

SECOND TERM MASTER NOTE

ENGLISH LANGUAGE

GRADE 8

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SYNOPSIS FOR GRADE 8 ENGLISH LANGUAGE

Second Term

WEEK

TOPICS

1

Revision of last term's work.
Listening Skill : Main Idea
Speech work: Revision of Diphthongs.
Structure: Reported speech (The rules guiding the use of reported speech.
Composition: Writing a report: Outline and features
Checkpoint – Relative Clause.
Literature: Recommended text on Prose.

2

Speech work: Identification of intonation patterns in statements, question and commands.
Comprehension: Reading for speed with emphasis on vocalisation, regressive reading etc
Grammar: Making sentences with preposition
Vocabulary development: Law and Order
Composition: Writing a report: An Accident I witnessed.
Literature: Themes/characterisation in the recommended text on Prose.

3

Listening Skill : Topic sentence
Structure: Regular and Irregular verbs
Composition: Writing an informal letter (letter to a friend about your school inter-house sport.)
Checkpoint: Determiners.
Literature: Recommended text on Drama (Themes/plot)

4

Structure: Reported Commands.
Comprehension: Dialogue
Vocabulary Dev: ICT
Composition: Formal letter (write to the Local Government Chairman about the bad roads in your area)

- Literature: Recommended text on Drama (Language, Setting and Characterisation)
- 5 Listening Skill: Unseen Passage.
Structure: Reported Requests
Composition: Argumentative essay: Herbal Medicine are more potent than Orthodox Medicines.
Literature: Identification of some figures of speech in recommended prose text
- 6 Listening Skill – Dialogue.
Structure: Adverbials and the Present Tense
Comprehension: More on week one topic
Composition: Expository essay-Entrepreneurship.
Literature: Distinguish among Irony, Euphemism and Hyperbole. Write a short story on The consequence of Truancy
- 7 **Midterm Break**
- 8 Structure: Punctuation marks: The full stop and comma
Consonant sounds : Sounds /k/ and /g/
Comprehension: Reading to identify the main and supporting ideas
Composition: Narrative essay-My last Birthday
Literature: Summary of recommended prose text
- 9 Structure: Punctuation marks continued
Comprehension: As in week 8
Checkpoint: The use of comparisons
Composition: Review the types of letters and essays
Literature: Summary of recommended Drama text/
Review of literary terms.
- 10 **Revision**

WEEK ONE
LESSON 1

DIRECT AND REPORTED SPEECH

OBJECTIVES: At the end of the lesson, students should be able

1. Define Direct and Reported speech.
2. Mention the rules of changing a speech from direct to indirect?

DIRECT SPEECH

The actual words of the speaker are used within inverted commas.

I said, "I don't understand you."

She asked, "What are you doing here?"

INDIRECT or REPORTED SPEECH

What is said by a person is reported by another without the use of inverted commas.

I said that I didn't understand him.

She asked me what I was doing there.

When we turn direct speech into indirect speech. Some changes are necessary. Study the following examples:

- 1) The tense used in the indirect speech follows that of the main verb in the direct speech:

I said, "I don't want to see you here again"

I said that I did not want to see him there again.

- 2) The tense remains unchanged if it is a statement of fact that is always true.

He said, "The sun rises in the east"

He said that the sun rises in the east.

Study this list

DIRECT	INDIRECT	DIRECT	INDIRECT
I	he/she	now	then
You	I/we	this	that
We	they	these	those
My	his/ her	here	there
You	my/ our	ago	before
Our	their	today	that day
Shall/will	would	tomorrow	the next day
May	might	yesterday	the day before
Can	could	last night	the night before
Has/have	had		

- 3) Questions which begin with "why" "how", "when and other wh- words

Direct asked, "What is the correct answer?"

Indirect: Dike asked what the correct answer was.

Direct: She asked, "When will the meeting?"

Indirect: She asked when the meeting would end

- 4) Questions which do not begin with wh-words.

Direct: They said, "Do you want to go?"

Indirect: They asked if/ whether I want to go

Direct: Will she understand?"

Indirect: He/ She asked whether/ if she would understand

5) Commands and request

Direct- Mr Taiwo said, " Do you works quietly

Indirect: Mr Taiwo told us to do our work quietly

Direct: She said, " Sit down, please."

Indirect" She invited us to sit down

ASSIGNMENT

Change the following sentences into indirect speech

1) Edet asked, "What are you doing?"

2) The headmaster said, " Femi, come here"

3) I asked Ekema, "Do you like my new hairdo?"

4) The fat boy said, " I can finish all this food"

5) She said, " Please inform my teacher"

WORD FOCUS

1) Tense

2) Direct speech

3) Indirect speech

LESSON 2

REPORT WRITING OUTLINE & FEATURES.

OBJECTIVES: At the end of the lesson, students should be able to:

- 1) Write out the format of a good report.
- 2) Write a good report.
- 3) Identify a report

CONTENT

A report is a form of narrative composition in which the writer gives a vivid account of an event that took place or an incident that occurred which he is an eye witness to.

The events could be a meeting, an excursion, a party/celebration, etc while the incidents could be accident, a riot, a fire outbreak, an armed robbery attack, a brawl engaged in by students in the school,

etc.

FEATURES OF REPORT

- i. **The Title:** a report must have a title. The title comprises the occasion or the event, the date and the venue. The title should be written block form (capital letters). If it is written in small letters, it should be underlined and the key words should begin in capital letters.
- ii. **The Body:** this has three parts- the introduction, the main content and the conclusion. **It** is written in paragraphs. The events are arranged in chronological order of occurrence. Each paragraph under the content should cover a different scene.
- iii. **Subscription:** This comprises the writers full name and designation(the position held)
- iv. Like narrative composition, the tense form appropriate for report is past tense

A MODEL REPORT

REPORT ON ACIA STUDENTS' SPEECH ON WED. 9TH OCT. 2017.

PRESENTATION HELD

Before the D- day, each student was given a topic to research/work on.

program commenced at 1:30pm with all the students and teachers seated in the hall.

Teachers constituted a panel of judges while other teachers observed the event.

Victor Egbedeagu, the English Language teacher who anchored the program called the students out one after another to present their speeches. A number of the students did excellently well. The few students whose performances were not satisfactory were asked to prepare for a re-presentation.

After all the students were done with the presentation, teachers were given an opportunity to comment on each student's performance, make observations and to speak on any of the topics.

Finally, the panel of Judges announced the 1st, 2nd and 3rd positions thus:

Miss Sobowale Arafat(Grade 11) – 1st position

Miss Williams Kanyinsola(Grade 11)- 2nd position

Miss Olulana Isheoluwa(Intervention class)- 3rd position

The three best students had a handshake with the COO who also observed the event. The Coordinator commended the best students, encouraged and spurred all of them to put in more effort next time.

The event came to an end around 4:10pm.

Miss Sobowale Aliyah,

ASSIGNMENT

Write a report on the recent excursion you made

Define the following words

- 1) Speech
- 2) Title
- 3) Subscription
- 4) Observe
- 5) Spur

DIPHTHONGS**LESSON 3**

OBJECTIVES: At the end of the lesson, students should be able to

- 1) Mention all the diphthongs in English language
- 2) Describe the area of articulation of each of these diphthongs
- 3) Identify words that possess each

**The Phonetic Transcriptions of the
English Diphthongs in Words:**

Diphthong:	Word:	Phonetic Transcription:
[eɪ]	pay	/peɪ/
[aɪ]	five	/faɪv/
[əʊ]	home	/həʊm/
[aʊ]	now	/naʊ/
[ɔɪ]	join	/dʒɔɪn/
[ɪə]	near	/nɪə(r)/
[eə]	hair	/heə(r)/
[ʊə]	pure	/pjʊə(r)/

D

ASSIGNMENT

Mention five diphthongs that you know

Identify the diphthong used in each of the following words.

- 1) Blade
- 2) Tour
- 3) Slight
- 4) Broiler
- 5) Beer

LESSON 4

CHECK POINT: RELATIVE CLAUSE.(DEFINING)

Objectives: At the end of the lesson, students should be able to:

- a) Define relative clause.
- b) Mention examples of relative clause.
- c) Use these clauses in sentence construction

Exercise.

Relative clause (Defining)

A relative clause is a clause that usually modifies a noun or noun phrase and is introduced by a relative pronoun (who, that, which, whose, where, when)

There are two types of relative clauses: restrictive (or defining) relative clauses and non restrictive (or non defining) relative clauses.

A restrictive or relative clause provides essential information about the noun to which it refers. It cannot be left out of the sentence without affecting the meaning

Examples

- 1) The dish (that) I ordered was delicious (which)
- 2) The man (that) came with her has already left (who)
- 3) The doctor (that) i was hoping to see wasn't on duty

More examples

Children who hate chocolate are uncommon

They live in a house whose roof is full of holes

Let us go to a country where the sun always shines.

Nothing that anyone does can replace my lost bag

ASSIGNMENT

Write five sentences using the defining relative clause.

Define the following words.

- 1) Defining

- 2) Relative
- 3) Essential
- 4) Modifies
- 5) Restricts

WEEK 2

LESSON 1

SPEECH WORK: INTONATION

OBJECTIVES: At the end of the lesson, students should be able to

- 1) Define intonation
- 2) Identify the right intonation for questions and statements

There are four common intonation patterns for sentences in English

Yes/no questions tend to have rising pitch at the end

Is it time ↗ to go?

Do you have to meet with me ↗?

Wh and how questions tend to have falling intonation/ pitch at the end

When are you going ↘?

Statements have falling intonation/ pitch on the last syllable of the sentence

I have a toothache ↘.

Please pick up some milk ↘.

When items are listed or said in a series, the first items have rising intonation and the last one has falling intonation

Do you want to have hamburgers ↗, chicken ↗, steak ↗ or pasta for dinner.

ASSIGNMENT

Mention the four common intonation for English.

WORD FOCUS

- 1) Intonation
- 2) Pattern
- 3) Syllable
- 4) Pitch
- 5) items

LESSON 2

MAKING SENTENCES WITH PREPOSITION

Objectives: At the end of the lesson, students should be able to:

- 1. Define Prepositions.**
- 2. Mention the uses of prepositions in sentences?**
- 3. Mention three pitfalls to be avoided in the use of prepositions.**

A preposition is a word that shows relationship between its objects, which is usually a noun or pronoun, and some other words in the sentence. E.g., I placed the book **on** the table. The preposition '**on**' shows the relationship between its object, the table and the book.

It is a word which precedes a noun or a pronoun to show the noun's or the pronoun's relationship to another word in the sentence. The word 'preposition' comes from the idea of being positioned before. It is not true to say that a preposition always precedes a noun or a pronoun, but it does most of the time.

The following are all prepositions:

above, about, across, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, since, to, toward, through, under, until, up, upon, with and within.

Role of a Preposition

Prepositions are important when constructing sentences. A preposition sits before a noun to show the noun's relationship to another word in the sentence. Examples:

- It is a container for butter. (The preposition 'for' shows the relationship between butter and container.)
- The eagle soared above the clouds. (The preposition above shows the relationship between clouds and soared.)

Pitfalls with Prepositions

There are three categories of mistakes that can be identified with the use of prepositions:

- **The substitution of some other prepositions for the right ones.**

*The meeting started promptly by 2p.m (at)

*The robbers was shot **on** the leg as he tried to escape. (in)

*She is the wife **to** our Principal. (of)

*The quarrel resulted **into** a fight. (in)

- **The insertion of prepositions where not necessary (redundancy).**

*I was contemplating **on** what to do next when he arrived.

*Our village has been denied **of** its fair share of social amenities.

*They demanded **for** their own share of the money.

*Order **for**, requested **for**, discuss **about**, advocate **for**, book **for** etc.

- **The omission of prepositions where necessary.**

My friend, what are you talking? (about)

We reached there exactly 4 o'clock. (at)

They did not reply our letter. (to)

I knocked the door in the morning, but there was no response. (on)

I bought that book five hundred naira. (for)

I want to get Abuja by 3 o'clock Tuesday morning. (at; on)

ASSIGNMENT

Use the following preposition in sentence construction

- 1) At
- 2) Across
- 3) Beneath
- 4) Over
- 5) In

Word Focus

- 1) Preposition
- 2) Role
- 3) Pitfalls
- 4) Relationship
- 5) redundancy

LESSON 3

VOCABULARY DEVELOPMENT- LAW & ORDER.

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OBJECTIVES : At the end of the lesson, students should be able to:

- a) Mention words associated with law and justice.
- b) Define each of these words.
- c) Use each word in sentence construction.

Law and Justice

Aquaint allegation	affidavit	aid & abet	bail	grand jury	
Capital entrapment	appeal	damages	family law	argument	
Arrest	paralegal	voir dire	transcript	bailiff	custody

Disbarment process	bar	bench warrant	chambers	claim	due
Encrow jury	expunge	fiduciary	complainant	grievance	hung
Indictment manslaughter	precedent	incarceration	usury	litigant	
Rejoinder	minor	mistrial	moot	proxy	rebut
Probation	trustee	writ	witness	judge	client.

Exercise.

Define and use each of these words in your own sentence.

- A) Paralegal
- B) Bench warrant
- C) Usury
- D) Indictment.
- E) Litigant

WORD FOCUS

- 1) Litigant
- 2) Transcript
- 3) Bailiff
- 4) Bench warrant
- 5) indictment

WEEK 3

LESSON 1

REGULAR AND IRREGULAR VERBS

OBJECTIVES: At the end of the lesson, students should be able to:

- a) Define verb
- b) Mention types of verb
- c) Identify these verbs.

Irregular Verbs: These verbs vary in the number of forms they have and in their formation.

1] Irregular verbs whose simple past and past participle forms are the same.

Present	Past	Past Participle
build	built	built.
Sit	sat	sat

2] Irregular verbs whose past and past participle forms are different

Present	Past	Past participle
Begin	began	begun
Take	took	taken
Break	broke	broken

3] Irregular Verbs whose simple present, past and past participle forms are the same.

Present	Past	Past participle
Cost	cost	cost
Set	set	set
Burst	burst	burst
Hit	hit	hit.

The verb `Be`

The verb be has the largest number of forms; it has eight- be, am, is, are, was, were, being, and been

ASSIGNMENT

Mention five regular and irregular verbs respectively

Word Focus

- 1) Regular
- 2) Irregular
- 3) Being
- 4) Been
- 5) .forms

LESSON 2

INFORMAL LETTER

OBJECTIVES: At the end of the lesson, students should be able to:

- a) Define informal letter.
- b) Mention the formal of an informal letter.
- c) Write a good informal letter

The informal letter is a personal or private letter. It is a letter that is written to a friend, brother, sister, uncle, parents or any close acquaintance, discussing a personal, private or an intimate affair. There is some familiarity and intimacy and the language is relaxed, sometimes chatty.

Features/Format of an informal letter

1. The address of the writer, usually written at the top right-corner of the letter.
2. The date.
3. Salutation.
4. The body of the letter.
5. Subscript or closing.

ASSIGNMENT

Write a letter to your best friend telling him your plans for your next holiday.

Word Focus

- 1) Relationship
- 2) Slang
- 3) Chatty
- 4) Pleasantries
- 5) Friendly

LESSON 3

vOCABULARY DEVELOPMENT

CULTURE AND TOURISM

OBJECTIVES: At the end of the lesson, students should be able to:

- 1) Define culture and tourism
- 2) Mention words associated with culture and tourism
- 3) Define these words
- 4) Use these words in sentence construction

CONTENT

Monoculture	foreign
Zionism	developmental
Doctrine	sect
Ideology	paganism
Sociology	excursion
Nationality	journey
Nativism	tourist
Window shopping	liberalism
Fellow traveller	board plane
plane ticket	subculture

ASSIGNMENT

Mention and define five new words associated with culture and tourism

Word Focus

Food
Sun tan
Cruise

LESSON 4

CHECK POINT

Use of English- Determiners: neither, each/ every, all, both.

Objectives: at the end of the lesson, students should be able to

- a) Mention the determiners under study.
- b) Use these determiners in sentences.
- c) Identify these determiners in a given context.

Content.

We use both(of), neither of to talk about people or things.

My mum speaks Yoruba and my dad speaks English, so I speak both(of) these languages at home.

Neither of my parents speaks a foreign language.

Each and every have the same meaning, but every is more common than each

Every/ each time I go to visit them, I learn a bit more.

Use all to talk about three or people or things. Use every to talk about individual people and things.

Use all with a plural verb and every with a singular verb.

All my lessons are in Indonesia

Every lesson is in Indonesian.

You can use the, my, etc. after all, but not after every.

All my cousins speak Italian.

You must use of after bot, neither, each and all before a pronoun: both of us, neither of us, each of them, all of them, all of you..

ASSIGNMENT

Use these determiners in your own sentences

- a) Neither
- b) Each
- c) One another
- d) Each other
- e) every

LESSON 1

REPORTED COMMANDS.

OBJECTIVES: At the end of the lesson, students should be able to:

- 1) Mention examples of reported command.
- 2) Use these examples of in their own sentence.

An order or command is when somebody tells you to do something and you have no choice. It is not usually polite. It is a command

Direct Speech "Open the door"

Reported Speech" he ordered me to open the door

Direct speech "Don't answer the phone"

Reported speech : She told me not to answer the phone

Direct speech" Don't be back late"

Reported speech: He ordered me not to be back late

Reported Commands

- 1) Reported orders, commands are formed using the to infinitive and not to infinitive
- 2) The reporting verbs for the orders/ commands are: order, shout, demand, warn, beg, command, tell, insist, threaten ,implore, propose, forbid etc.

ASSIGNMENT

- 1) Write five sentence examples of reported commands
- Word Focus
- 1) Reported
 - 2) Command
 - 3) Order
 - 4) Quotation marks
 - 5) infinitive

LESSON 2

VOCABULARY DEVELOPMENT.

Words associated with ICT

Objectives: At the end of the lesson, students should be able to:

- a) Mention words associated with ICT

- b) Define these words
- c) Use these word sin their own sentence.

ICT TERMS

UPS- Uninterruptible power supply
monitor

CPU- central processing unit

Keyboard

Printer

RAM- Random access memory

VGA Cable

Corel draw

HDMI- High Definition Multimedia Interface

GUI- Graphic Media Interface.

Exercise

- 1) Mention and define 5 words associated with ICT

Flash drive

mouse

motherboard

laptop

CD- compact disk

port

USB- Universal serial bus

power pack

scanner.

hard disk

speaker

modem

WORD FOCUS

- 1) CPU
- 2) Hard- disk
- 3) Port
- 4) Power pack
- 5) Flash drive

LESSON 3

FEATURES OF A FORMAL LETTER.

OBJECTIVES:

At the end of the lesson, students should be able to:

- 1) Define formal letter
- 2) Mention the features of formal letter.

FEATURES OF A FORMAL LETTER

- Your address as the sender in the top right-hand corner;
- The receiver's name and address on the left-hand side;
- The correct opening (Dear Sir/Madam, Dear Mr Smith, Dear Editor);
- A suitable and precisely worded opening sentence. Avoid opening with 'I am writing to you...'
- A number of well-developed paragraphs;

- A firm summing up of the purpose of the letter;
- Avoidance of shortened forms (e.g. I'm, don't, won't, etc.);
- The use of appropriate vocabulary;
- A suitable and appropriate signing off (e.g. 'Yours faithfully' – very formal with 'Dear Sir', 'Yours sincerely' – less formal with 'Dear Mr. Pit')

Examine the sample below:

SAMPLE FORMAL LETTER

8, Balogun Street,
Off Obafemi Awolowo Way,
Ikeja,
Lagos.
5th January, 2015.

The Coordinator,
Juilliard Academy,
Magodo, G.R.A.,
Lagos.

Dear Sir/Madam,

ENQUIRIES

I saw your advertisement for English classes in this month's English Today magazine and I am interested in coming to your school this summer.

I have studied English for three years but I have never been to England and I feel that this is now necessary, especially to improve my spoken English. Please, could you send me more information about your courses, and an application form? I would also like some information about accommodation.

I look forward to hearing from you as soon as possible.

Yours faithfully,

Signature

Anna Maria Fernandez.

ASSIGNMENT

Write a letter to your local government chairman telling him about the need for a public library in your community.

Word Focus

- 1) Formal
- 2) Polite
- 3) Title
- 4) Recipient
- 5) Official

LESSON 4

CHECK POINT: USE OF ENGLISH- POSITION OF ADVERBS

OBJECTIVES : At the end of the lesson, students should be able to:

- a) Define adverb
- b) Mention types of adverb
- c) Identify these adverbs and use them in sentence construction

These adverbs go before main verbs, but after the verb be and auxiliary verbs/ modal, e.g. have, will, can ,must, should, etc.

A) Adverbs of frequency: always, often, usually/ normally, sometimes, never.

B) Adverbs of certainty: certainty, definitely, probably.

C) Other adverbs: already, also, only, just, still, even..

Exercise

- 1) Mention five examples of adverb.
- 2) Use these adverbs in your own sentences
 - a) Already
 - b) Just
 - c) Sometimes
 - d) Still
 - e) Even.

WEEK 5

LESSON 1

REPORTED REQUEST

OBJECTIVES: At the end of the lesson, students should be able:

- a) Define reported request.
- b) Mention examples of reported request.

A request is when somebody asks you to do something – usually politely. Reported requests are one form of reported speech

Examples..

Direct request	Report Request
She said: " could you open the window, please?" I said politely, "Please make less noise." She has often said to me " could you stay the night?	She asked me to open the window. I asked them to politely make less noise. She has often asked me to stay the night.
He said: Please don't smoke	He asked them not to smoke.

We usually introduce reported requests with the verb "ask". The structure is very simple

Ask	+	Noun	+	To infinitive pronoun
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We asked the man to help us

They asked us to wait.

Exercise

Write five examples of reported request that you know

LESSON 2

ARGUMENTATIVE ESSAY

Essential Questions:

1. Define Argumentative essay.
2. What are the features and format?

This is the essay in which the writer is expected to argue logically in support or against a given topic. It is a form of writing in which you attempt to persuade the reader to agree to your point of view on a controversial subject matter. An argument is not a quarrel or a shouting competition. There are usually two sides to an argument and what you do in this type of essay is to persuade your readers by appealing to their feelings and minds. Hence, its aim is to convince or persuade.

An argumentative essay would require you to:

1. Prove a point, or;

2. Present a view point, or;
3. Balance two sides of an argument.

The outline of an argumentative essay may be:

- Title
- Introduction
- Body of the essay
- Conclusion
- Writer's name.

LESSON 3

CHECK POINT – RELATIVE CLAUSES –(NON-DEFINING)

OBJECTIVES: At the end of the lesson, students should be able to:

- 1) Define non defining relative clause
- 2) Identify this clause in any given context
- 3) Use this clause in their own sentences.

Non defining relative clause add non essential information to a sentence and can be left out of a sentence without changing the meaning.

Examples of non- defining relative clause

- 1) My grandmother who is 86 years old, is coming on holiday with us this year
- 2) My car, which is a Mercedes, can reach speed of 100km per hour
- 3) Canberra, which is the capital of Australia, is located at the northern east of the Australian Capital Territory.

Basically, defining relative clauses have no comma and non defining do have commas.

In defining relative clauses the words who or which can be replaced by that but in non defining relative clauses that cannot be used.

ASSIGNMENT

Write out five sentence examples using the non defining relative clause.

WEEK 6

LESSON 1

ADVERBIALS AND THE PRESENT TENSE.

OBJECTIVES: At the end of the sentence, students should be able to

1. Define Adverbs.
2. Mention the adverbs that can be used with the present tense.

3. List their own examples.

TIME ADVERBS USED WITH THE SIMPLE PRESENT TENSE

The simple present tense is usually used with the adverbs, always, usually, seldom, never, sometimes, often, frequently, generally, habitually, occasionally, one, twice, thrice etc.

Examples

- a) I drink a cup of coffee every morning.
- b) I usually spend my evenings with my children
- c) My watch never keeps right time

TIME ADVERB USED WITH THE PRESENT CONTINUOUS TENSE.

The present continuous tense is used to talk about actions and situations that are in progress at the moment of speaking. The following time expressions are commonly used with the present continuous tense :today, at present, at the moment, still, now etc.

Examples

- a) I am working on a new project now
- b) We are still waiting for the reply
- c) I am seeing John today

TIME ADVERBS USED WITH THE PRESENT PERFECT TENSE

The present perfect tense is commonly used with the time expressions, just, yet, already, since, for and so far.

Examples

- a) We have not yet received the payment.
- b) He has already paid for the drink.
- c) I have just returned from work.

Note that the verbs yesterday, last week, in 2005 etc cannot be used with the present perfect tense

ASSIGNMENT

Use the following adverbs in your own sentences.

Always

Seldom

Frequently

Thrice

Occasionally

LESSON 2

VOCABULARY DEVELOPMENT: SCIENCE AND TECHNOLOGY

OBJECTIVES: At the end of the lesson, students should be able to:

- 1) Mention some words associated with science and technology
- 2) Define each of these words
- 3) Use each in their own sentence

SCIENCE AND TECHNOLOGY

Chemical	high tech
Food chain	theory
Hydraulics	species
Linkage	survey
Pressure	organelle
Robot	exploration
Quantitative data	astronaut
Scientist	clone

Atom	radiation
Solute	comet
Shear	astronomy
Tally chart	submarine
Fulcrum	triangulation
Dissolve	weight
Research	invention
Community	thrust
x-ray	fair test
evolution	capacity
genetic	solution
variable	data

ASSIGNMENT

Mention and define ten words associated with science and technology.

Word Focus

- 1) Technology
- 2) Invention
- 3) Submarine
- 4) Capacity
- 5) research

LESSON 3

EXPOSITORY ESSAY

OBJECTIVES: At the end of the lesson, students should be able to

1. What is an Expository Essay?
2. What are the features and format?

An expository essay is one that requires you to explain a thing or a process fully. The exposition will necessarily demand writing a great deal about what distinguishes the subject of the essay from all other things. It may also involve some description.

Apart from dealing with things that we can see, hear, touch, smell or taste, an expository essay may also treat things that we may not be able to feel directly. It covers a wide range indeed. The subjects of expository essays include feature articles in newspapers and magazines or formal lectures and addresses. Such writing not only states facts or describes situations, but also makes judgments. Much of the materials in textbooks will be found to be expository – the test of air pressure in pure science; the financial state of a nation in economics; the role of a state in international affairs, in history or political science; and so on.

Writing Expository Essay/Articles

Usually, expository essays require the writer to compare and contrast; discuss causes and effects of something; or define something thoroughly (illustration). For example, the topic 'A friend in need, is a friend indeed', requires an illustration approach. Most newspaper articles (which offer opinion) are written in the expository style.

Sample Expository Essay

There have been various articles in your national newspapers discussing the rise in the price of goods. Write your contribution to the discussion and suggest ways to help curb the trend.

The Rising Cost of Living and the Nigerian People

Five years ago, one could walk into the market and buy enough food stuff for a decent pot of soup, with one hundred naira. Since then, prices of commodities have soared beyond the means of most people.

High cost of living is usually as a result of inflation. Inflation is the sudden rise in prices of goods resulting from too much cash in circulation. The 2000 salary increases have been blamed for this rise in prices. Civil servants were paid large sums of money in a short period of time and they went to the market on buying sprees. Consequently, too much money was available for a few goods. The traders therefore hiked the prices.

Again, the increase in the price of crude oil in the international market has put a lot of money into the hands of the Federal Government which has subsequently pumped money into the economy in its construction of roads and sundry contract awards.

ASSIGNMENT

Write an expository essay titled "My school administrative policy"

LESSON 4

LITERATURE IN ENGLISH

LITERARY TERMS

Objective: At the end of the lesson, students should be able to

- 1) Define each of the literary terms under study.
- 2) Identify these terms in any given context.

Major and minor characters.

1) Major characters are the main characters in a work of art. They are the people that the story revolves around. Eg. Kure Kure, Racheal in *The Unchangeable Destiny*,

2) Minor characters are the characters that help in the progression of the plot. The story do not dwell mainly on them eg Awere in *Sons and Daughters* by J. C De Graft.

3) Theme: This means the main idea or subject in a piece of writing. It is the central idea the major message discussed in a work of art. The theme of perseverance and determination in the novel *The Unchangeable destiny* by Otenaike, O Taiwo

4) Setting: This refers to the general environment of a story, that is, the period and place of a story. The setting of the prose work *Sons and Daughters* by J C De Graft is Ghana

5) Plot: This refers to the way the events in a story or play are organized or arranged.

6) Characterisation: This refers to how an author presents his or her fictional characters or the way he or she make them seem real.

7) Style: This refers to a writer's typical way of writing a piece of work. Some writers make use of figures of speech, flashback, description.

8) Comedy: This is any play or prose that ends happily.

9) Tragedy: A work of art that ends sadly.

EXERCISE

- 1) State the differences between major and minor character
- 2) Define Character and characterisation.

WEEK 7: MID TERM BREAK

WEEK 8 LESSON 1

SPEECH WORK : CONSONANT SOUNDS /s/ and /z/

OBJECTIVES; At the end of the lesson, students should be able to:

- 1) Describe the areas of articulation of both sounds
- 2) Mention words that possess both sounds
- 3) Identify words that come with both sounds

SOUNDS /s/ and /z/

Description of the /s/ and /z/ sounds

When you pronounce sounds /s/ and /z/, the back of your tongue is raised, the tip of your tongue makes light contact with the ridge of your upper teeth and the sides of your tongue make close contact with the upper side teeth. However, air escapes by pushing through the narrow gap. The air that escapes makes a hissing sound. The tongue and lips are in the same position for the production of both /s/ and /z/. Sound /z/ is voiced while sound /s/ is voiceless.

Spelling- Sound /s/

s/ss- single, lapse, tense

ss- loss, dress, puss

sc- scent, descend, ascend

c/ce- peace, ice, voice

Spelling- sound /z/

z- zero, zeal

zz- puzzle, fizzle

s/se- rise, boys, lose, bosom

ss- scissors, possess, dessert, dissolve

X- Xerox, Xyclophone

ASSIGNMENT

Transcribe the following words

Breeze

Adolescent

Boys

Duster

ceiling

PUNCTUATION MARKS: The full stop and the comma

OBJECTIVES: At the end of the lesson students should be able to:

1. Define punctuation
2. Mention types of punctuation
3. List the uses in sentences

Punctuation is the art of dividing written discourse into sections through conventional symbols. Punctuation marks are used to divide a piece of writing; they are mechanical aspects of writing that make a clearer meaning of sentences by giving some indications. The following are some of the commonly used punctuation marks in English.

Full stops(.)

The full stop is an underused punctuation mark. Writing tends to be stronger and clearer if sentences are short. Often colons, semicolons and even commas can be replaced by full stops.

Put a full stop at the end of a complete statement. Do not connect complete statements with a comma:

Write:

Gary has joined that team again. Robbie is expected to do the same.

Don't write:

Gary has joined that team again, Robbie is expected to do the same.

Note: use one single space only between a full stop and the next capital letter.

Full stops and abbreviations

Try to avoid using abbreviations as they can be confusing for the reader. If you do use them, don't punctuate them with full stops.

Correct

Incorrect

eg

e.g. and eg.

ie

i.e. and ie.

etc

e.t.c. and etc.

PS	P.S. and PS.
okay	o.k. and O.K.
Mr	Mr.
Mrs	Mrs.
Ms	Ms.
Dr	Dr.
St	St.

It however be noted that the above is subject to spatial change.

Exclamation mark (!)

The exclamation mark is used to express very strong feeling. It shouts, flashes like neon and refuses to be ignored.

Only use an exclamation mark when you're absolutely sure you require a big effect. And never use more than one of them in a row. F Scott Fitzgerald said that an excessive use of exclamation marks is like laughing at your own jokes.

Traditionally the exclamation mark is used:

- 1) after an exclamation beginning with what or how:

What big eyes you have!

- 2) in involuntary ejaculations:

Ouch! My toe!

- 3) for drama:

That's not a dog, that's a werewolf!

- 4) to show that a statement is very surprising:

After hours of hard graft, Indiana Jones finally broke into the tomb. It was empty!

The general rule is: don't use exclamation marks.

Question mark(?)

What would we do without the question mark? You use a question mark at the end of a direct question. You also use a question mark to punctuate a rhetorical question.

A rhetorical question is a question posed for persuasive effect without the expectation of a reply. Here are some examples:

Why not take part in our London to Paris Cycling Challenge?

Shall I compare thee to a summer's day?

How did that idiot ever get elected?

If a question is a direct quotation, repeating the speaker's exact words, you use a question mark:

'Have you seen the remote control?' he asked.

But when the question is indirect, the sentence manages without a question mark:

He asked if I had seen the remote control.

Some direct questions disguise themselves. 'Will you please stop doing that?' may sound like an order but is, in fact, a question.

Comma (,)

The comma has lots of jobs on its CV. Let's count them.

1) Commas for lists

Commas divide items in lists. For example: Corin seems to live on chips, hot dogs, pies and burgers.

The rule here is that the comma is correct if it can be replaced by the word 'and' or 'or'.

Remember, you can put a comma before the word 'and'. Sometimes this helps prevent confusion, especially when there are other 'ands' in the vicinity: I went to Boots, Somerfield, and, Marks and Spencer.

In a list of adjectives (or describing words), you use a comma where the word 'and' would be appropriate:

It was a gorgeous, pink shell suit.

(The shell suit was gorgeous and pink.)

But do not use a comma for descriptions such as this:

It was an endangered white rhino.

This is because the adjectives are not intended as a list. The rhino isn't endangered and white.

2) Commas for joining

Commas show where the reader should pause in a sentence. They are used when two complete sentences are joined together, using such words as 'and', 'or', 'but', 'while' and 'yet'. For example:

Mark explained how to use commas, yet Lara still didn't seem to understand.

Note: words that must not be used to join two sentences together with a comma are 'however' and 'nevertheless', as in, 'It was Simon Cowell's birthday on Saturday, nevertheless, he had no post whatsoever' or 'Mark drank the bar dry yesterday, however, he woke up feeling great.' Instead, you use a full stop or a semicolon:

It was Simon Cowell's birthday on Saturday. Nevertheless, he had no post whatsoever.

Mark drank the bar dry yesterday; however, he woke up feeling great.

3) Commas filling gaps

You can use a comma to imply that words are missing. For example:

Robbie has dark hair; Gary, fair.

(Robbie has dark hair; Gary has fair hair.)

4) Commas before direct speech

More often than not, we use a comma before a quotation. For example:

The Queen said, 'Off with his head.'

However, if the quotation explains what comes before it, you can use a colon rather than a comma. For example:

The Queen said something shocking: 'Off with his head.'

5) Commas that come in pairs

Use a pair of commas to mark both ends of a piece of additional information. You should be able to remove the bit between the commas, leaving the sentence still grammatical. For example:

Victoria Beckham, who never did any harm to anyone, is often criticized by the press.

Be careful about using pairs of commas when referring to job titles. If you're talking about a post that only one person holds, use commas to separate the job from the name:

The designer of Mac News, Alex Davies, is a man of real vision.

But if you're talking about a job that more than one person holds, do not use commas:

The designer Dan Smith is all style and no substance.

LESSON 3

NARRATIVE ESSAY

Essential Questions:

1. What is a Narrative Essay?
2. What are the features and format?

A narrative essay is one that requires you to relate an event or incident as a witness would. This is the art of story telling, and a wide experience in the reading of short stories, novels, and so on, is required.

Your essay must be interesting and convincing; the reader should enjoy reading it and be led to believe that what he is reading is true. The narrative should follow the order in which the events took place, gradually moving the reader to the climax of your story. You only have to state the facts as they were.

Writing Narrative Essays: The Scope and Method

Study the following short passage:

It was pitch-dark outside the bedroom. It must have been that the security light was not switched on before we went to bed. There was some movement outside one of the windows. I listened. As I got up from bed to check at the window, a flash of light through the window dazzled my eyes. I shouted, 'Thief', and the next thing I heard was a gunshot...

The writer is here trying to paint a picture in words. It is only by your own imagination that this picture can be made more beautiful.

Recently, your flat was invaded by a bandit of armed robbers and consequently, all removable materials were stolen. Give account of the incident to a friend who visited you later.

OUTLINE

A. INTRODUCTION

1. Write the heading for the essay.
2. Although title is not suggested in this question, it is good to have one
 1. Paragraph 1: Give a short comment.

B. BODY

Paragraph 2: Narrate how the thieves broke in.

Paragraph 3: Narrate how the thieves tried to run away with the materials they stole.

Paragraph 4: Narrate how the thieves were caught with the materials they stole.

C. CONCLUSION

Paragraph 5: Narrate how the police found the family in the back out-flat and later returned the articles stolen from the flat.

LESSON 3

CHECK POINT: USE OF COMPARISONS

OBJECTIVES: At the end of the lesson, students should be able:

1) Make comparisons between items and persons

To make comparisons stronger, you can use phrases such as:

Much much tidier than, much more practical than

Far..... than far tidier than, far more practical than.

A lot less..... than a lot tidier than, a lot less practical than.

Nowhere near as..... as nowhere near as tidy as, nowhere near as practical as

You're far tidier than me.

I'm a lot less helpful than you.

I'm nowhere near as practical as you.

To make comparisons stronger between things that are equal, use just as.... as.

You're just as untidy as me!

Exercise.

Use the following phrases and adjectives to compare Zara's room with Jake's room.

Far than colour

a lot less..... than plain

nowhere near as..... as tidy

just as interesting

WEEK 9

LESSON 1

SPEECH WORK : SOUNDS /m/ /n/ and /ŋ/

OBJECTIVES : At the end of the lesson, students should be able to

- 1) Produce each of these nasal sounds correctly
- 2) Mention words that come with them
- 3) Identify words that contain each of them.

CONTENT

These three sounds are referred to as nasal sounds because the nose is actively involved during their production. The air goes out through the nose instead of the mouth.

/ŋ/

To say the / ŋ/ sound, the back of your tongue is raised to touch the soft part of the roof of your mouth. This prevents air from going out through your mouth so that the air goes out through your nose.

/m/	/n/	/ ŋ/
Mount	north	anchor
Scream	innocent	strength
Poem	nail	tongue
Solemn	reign	longing
Timber	gnaw	bangle

Steamer	gnash	uncle
Committee	knight	knead

ASSIGNMENT.

Why are the three sounds referred to as nasal sounds?

Transcribe the following words

1) Solemn

2) Sing

3) nest

4) molest

5) bank

LESSON 2

TOPIC: PUNCTUATION MARKS: Colon and semi colon

Objectives: At the end of the lesson, students should be able to

- 1. Define punctuation.**
- 2. Mention examples of punctuation marks**
- 3. Use these punctuation marks in their own sentences**

Colons (:)

The colon seems to confuse many people. But it's pretty easy to use correctly, since it has only a few main uses.

You use a colon before a list of items. For example:

I bought three things today: a skirt, a lipstick and a bottle of perfume.

Use a colon before a list of bullet points. For example:

The possible side effects of the drug are:

- vomiting
- itchy skin
- hair loss.

The colon is also used to indicate that what follows it is an explanation or elaboration of what comes before it. In other words, having introduced some topic in more general terms, you can use a colon and go on to explain the topic in more specific terms. Here are some examples:

The UK is facing a major problem: a credit crunch. (Explains what the problem is)

We found the place easily: your directions were perfect. (Explains why we found the place easily)

I propose we create a new post: Macmillan punctuation guru. (Identifies what the post is)

A colon is nearly always preceded by a complete sentence. What follows the colon may or may not be a complete sentence.

You can use a colon between numbers in a ratio (as in 3:1). But when you are writing for Macmillan, it's usually preferable to write out ratios in the following way, as in: In our Cancer Voices network, women outnumber men by more than 3 to 1.

In America, they use a colon when giving the time (as in 11:30). But British English uses a full stop for this purpose (as in 11.30).

Use a space after a colon. Never use a space before a colon.

And never follow a colon with a dash (:-) despite what you might have been taught in school.

Semicolons (;)

You can use the semicolon to join two full sentences into a single sentence. The main place you'd put a semicolon is between two related sentences where there is no connecting word such as 'and' or 'but', and where a comma would be ungrammatical. For example:

I loved Marathon bars; they are now called Snickers, of course.

When I used to work with her she could hardly spell her own name; now she's a copywriter.

It was the sound of the police; it came from over there!

In principle, you can always replace a semicolon with a full stop. For example: It was the sound of the police. It came from over there!

You can also use semicolons like commas to separate items in a list, particularly when the items in the list are long or complicated (so using commas would be confusing). Remember to use a semicolon in front of the 'and' before the final item. For example:

You'll need to bring three things to Glastonbury: a coat that's both waterproof and warm; a big container for drinking water; and a blanket.

LESSON 2

LESSON 2- Types of essays and letters

REVIEW OF TYPES OF ESSAYS AND LETTERS

OBJECTIVES: At the end of the lesson, students should be able to:

- a) Mention types of essays and letters
- b) Define each of these compositions
- c) Write out the format of these essays and letters
- d) Write good essays and letters.

CONTENT

An essay is a written composition of moderate length, exploring a particular issue or subject

Types of essays

- 1) Narrative essay: in this essay, you are expected to write or narrate a story.
- 2) Argumentative essay: you are required to argue out a point and take a stand as there is always two sides to an argument
- 3) Descriptive essay: in this essay, you are expected to describe a person, an event or object in a vivid manner that will leave create the image in the mind of the readers.
- 4) Expository: this essay requires you to expose a process or explain a procedure.
- 5) Letter Writing

This is a written or printed communication, generally longer and more formal than a note.

TYPES OF LETTERS

- 1) Informal letter: this is the letter written to people you have close relationship with
- 2) Formal letter: this is an official letter written to people who are occupying official positions.
- 3) Semi formal: this is the kind of letter to whom you don't know quite well. It is a mixture of both the formal and the informal letters.

EXERCISE

State the difference between formal and informal letters.

Define the following words

- 1) Formal
- 2) Acquaint
- 3) Courtesy
- 4) Subscription
- 5) sequential

LESSON 3

A figure of speech is a word or a phrase that has a meaning different from its literal meaning, i.e., its meaning is literary or connotative. In literature and writing, it is also called stylistic or rhetorical device.

There are a number of figures of speech in literature. Some commonly used figures of speech are treated in this chapter.

1. **Metaphor:** This refers to a comparison between two unrelated things. It shows a similarity in the qualities found in the two things compared. Metaphor is often implied since words normally employed to introduce comparison are not used. In many cases, metaphor calls a thing what it is associated with. An example can be found in line 36 of *Bat*, by D H Lawrence: "*Little lumps that fly in air*".
2. **Simile:** This is a comparison between two ideas or things. It uses **as** and **like** to show the similarity found in the qualities of two unrelated things. In both metaphors and similes, the things compared do not matter as much as the qualities found in them.
3. **Personification:** Personification entails giving human attributes to inanimate objects, ideas or animals. An example can be seen in line 20 of *To His Coy Mistress*: "*Time's winged chariot hurrying near*."
4. **Symbol :** A symbol is a word or image that means something other than what is literally intended. In the poem, *Nightfall in Soweto*, by Oswald Mtshali, nightfall symbolizes terror and death to the black inhabitants of Soweto.
5. **Irony:** This refers to the art of saying one thing and meaning its opposite. Where an irony is used, what is said is usually different from the actual. Irony is either **verbal or dramatic**. The former means intentionally saying the opposite of what we mean. The latter refers to situation, where something done or said is known only to the audience or one of the characters.
6. **Paradox:** Paradox means a statement, which is apparently untrue, but will, on closer examination, prove to be true or partially true. An example is, "*More haste, less speed*".
7. **Oxymoron:** This is a contrastive device like paradox. It means two contradicting words. Though the words may seem to contradict each other some truth always exist in them. An example is: *The experience was bitter sweet*. One may ask can something sweet be bitter.

8. **Hyperbole:** This means deliberate exaggeration not meant to be taken literally. This figure of speech dominates the traditional poem, **Salute to the Elephant**. The animal is described in hyperbolic proportion.
9. **Metonymy:** Metonymy means the substitution of a word naming an object for another word closely associated with it. This is shown in the example below: ***It is our duty to pay tribute to the crown.***
10. **Synecdoche:** This refers to the art of mentioning a part of something to represent a whole and whole to represent a part. An example is given below: ***Daddy used to drink five bottles a day when I was young.***

EXERCISE.

Mention and define 5 figures of speech that you know.

Word Focus

- 1) Euphemism
- 2) Oxymoron
- 3) Alliteration
- 4) Assonance
- 5) consonance

