag is a type of question often found at the end of a statement. It is used to change a statement or sentences to a question when it is added. Question tag is a common device in conversation which is aimed at making a statement and at once ask the listener to confirm **it.**

**THE RULES OF QUESTION TAG**

1. Positive statement attract negative question tags (i.e. question tags with ‘not’). Example are (a) He is early this morning isn’t he? (b) You can swim very well, can’t you?
2. Negative statement attract positive question tags (i.e. question tags without;’ not’). Example (a) he isn’t early this morning, is he? (b) You can’t swim very well can you?
3. The auxiliaries or helping verbs repeat themselves in the tag. Examples: (a) He has finish the work hasn’t he? (b) She will sing on Sunday, won’t she?
4. Other verb (main or lexical) use ‘do’ in the tag. Example (a) Joseph called you yesterday didn’t he? (b) Mary and Yetunde always sing a song don’t they?
5. The subject in the tag is always a pronoun and a reflection of the subject in the statement or sentences of which it was added. Example: (a) Kunle always smokes cigarette doesn’t he (b) You don’t care for you mother, do you?
6. The positive forms ‘need’ and ‘dare are rarely used in the affirmative with question tags but when so used, they are treated as full or main verb. Example (a) you need to cone earlier don’t you? (b) We need to ask him don’t we?
7. “I am” usually has the tag “aren’t “I and ”used to” has a question tag with “did”. Example (a) I am your friend aren’t I? (b) She used to take her to the poultry didn’t she?

EVALUATION: Add question tags to the following statement

1. The president has done very well---------------?
2. Lagos isn’t a clean city---------------------?
3. Taiwo should rise to the occasion-----------------?
4. He will have to work hard------------------?
5. Student who are lazy don’t pass--------------?

SPEECH WORK:

TOPIC: VOWEL CONTRAST /ᴧ/ AND /a:/

Content:

/ᴧ/ /a:/

Come calm

Cut cart

Hut heart

Dunce dance

Must mast

Sum psalm

Roughed raft

EVALUATION: transcribe the following words and identity the following sounds /ᴧ/ and /a:/

1. Heart 2. Clerk 3.bark 4. Buck 5. Hum 6. Harm
2. Barred 8. Bud 9. Lark 10. Luck

/

ASSIGNMENT: transcribe any ten word of your choice for the vowel contrast /ᴧ/ and /a:/

COMPOSITION :

TOPIC: INFORMAL LETTER

Letter writing is an act of communicating information, feelings, ideas or opinions to somebody who is absent or resides in a distance. A letter should contain full details of the issue one is writing about in order to bring about the same reaction that would have occurred if the message contained in it had been a spoken one.

Types of letter writing

1. Informal letter
2. Semi formal letter
3. Formal letter

INFORMAL LETTER

An informal letter is also known as personal letter. These are letters written to a close relative, friends and close ones.

FORMAT OF INFORMAL LETTER

1. Address of the writer and date: this must be well – punctuated. The address must appear on the top right hand corner of the page.

Example:

36, Adebayo Street,

Abule – Egba,

Lagos.

24th May, 2015.

Greeting/salutation: this is usually “Dear” plus the first name of the person you are writing to e.g. Dear Tolu, Dear John. This is so because informal letter must reflect the cordial relationship between the writer and the receiver.

Complimentary close: ‘Yours sincerely’: is the most appropriate. Followed by the writers first name. Example:

Yours sincerely,

Dupe.

EVALUATION: write a letter to your father asking him to send you some money, give him three reason for your request.

ASSIGNMENT: Write a letter to your friend living outside the country telling him/her three reasons why you like your school.

WEEK 5

SPEECH WORK:

TOPIC: NASAL SOUND / m n, ɳ/

CONTENT: These sounds are described as nasals because air flows out through the nose as they are produced. They are peculiar in the sense that their sounds come out entirely through the nasal cavity.

/m/ /n/ /ɳ/

Man neat sing

Mock new ring

Some snow wrong

Bossom annoy long

Summer can hanging

Mess cleaner shrunk

GRAMMAR:

TOPIC: PERSONAL AND POSSESSIVES PRONOUN

CONTENT

The pronoun is a word used in place of a noun to avoid repetition and monotony in speech or writing. In replacing the noun however, the pronoun must reflect gender and number of the noun.

TYPES OF PRONOUN

Pronouns replace noun perfectly and perform the roles the nouns they replace and perform.

1. PERSONAL PRONOUN: These refers to the person or thing that is involved in the action either as subject or object. The pronouns also have singular and plural forms while they also reflect the first person, second person and third person.

Singular plural

First person I, ME WE, US

Second person YOU YOU

Third person HE/SHE/IT THEY

HIM/HER/IT THEY

Example: She scolded them

I kicked him

They surprise me with their conduct.

1. POSSESSIVE PRONOUNS: These show possession or ownership of items. These pronouns also have two forms. One form functions as adjectives and are known as pronominal adjective while the other functions as pronouns and are known as such.

Pronoun adjective pronoun / adjective

1st person MINE MY OURS OUR

2ND person YUORS YOUR YOURS YOUR

3RD person HIS/HERS HIS/HER/ITS THEIRS

Example: This pen is mine (pronoun ‘mine’ is subject complement)

This is my pen (adjective ‘my’ modifies the noun ‘pen’).

COMPOSITION:

TOPIC: FORMAL LETTER

CONTENT

EVALUATION: What are the features at formal letter?

ASSIGNEMT: Write a letter to your class teacher stating three reasons why you won’t be in school neat week.

WEEK 6

SPEECH WORK

TOPIC: VOWEL /ӕ/ and /ӡ:/

CONTENT:

/ӡ:/ /ӕ/

BIRD BAD

SHIRT SAT

SEACRCH CASH

STERN STAND

TURN TALL

EVALUATION: Write out 10 words each for the following sounds /ӕ/ and /ӡ:/

ASSIGNMENT: TRASCRIBE TEN WORDS OF YOUR CHOICE AND IDENTIFY THESE TWO PHONETIC SYMBOLS /ӕ/ and /ӡ:/

COMPREHENSION

TOPIC: READING AND ANSWERING QUESTION IN NEW OXFORD ENGLISH FOR JUNIOR SECONDARY SCHOOLS 3

GRAMMAR

TOPIC: REFLEXIVE AND RELATIVE PRONOUNS

The pronoun is a word used in place of a noun to avoid repetition and monotony in speech or writing. In replacing the noun however, the pronoun must reflect gender and number of the noun.

TYPES OF PRONOUN

Pronouns replace noun perfectly and perform the roles the nouns they replace and perform

REFLECTIVE PRONOUN: These pronoun refers to reflect the subject of the sentence and also shows emphasis. They have ‘self’ ending for the singular and ‘selves’ for the plural.

Singular plural

First person MYSELF OURSELVES

Second person YOUSELF YOURSELVES

Third person HIMSELF/HERSELF/ITSELF THEMSELVES

Example: The man killed himself

I did the work myself

People sometimes talk to themselves

RELATIVE PRONOUN: The relative pronoun are used to describe or modify an antecedent noun and also to introduce the subordinate clause to the main clause. The pronouns include WHO, WHOM, WHOSE, WHICH, THAR, WHERE, WHEN AND HOW.

Example:

1. The man who helped him has come.
2. The boy whom I told you about is crying.
3. The girl whose father died in an accident wanted to assist me.
4. I saw the book which he wrote.
5. She knows the boy that stole the money.
6. We suspected how it must have happened.
7. That was the time when I came in.
8. Mama went to the place where she first met father

**EVALUATION: USE THESE PRONOUNS IN SENTENCES**

**I THEY OURS HERS YOURS**

**ASSIGNMENT**

**NEW OXFORD ENGLISH JSS3 PAGE**

CONTENT:

EVALUATION: list out the examples of reflexive and relative pronouns and use them in sentences.

COMPOSITION:

TOPIC: EXPOSITORY ESSAY

EVALUATION: What arte the steps to good expository essay.

ASSIGNMENT: Write a composition on why student fail examination.

WEEK 7

GRAMMAR

TOPIC: SYNONYMS

CONTENT:

Synonyms are words that are similar or nearly the same in meaning. For example, killing is a deliberate act that causes somebody/something to die. It may mean murder, assassination, slaying, suffocation, strangulation, hanging, manslaughter, and bloodshed, butchery, taking life or destruction. However, a closer look at each word shows a form or manner of causing death which is different from the others. This example is to show that no two words means exactly the same thing in English language. Each word has its own peculiar shade of meaning although it can be used in some situations to replace another word.

**HOW TO RECOGNISE SYNONYMS**

1. Look at the context or environment in which a word is used by relating the word to others in the sentence and in the options given. i.e. try to interconnect the word with the surrounding elements.
2. Apply your knowledge of word – formation to unravel the meaning of some of the given words.

WORDS SYNONYMS

BLUDER MISTAKE, ERROR

BEAUTIFUL HANDSOME, PRETTY

CHANGE ALTER

BATTLE WAR, FIGHT

BANISH EXILE

CONTENTMENT SATISFACTION

CONTAGIOUS INFECTIOUS

DOUBT SUSPECT

ASTONOINISHMENT WONDER, SURPRISE

DESIRE WAIT, WISH, NEED, YEARN

GRATEFUL THANKSFUL

ILLEGAL UNLAWFUL

EVALUATION: Give the synonyms of these words:-

1. Redress

2. Bravery

3. Anger

4. Defend

5. character

ASSIGNMENT:- Give the synonyms of these words and use them in sentences.

1. Contagious
2. Famous
3. Oral
4. Possible
5. Ancient

COMPOSITION

TOPIC : EXPOSITORY

SPEECH WORK

TOPIC: VOWEL /ᴐ:/ AND /ᴐ/

/ᴐ:/ /ᴐ/

Cork cock

Cord cod

Forks fox

Nought knot

Naught knoffy

Odd awed

Port pot

Shorn shone

Nought not

Short shot

Sport spot

Taught tot

Dawn don

EVALUATION:- Transcribe any ten words of your choice from the proactive words above and identify the vowel /ᴐ:/ AND /ᴐ/

ASSIGNMENT:- Give ten words contrast of these sounds /ᴐ:/ AND /ᴐ/

COMPREHENSION:- Reading a passage in New Oxford course for J S S 3

WEEK 8

SPEECH WORK

TOPIC:- VOWELS /U/ AND /U:/

/u/ /u:/

Look luke

Full fool

Pull pool

Could cooed

Wood wooed

Should shooed

Bull blue

EVALUATION:- Write out ten words each for these sounds /u/ and /u:/

ASSIGNMENT: Transcribe the following words and identify the sound /u/ and /u:/ (i) Value (ii) Tuesday (iii) sugar (iv few (v) fruit (vi) stood (vii) refuse (viii) butcher

COMPREHENSION:- Reading and answering questions on acomprehension passage

GRAMMAR:

TOPIC: DEMONSTRATIVE PRONOUNS

DEMONSTRATIVE NOUNS: These pronouns incudes THIS, THAT, THESE, AND THOSE. They are used to point out specific persons, places or objects.

‘THIS” and “THAT” are used for singular, while ‘THESE’ and ‘THOSE’ are used for plural. ‘THIS’ and ‘THESE’ are used for object that are near ‘THAT’ and ‘THOSE’ are for object that are far.

Example :

This is my sister.

These are my sisters

That is my school

Those are the goats he bought.

EVALUATION:- Use the following nouns in sentences: THIS, THAT, THESE, AND THOSE.

ASSIGNMENT: list out the demonstrative pronouns and write out five sentences indentify the demonstrative pronouns in them.

COMPOSITION

TOPIC:- ARGUMENTATIVE ESSAY

EVALUATION: What are the steps to a good argumentative essay?

ASSIGNMENT: You have been invited to take part as the chief speaker in a debate on the topic TEACHERS ARE BETTER THAN FARMER IN A SOCIETY. Write your speech.

**Week 9**

SPEECH WORK: VOWEL /Ә/

CONTENT:- This sound is a neutral vowel. It is used to represent the weak form of other vowel sounds. It is also used when a sound is a combination of a vowel and a consonant e.g water /wᴐ:tӘ/

The vowel is a short version of the /ӡ:/ sound (vowel number eleven). One peculiar feature of this vowel is that it is always found in unstressed syllables. That is, it never has any stress wherever of occurs.

**Examples are: - common spelling of /Ә/ sound (i) initial position e.g. agree, about, alone (ii) middle position e.g. comfort, contain, column (iii) final position e.g. measure, Africa, sailor**

EVALUATION: Transcribe the following words and identify the vowel /Ә/ (i) manner (ii) library (iii) other (iv) Wonder (v) forward

ASSIGNMENT: Transcribe the following words and identify the vowel /Ә/ (i) backward (ii) harder (iii) sector (iv) failure (v) potato (vii) captor (viii) quiet

GRAMMAR

TOPIC: ACTIVE AND PASSIVE VOICE

EVALUATION: Change the following active voice into the passive voice.

1. The visitors saw the principal.
2. The doctors saw all the patients
3. Four men liffed the load.
4. The steward served the food
5. Ade drove the car.

ASSIGNMENT: Change the following sentences into Active voice.

1. Rice was eaten by Jennifer.
2. Bread was sold by Kola.
3. A new bible has been bought by Mrs Essien
4. The bell is being runs by Falade.
5. Ten eggs have been laid by the hen.

COMPREHENSION

CONTENT: Reading and answer questions in a passage in new oxford course for junior secondary school 3.

WEEK 10

REVISION

WEEK 11

EXAMINATION.