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**ENGLISH LANGUAGE JSS 1**

**FIRST TERM**

## SCHEME OF WORK

**Weeks Topics**

**1. Speech work**: Introduction to speech (organs of speech)

**Grammar**: Parts of speech – Nouns

\* Meaning, Identification of Nouns in Sentence

\* Types of Nouns with Examples

**Comprehension**: The Family~ Unit 1

**Composition**: Meaning, Types of Composition (Narrative, Descriptive, Argumentative, Expository)

**Literature**: What is Literature? The Features of Literature.

Types of Literature: Oral, Historical, Dance, Miming, Drama...see related text.

**2. Speech work**: Pure Vowel sounds (Monothongs) with examples

**Comprehension: Unit 2, page 31**

**Vocabulary development:** Your School Subjects

**Grammar/Structure**: Pronouns: Meaning, Identification, Types.

3. **Comprehension**: A Conversation, Page 43

**Grammar/Structure**: Verbs: Definition, Identification with examples.

Types of verbs: Transitive, Intransitive, Auxiliary and Lexical, Regular and Irregular (should be given as assignment)

**Composition**: Outlining the difference between descriptive and narrative essays

**Literature**: Introduction to prose and its elements, (plot, style, characterization)

Types of Oral Literature

4. **Comprehension**: Unit 6, page 79. Two good Friends

**Grammar:** Adjectives: Definition, Identification,

Types of Adjectives

**Composition**: Narrative Essay-- "My First day in Secondary School"

**Speech Work**: Vowels /I/

**Literature**: What is Oral Literature, Features of Oral Literature and Types.

5. **Comprehension** : Unit 7(a) page 91 Oduduwa

**Grammar**: Comparision of Adjectives,

Absolute Adjectives: Excellent, Superior, Total

**Speech work:** Vowel /e /

**Composition**: Paragraph Writing:

Arrangement of Ideas in Logical sequence with Introduction and Conclusion.

**Literature**: Introduction to Drama, Elements and Types

6. **Speech work**  /ae /

**Grammar**: Adverbs : Identification, definition,

Types and examples.

**Composition** – Descriptive Essay: A Market Place

**Comprehension**: Unit 7

**Literature** – Use Recommended Text. (Prose)

7. **Speech Work**: / a:/

**Comprehension**: Unit 8, page 103. Every Man and Death

**Composition**: Introduction to Letter Writing and Types

. **Literature** – Introduction to for folktale

8. **Comprehension**: Unit 9

**Composition**: Features of an Informal Letter with sample model

**Literature**: Introduction to Figures of Speech ( Simile, Metaphor, Personification, Alliteration, Assonance)

9. **Speech Work**: / /

**Grammar**: Introduction to Adverbs ( Features and Functions)

**Comprehension**: Unit 9b page 117

**Composition**: Informal Letter : Letter to your cousin, telling him about your new school

**Literature**: Review of recommended text/ Figures of speech

10. Revision

11. Test/ Examination

12. Examination

**WEEK ONE**

**Topic**: Organs of speech

**Content**

The organs of speech are parts of the human body which are used for speech production.

The lung serves as the power house from which air flows. When we speak, we breathe normally and as the

stream of air flows out from the lungs through the narrow space of the wind-pipe some sounds are produced.

We produce different speech sounds with the help of the vocal cords, the

velum, hard palate, alveolar ridge, teeth, lips and the tongue as the airstream flows from the lungs.

As the airstream flows from the lungs during the production of speech sounds, a special organ

called the larynx modifies the sounds. When the vocal cords are placed edge to edge, the glottis

becomes narrow and when the airstream flow, the vocal cords vibrate. Then voiced sounds are

produced when the vocal cords are drawn apart airstream flows easily. So, the vocal cords do not

vibrate and voiceless sounds are produced.

All the vowels of English are voiced. A consonant sound may be ‘voiced’ or ‘voicedless’

**Evaluation**

1. List all the organs of speech.

2. What happens when the vocal cords are placed edge to edge during the production of a sound?

3. What happens when the vocal cords are drawn apart?

**Topic: Parts of speech: Noun (functions)**

(Content)

**Nouns**

**What is a Noun?**

Of all the parts of speech, nouns are perhaps the most important. A noun is a word that identifies a person, animal, place, thing, or idea. Here, we’ll take a closer look at what makes a noun a noun, and we’ll provide some noun examples, along with some advice for using nouns in your sentences.

**Identifying a Noun**

A noun is a part of speech that denotes a person, animal, place, thing, or idea. The English word noun has its roots in the Latin word nomen, which means “name.” Every language has words that are nouns. As you read the following explanations, think about some words that might fit into each category.

\*.Person– A term for a person, whether proper name, gender, title, or class, is a noun.

\*.Animal– A term for an animal, whether proper name, species, gender ,or class is a noun.

\*.Place– A term for a place, whether proper name, physical location, or general locale is a noun.

\*.Thing– A term for a thing, whether it exists now, will exist, or existed in the past is a noun.

\*.Idea– A term for an idea, be it a real, workable idea or a fantasy that might never come to fruition is a noun.

**Identifying a noun in a sentence**

When we first start to learn the parts of speech, trying to identify different words can seem like a challenge. This process gets easier with practice. Here are some noun examples to help you get started. The nouns in each sentence have been italicized.

\* Person –He is the **person** to see.

\* Person –**John** started to run.

\* Person – **Plato** was an influential Greek **philosopher**.

\* Animal – The **dog** barked at the **cat**.

\* Animal – **Elephants** never forget.

\* Animal – Sophie is my favorite horse.

\* Place – The **restaurant** is opened.

\* Place – Let’s go to the **beach**.

\* Place – **Harvard** and **Yale** are two famous **universities**.

\* Thing – Throw the **ball**.

\* Thing – Please close the **door** and lock it.

\*.Idea – Follow the **rules**.

\*.Idea – The **theory of relativity** is an important **concept**.

**TYPES OF NOUNS**

**Common noun**

A common noun is a noun that refers to people or things in general, e.g.boy, country, bridge, city, birth, day, happiness.

**Proper noun**

A proper noun is a name that identifies a particular person, place, or thing, e.g.Steven, Africa, London, Monday. In written English, proper nouns begin with capital letters.

**Concrete noun**

A concrete noun is a noun which refers to people and to things that exist physically and can be seen, touched, smelled, heard, or tasted. Examples include dog, building, coffee, tree, rain, beach, tune.

**Abstract noun**

An abstract noun is a noun which refers to ideas, qualities, and conditions- things that cannot be seen or touched and things which have no physical reality, e.g .truth, danger, happiness, time, friendship, humour.

**Collective nouns**

Collective nouns refer to groups of people or things, e.g.audience, family, government, team, jury. In American English, most collective nouns are treated as singular, with a singular verb: The whole family was at the table.In British English, the preceding sentence would be correct, but it would also be correct to treat the collective noun as a plural, with a plural verb: The whole family were at the table. A noun may belong to more than one category. For example, happiness is both a common noun and an abstract noun, while Mount Everest is both a concrete noun and a proper noun.

**Evaluation**

**Identify the nouns in the following sentences**

\* Person – Sharon admires her grandfather.

\* Place – Look! There’s the Eiffel Tower.

\* Thing – The lamp sits on a table next to the sofa.

\* Thing –Money doesn’t grow on trees.

\* Person – My mother looks a lot like my grandmother, and I look very much like them.

\*Idea –Love is a wonderful emotion.

**Topic**: **Comprehension/vocabulary development.**

**Content**: Unit 1: The Family

Titi tells us about herself and her friend Anochie. Titi and her friend live in Ughelli and attend the same Grammar School at Erhiero. They are both in form 1. Titi’s father is a mechanic and her mother works at home.

Anochie’s father is a teacher and his mother is a nurse.

**Vocabulary**

1. Father – a male parent of a child.

2. Mother – a female parent of a child

3. daughter – a person’s female child

4. son – a person’s male child

5. Brother – a boy or man who has the same mother and father as another

6. sister – a girl or woman who has the same mother and father as another person.

**Topic**:

**Composition writing**

Composition writingis a process to take. One of the first things to consider is to determine what type of composition to be used. When you are going to write, you usually have a central purpose or central idea in communicating your readers. You also aim to produce some effects to the readers. These purpose or ends is the one that determines the type of discourse that you are going to use in writing a composition.

**Types of composition writing**

Distinguishing between types of essays is simply a matter of determining the writer's goal. Does the writer want to tell about a personal experience, describe something, explain an issue, or convince the reader to accept a certain viewpoint? The four major types of essays address these purposes.

**Narrative Essay**

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

Characteristics of Narrative Essay.

1. It must have beginning that is interesting and arresting.

2. It must proceed in a chronological sequence to the end.

3. The use of past tense is highly essential since the narrative involves past events.

4. The narration must be presented in a sequential order.

5. You must avoid verbosity and an unnecessary elaboration of a particular incident

**The Descriptive Essay**

This consists of description.

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

Characteristics of a Good Descriptive Essay

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

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

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

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

\* The use of adjective is highly indispensable.

**Argumentative Essay**

An argumentative essay is the one that requires a writer to present a subject with a view of persuading the reader to agree with the writer’s point of view.

Characteristics of a Good Argumentative Essay.

\* The argument must be convincingly presented.

\* There must be clarity of expression and the ideas presented must not be disjointed.

\* ‘Pro’ arguments should be kept separate from ‘con’ arguments.

\* The strongest argument, both on the ‘pro’ side and on the ‘con’ side, should be left to the last.

\* Verbosity should be avoided.

**Expository Essay**

**A**n expository essay is the one that requires a writer to write on an exposition or explanation of an idea or how to do or make some thing. The expository essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, and the “how to” or process essay. Because expository essays are based on facts and not personal feelings, writers don’t reveal their emotions or write in the first person. The following constitute the areas in which expository essay may feature.

i. How mechanics work

ii. How things are made

iii. How certain processes are carried out

iv. Definition of concepts.

The explanation might be clean so as not to confuse the reader or audience.

It must contain a vivid explanation of things.

**Evaluation**

Give a brief explanation of each of the following.

i. Narrative essay

ii. Descriptive essay

iii. Argumentative essay

iv. Expository essay

**Topic:** Literature

**Content**

Definition of Literature

Literature is any printed and unprinted materials that instructs, informs, entertains and educates people. Literature is a subject that mirrors people, their customs and traditions for others to see and learn from. In other words, Literature is the caricature of human society and all the activities embedded in it, that is, there is a kind of reciprocal relations between literature and life.

**Functions of Literature.**

**1.** Literature helps a lot in the development of language.

2. Literature creates awareness of one’s society and that of others.

3. It teaches moral lessons.

4. It corrects wrong doings

5. Literature recognizes achievements and achievers.

6. It assists a lot in the process of projecting the customs and tradition of the people.

7. It also entertains, educates and instructs readers.

**Types of Literature**

**Oral Literature :** Oral literature is a term generally applied to spoken literary traditions such as folk tales, musical theater, proverbs, riddles, life histories, plays, proverbs, epic poems and historical recitations. Unlike written literary genres, oral literature is conveyed or passed down to future generations by word of mouth, typically through memorization and recitation. It is considered a verbal art form.

**Dance**: the movement of the body in a rhythmic way, usually to music and within a given space, for the purpose of expressing an idea or emotion, releasing energy, or simply taking delight inthe movement itself.

**Evaluation**

List all the functions of literature

What is literature?

**General Evaluation**

1. Mention and explain the types of nouns and explain

2. With reference to the related text, explain the types of literature.

**Weekend Assignment**

Underline the nouns in the following sentences and state their kind.

1. The book was lying on the table.

2. Love begets love.

3. We cannot live without water.

4. The jury has given its verdict.

5. The Hindus regard Krishna asan incarnation of Lord Vishnu.

6. Alcohol is injurious to health.

7. Smoking is a bad habit.

8. Wild animals live in forests.

9. The childhood of Peter was full of misery.

10. All the girls were singing.

11. Gold is a precious metal.

12. Rice is the staple food of South Indians.

13. The earth moves round the sun.

14. Mankind should love nature.

15. We get wool from sheep.

**Reference**

English Grammar for JSS 1 pages 91 and 92

**WEEK TWO**

**Topic: Comprehension/ Vocabulary Development**

**Content**: Effective English. Unit 2, page 31.

Tolu's New School

**Vocabulary**: To learn about some jobs.

A butcher cuts up meat and sells it.

A carpenter makes things out of wood.

A cashier receives money and pays it out

An electrician puts wires for electricity into houses and mends electrical appliances.

A labourer does hard work e.g carrying heavy things or digging.

A tailor makes clothes

A hawker is a person who moves about selling things.

**Topic: Pronouns**

Without pronouns, we’d have to keep on repeating nouns, and that would make our speech and writing repetitive, not to mention cumbersome. Most pronouns are very short words.

**Examples** include:

\*.He

\*.She

\*.They.

\*.It

\*.We

\*.Who

As mentioned, pronouns are usually used to replace nouns, however they can also stand in for certain adverbs, adjectives, and other pronouns. Anytime you want to talk about a person, animal, place or thing, you can use pronouns to make your speech or writing flow better.

**Types of Pronouns**

Pronouns can be divided into numerous categories including:

1. Indefinite pronouns– those referring to one or more unspecified objects, beings, or places

2. Personal pronouns– those associated with a certain person, thing, or group; all except you have distinct forms that indicate singular or plural number i.e I, we, us

3. Reflexive pronouns– those preceded by the adverb, adjective, pronoun, or noun to which they refer, and ending in–self or–selves i.e yourself, myself, ourselves.

4. Demonstrative pronouns– those used to point to something specific within a sentence

5. Possessive pronouns– those designating possession or ownership

6. Relative pronouns– those which refer to nouns mentioned previously, actingto introduce an adjective (relative) clause I.e whose, whom, which, who.

7.Interrogative pronouns– those which introduce a question I.e what,

\*.Reciprocal pronouns– those expressing mutual actions or relationship; i.e. one another, each other

**Pronoun Rules**

There are a few important rules for using pronouns. As you read through these rulesand the examples in the next section, notice how the pronoun rules are followed.Soon you’ll see that pronouns are easy to work with.

\*. Subject pronouns may be used to begin sentences. For example: We did a great job.

\*. Subject pronouns may also be used torename the subject. For example: It was she who decided we should go to Hawaii.

\*. Indefinite pronouns don’t have antecedents. They are capable of standing on their own. For example: No one likes the sound of fingernails on a chalkboard.

\*. Object pronouns are used as direct objects, indirect objects, and objects of prepositions. These include: you, me, him, her, us, them, and it. For example: David talked to her about themistake.

\*. Possessive pronouns show ownership. They do not need apostrophes. For example: The cat washed its whiskers.

**Evaluation**: The following exercises will help you gain greater understanding about how pronouns work. Choose the best answer to complete each sentence.

1.This is \_\_\_\_\_\_\_\_\_\_ speaking .A.John B.He C.He John D.Am

2.Greg is as smart as \_\_\_\_\_\_\_\_\_\_ is.A.I B.me C.she D.we

3.The dog chewed on \_\_\_\_\_\_\_\_\_\_ favorite toy.A.it’s B.it is C.its’ D.its

4.It could have been \_\_\_\_\_\_\_\_\_\_ .A.JerryB.anyone C.better D.more difficult

5.Terry is taller than \_\_\_\_\_\_\_\_\_\_ am. A.I B.me C.she D.we

**Topic: Elements of Composition: Introduction, Body and Conclusion**

**Structure of an Essay**

The creation of an essay requires a lot of knowledge from the writer,but the first thing to know and to remember is the peculiarity of the essay’s structure. Each and every essay is written according to a basic structure that does not change: introduction and the body followed by a conclusion. The structure is the core of each paper that helps the writer to make a very well founded written construct. In order to compose an essay accurately, the way it should be, it is necessary to keep in mind the main hints concerning the contents of the essay structure elements.

**Basic essay structure**

**1. INTRODUCTION :**  An introduction does not need to be long (and should not be), but it is an important part of an essay. A weak introduction can cause readers to lose interest in your essay from the start, whereas a strong introduction will engage your readers and make them want to continue reading. Of course, the introduction is the first part of your essay that your audience will read, and it's important to make a good first impression.

An introduction needs to do three things:

1. To spark the interest of readers

2. To move readers gracefully toward the thesis statement.

3. To present the thesis statement of the essay.

**How to write a good introduction with samples**

**A. Begin with Background or Historical Information**

Example: Theft is not a new crime.

Throughout history, unscrupulous individuals have pretended to be people they are not, often with the goal of political, social, or financial gain. With the right appearance and demeanor, people have falsely presented themselves as kings and bishops. Today, in our information age, identity theft is a far more prevalent problem. With access to names, Social Security numbers, and other personal information, thieves are able to steal identities, leaving the victimsstruggling to clear their good names. Identity theft is a serious problem that claims millions of innocent victims, and the government must implement better regulations to help put an end to this crime.

**B. Begin with a Quotation**

Example: Theft is not a new crime.

In Shakespeare's *Othello*, Iago claims that he "who steals my purse steals trash / . . . But he that filches from me my good name / Robs me of that which not enriches him, / And makes me poor indeed" (3.3.157-161). Today, identity theft is a new way that thieves steal both the "purses" and the good names of innocent victims, and these thieves are enriching themselves at the expense of their victims. Identity theft is a serious problem that claims millions of innocent victims, and the government must implement better regulations to help put an end to this crime.

**C. Begin with an Interesting or Surprising Fact**

Example:Theft is not a new crime.

Fraud is the fastest growing crime in the United States. In 2004, over nine million Americans, or approximately one person in 24, became victims of identity fraud or identity theft, at a cost to the economy of 52.6 billion dollars ("2005 Identity Fraud Survey Report"). Because many cases of identity fraud and identity theft may go unreported, the numbers could be even higher. Identity theft is a serious problem that claims millions of innocent victims, and the government must implement better regulations to helpput an end to this crime.

**D. Begin with a Definition of an Important Term:**

Example: Theft is not a new crime.

Our identity is what makes us unique. It is "the distinguishing character or personality of an individual," and when one is a victim of identity theft, it is this"distinguishing character" that is stolen: one's name, address, Social Security number, employment history, credit history, and more. It therefore is no wonder that victims of identity theft often feel a deep sense of violation as they struggle to reclaims their good names. Identity theft is a serious problem that claims millions of innocent victims, and the government must implement better regulations to help put an end to this crime.

**E. Begin with a Short Narrative**

Example: Theft is not a new crime.

Joe Stevens was finally ready to purchase a home. He spent years putting money into a savings account, paid off his credit cards, and diligently paid every bill on time. Confident of his good credit rating, Joe visited the bank to inquire about a mortgage, but he discovered startling information: Joe defaulted on a home loan, had $40,000 in credit card debt, and had a car repossessed for lack of payment. Joe Stevens, like many Americans, is a victim of identity theft. Instead of preparing to move into a new home, Joe began the long journey to restore his good name and to reclaim his identity. Identity theft is a serious problemthat claims millions of innocent victims, and the government must implement better regulations to help put an end to this crime

**F. Begin with a Question**

Example: Theft is not a new crime.

How would you feel if you knew, at this moment, that some criminal is writingyour name, address, and Social Security number on credit card applications and plans to charge thousands of dollars worth of merchandise on those credit cards? More importantly, how do you know that this is not happening? Millions of people have become victims of identitytheft, and they often find out only after thousands of dollars have been stolen using their names. Identity theft is a serious problem that claims millions of innocent victims, and the government must implement better regulations to helpput an end to this crime.Introduct

**2. BODY OF THE ESSAY:** The body is the meat and potatoes ofyour essay. As such, it needs to contain lots of juicy textual evidence and meaty support, not fluff. The body of a basic essay may have as many body paragraphs as it is necessary to prove the author’s argument of the thesis statement .It is vital to keep in mind that each paragraph is supposed to have one main argument to analyze and has to reveal it in one solid thought in a sentence called the topic sentence.Therefore the amount of the body paragraphs equals the amount of topic sentences .Each body paragraph must be connected to following one with a logical link.

**A. First paragraph**: The first paragraph of the body should contain the strongest argument, most significant example, cleverest illustration, or an obvious beginning point. The first sentence of this paragraph should include the "reverse hook" which ties in with the transitional hook at the end of the introductory paragraph. The topic for this paragraph should be in the first or second sentence. This topic should relate to the thesis statement in the introductory paragraph. The last sentence in this paragraph should include a transitional hook to tie into the second paragraph of the body.

**B. Second paragraph**: The second paragraph of the body should contain the second strongest argument, second most significant example, second cleverest illustration, or an obvious follow up the first paragraph in the body. The first sentence of this paragraph should include the reverse hookwhich ties in with the transitional hook at the end of the first paragraph of the body. The topic for this paragraph should be in the first or second sentence. This topic should relate to the thesis statement in the introductory paragraph. The last sentence in this paragraph should include a transitional hook to tie into the third paragraph of the body.

**C. Third paragraph**: The third paragraph of the body should contain the weakest argument, weakest example, weakest illustration, or an obvious follow up to the second paragraph in the body. The first sentence of this paragraph should include the reverse hook which ties in with the transitional hook at the end of the second paragraph. The topic for this paragraph should be in the first or second sentence. This topic should relate to the thesis statement in the introductory paragraph. The last sentence in this paragraph shouldinclude a transitional concluding hook thatsignals the reader that this is the final major point being made in this paper. This hook also leads into the last, or concluding paragraph.

**3. CONCLUSION: I**t is usually written in one solid paragraph.The conclusion always deals with summing up the essays arguments revealed in the topic sentences and the therefore present substantial evidence to prove the thesis statement. It is also important to mention the importance of the general conclusion of the essay.

**General Evaluation**:

1. Mention and explain the types of pronouns you know.

2. Explain briefly the structure or elements of a good composition

**Weekend Assignment:**

**A.** Pick out the pronouns in the following

1. We are going on vacation.

2. Don’t tell me that you can't go with us.

3. Anybody who says it won't be fun has no clue what they are talking about.

4.These are terribly steep stairs.

5.We ran intoeach other at the mall.

6. I'm not surewhichis worse: rain or snow.

7. It is one of the nicest Italian restaurants in town.

8. Richard stared athimselfin the mirror.

9. The laundry isn’t going to do itself.

10. Someone spilled orange juice all over the countertop!

B. Write a fantastic composition on any any of the following topics, with insights from the topic, "elements of composition."

i. My Best Friend.

ii. A Visit to the Hospital.

iii. My Last Birthday Party

**WEEK THREE**

**Topic**: Speech Work

Vowels /i:/

**Content**

1. /I:/ Seat, meet, Police, Seize, Read

Field, key, quay, People, amoeba

Vowel contrast

/i:/ /I/

seat Sit

deep did

heat hit

feet fit

read rid

bid bead

dip deep

lip leap

There is a great difference between /i:/ and the short /I/. This difference is shown by keeping the tongue longer in the same position for the pronunciation of /I:/ than you will do for the pronunciation of /I/.

**Evaluation:** words

1. Find five pairs of words that can show the contrast between the short /I/ and the long /I:/ as in the examples above.

**Structure –function of verbs**

**Content**

A verb is a word that tells or asserts something about a person or thing. Verbs comes from the Latin, verbum, a word. It is so called because it is the most important word in a sentence.

**Functions of verbs**

A verb may tell us:

1. What a person or thing does; as, Anthony laughs.

The clock strikes.

2. What is done to a person or thing; Harry is scolded.

The window is broken.

3. What a person or thing is; as The cat is dead.

I feel sorry.

Glass is brittle

A verb is a word used to tell or assert something about some person or thing.

A verb often consists of more than one word as,

The girls were singing.

I have learnt my lesson

The watch has been found.

**Auxiliary verbs**

These are helping verbs. They can not stand on their own. They help to form the tenses of verbs e.g

I have written it

She has done it

They are going

They were going

She is dancing

**Modal Auxiliaries**

These express ideas such as possibility, probability, ability, certainty, willingness, obligation, permission, necessity, request, compulsion etc.

**Examples**

I can carry the load (ability)

We may see tomorrow (probability)

I must do the assignment (certainty)

They will come (possibility)

You must do your assignment now (compulsion)

You can go there. (permission)

**Evaluation**:

Say the function of each of the underlined verb in each of the sentences below.

Harry is tall

Bola sings

Olawale was singing

I can swim

You may go home

**Topic:** Present Tense

**Content**

A verb that refers to the present time is said to be in the present tense.

**Examples**

I write letters to him.

I run errands for my mother

We pray together every morning

Many types so fast

She goes to School.

More verbs (Present tense)

**Present Tense** **Past Tense**

Broad cast broadcast

Rid rid

Split split

Burst burst

Destroy destroyed

Hand (put to death) hanged

Flow flowed

Fund funded

Shine shone

Present Tense Past Tense

Win Won

Deal dealt

Wear wore

Creep crept

Weave wove

Mean meant

**Evaluation**

Pick five present verbs and make a sentence with each of them

**Topic**: **Comprehension and Vocabulary Development**

**Content**:

The passage is a conversation. The principal came around to see what the boys with Mr. Etonye were doing. Mr. Etonye explained to him that they were learning some important skills in woodwork.

Eyo was making a bookshelf. He had marked out one end of it when the principal came. He explained to the principal that after marking out the piece of wood, he would cut it out.

**EVALUATION:**

Practice 2(1-7)

Vocabulary – Words to do with tools

1. Woodwork means making things out of wood.

2. Capentry also means making things out of wood.

3. A saw is a tool for cutting wood.

4. A plane is a tool for taking shavings off wood.

5. A hammer is a tool for driving nails into wood.

6. A ruler is for measuring and drawing straight lines

7. A drill is a tool for making round holes.

8. Sandpaper is for making wood very smooth.

9. Mary tools have a blade and a handle.

When the blade is blunt, the carpenter sharpens it. That is, he makes it sharp again.

**Evaluation**:

1. Do practice 2 page 43.

**Topic: Literature – Prose and its elements**

Types of prose

**Content**

A prose is a long narrative with a wide range of characters, events and experiences, written in a straight forward language.

**ELEMENTS OF A PROSE (STORY)**

Elements of fiction and elements of story in general can be used by the reader to increase their enjoyment and understanding of different literary pieces. Once students are aware that all stories have elements of character, setting, plot, theme, point of view, style, and tone; they can be encouraged to ask themselves to identify the characteristics of each for a particular story. The more familiar they become with the different kinds of elements the better they will understand and critically analyze stories.

1. **Character**: Character is the mental, emotional, and social qualities to distinguish one entity from another (people, animals, spirits, automatons, pieces of furniture, and otheranimated objects).Character development is the change that a character undergoes from the beginningof a story to the end. Young children can note this.The importance of a character to the story determines how fully the character is developed. Characters can beprimary,secondary, minor,or main.

2. **Plot**: Plot is the order in which things move and happen in a story.Chronological order is when a story relates events in the order in which they happened.Flashbackis when the story moves back in time.

**Evaluation**

Explain the meaning of each of the following.

1. Characterization

2. Plot

3. Setting

4. Language

**Topic: Difference between Narrative Essays and Descriptive Essays**

**Content:**

Narrative and Descriptive essay are two different types of essay writing. The clear difference between them can be highlighted in terms of the writer's objective. A narrative essay usually tells the writer's experiences to the reader. This highlights that a narrative allows the reader to immerse in a story that is composed of a sequence of events. But a descriptive essay is quite different from a narrative essay, mainly because it does not engage in relating a story but merely on providing a descriptive account ofsomething or someone to the reader. This is the main difference between a narrative and a descriptive essay.

**General Evaluation**:

1. Write on an essay topic: My Favourite Teacher

2. Write on the essay topic: An Unforgettable Experience.

3. Write a short note on the elements of a prose

**Weekend Assignmen**t

1. Write twenty verbs with their past and part participle forms.
2. Give five examples each of the following types of verbs: Transitive, Intransitive,

**.**

**WEEK FOUR**

**Topic:** Narrative Essay: My First Day in Secondary School

**Content**: Sample Essay

Tell us about a personal quality, talent, accomplishment, contribution or experience that is important to you. What about this quality or accomplishment makes you proud, and how does it relate to the person you are?

**My First Day in Secondary School**

The clock struck 6:30, I was in bed, and it was time to get up. Being that my mom was the one who woke me up, I waited in bed and closed my eyes as she came near my room to cover my anxiety. It was the first day of high school and I was as excited as one could be. Taking my shower towel in with me to brush my teeth and my toothbrush downstairs with me to eat breakfast, I was oblivious to everything except for special day that I envisioned at school.

Once I was ready, my mom drove me to school, asked me several questions, told me what to do after school, and yet I came out of the car unaware of what she had said.Walking onto campus while embracing my surroundings, I kept telling myself, "This is my time, now let's go make it happen." After the first two classes, the day was going great; I had seen many of my friends and my teachers were presumably pleasant. We then had a ten minute break in which I decided to use the restroom.

As I walked in, I looked into the mirror and saw the face of one of my closest friends. After a few more steps, I saw the full picture. He was in a small huddle with a few other students, and in his right hand was a cigarette. I was stunned, and now knowing how to react, I quickly exited the restroom. The scene haunted me for a long time and after several weeks, it became clear that we were no longer in touch with each other.

Growing up in a family with high, positive morals, I had seemingly been blinded by reality. Seeing a kid my age, not to mention my good friend, doing drugs was beyond my belief. Although it was tough for me to get over at first, it later became mind boggling to me as to why this even affected me as much as it did. My 'friend' had been sucked into a poor decision that I knew I was bigger than. My parents had taught me to live above the influence and that any mistakes I make now will be evident in the future. I understand that there will always be distracters in my future but I know that they are all just trying to take me off the successful that I know I am on.

**Evaluation**: Write your own experience, in a narrative way, tittle: "My First Day in Secondary School".

**Topic**: Adjectives: definition, identification and types

**Content**: What Is an Adjective?

Adjectives are words that modify(change) nouns, pronouns and other adjectives.

How to Identify Adjectives

In the sentence “he was **fast**,” the word “fast” is an adjective that describes the pronoun “he.”

Here’s a special sentence that uses all the letters of the English language: “The **quick brown** fox jumped over the **lazy** dog.”

In this sentence, the words “quick,” “brown” and “lazy” are adjectives (and so is the word “the,” but we’ll explain this later!). All these words are describing or somehow modifying a noun.

So, you might already know about adjectives like these, like “**quick**,” “**beautiful**” and “**ugly**,” which are used to describe people, places and things.But did you know that adjectives have many other uses? Words like “every,” “the” and “my” are also adjectives. When you say “my cat,” the word “my” is modifying the word “cat.” It’s describing that cat as your possession, or something that belongs to you. Likewise for the word “every” in the phrase “every cat.”As you can see, adjectives have many uses!

**Types of Adjectives**

Remember that adjectives can modify as well as describe other words, and you’ll find it much easier to identify different types of adjectives when you see them.

1. **Articles**: There are only three articles, and all of them are adjectives: a, an, and the.Because they are used to discuss non-specific things and people.

"a" and "an" are called indefinite articles.

For example: I’d like **a**.....

Let’s go on **an**....

2. **Possessive Adjectives**: As the name indicates, possessive adjectives are used to indicate possession. They are:\*.My\*.Your\*.His\*.Her\*.Its\*.Our\*.Their. Possessive adjectives also function as possessive pronouns.

3. **Demonstrative Adjectives**: Like the article 'the', demonstrative adjectives are used to indicate or demonstrate specific people, animals, or things. Examples: These, those, this and that are demonstrative adjectives.

\*.These books belong to her

\*.This movie is my favorite.

\*.Please put those cookies on the blue plate.

4. **Coordinate Adjectives:** Coordinate adjectives are separated with commas or the word 'and', and appear one after another to modify the same noun. The adjectives in the phrase: bright, sunny day and long and dark night are coordinate adjectives. In phrases with more than two coordinate adjectives, the word 'and' always appears before the last one; for example: The sign had big, bold, and bright letters.

Be careful, because some adjectives that appear in a series are not coordinate. In the phrase green delivery truck, the words green and delivery are not separated by a comma because green modifies the phrase delivery truck. To eliminate confusion when determining whether a pair or group of adjectives is coordinate, just insert the word 'and' between them. If 'and' works, then the adjectives are coordinate and need to be separated with a comma.

5**. Numbers Adjectives**: When they’re used in sentences, numbers are almost always adjectives. You can tell that a number is an adjective when it answers the question “How many?”

\*.The stage coach was pulled by a team of six.

\*.He ate twenty hot dogs during the contest, and was sick afterwards.

6**. Interrogative Adjectives:** There are three interrogative adjectives:which, what,and whose. Like all other types of adjectives, interrogative adjectives modify nouns. As you probably know, all three of these words are used to ask questions.

\*.Which option sounds best to you?

\*.What time should we go?

\*.Whose socks are those?

7. **Indefinite Adjectives**: Like the articles a, and an, indefinite adjectives are used to discuss non-specific things. You might recognize them, since they’re formed from indefinite pronouns. The most common indefinite adjectives are any, many, no, several,and few.

\*.Do we have any peanut butter?

\*.Grandfather has been retired for many years now

\*.There are no bananas in the fruit bowl.

\*.I usually read the first few pages of a book before I buy it.

\*.We looked at several cars before deciding on the best one for our family.

**Topic**: Oral Literature

**The Nature and Kinds of Oral Literature**

Epics, ballads, prose tales, ritual and lyric songs, as genres, existed orally before writing was invented. We do not have a special word to designate them before they were manifested in writing, so we are left with the paradox of"oral literature." But if literature can be defined as "carefully constructed verbal expression," carefully structured oral verbal expression can surely qualify as literature. This is common sense. People did not wait until there was writing before they told stories and sang songs.

Moreover, when these genres first appeared in writing, their metric base, their poetic and compositional devices, were already fully developed and none of them could have been invented by any one person at any one time. They are too complicated for that.

Oral literature, then, consists of thesongs and stories, and other sayings, that people have heard and listened to, sung and told, without any intervention of writing. The creator or transmitter did not write the song or the story but sang or told it; the receiver did not read the song or story but heard it. These stories and songs are, therefore, not only oral but also aural; they are not only told, they are also heard.

**Topic**: Speech work: Vowel /I/

Vowel contrast

/I/

Sit

did

hit

fit

rid

bead

deep leap

**Evaluation**

Make five minimal pairs of the sound /I/.

**General Evaluation**

1. What do you understand by the term "oral literature"?

2. Write five examples of five different types of adjectives.

3. Write a narrative on an experience you will never forget.

**Weekend Assignment**

A. Find the adjective or adjectives that fit in each of the blanks best.

1. We visited the museum, where we saw \_\_\_\_\_\_\_\_\_\_\_\_ artifacts.A. A lot of B. Ancient C. John’s D. A room filled with

2. I received \_\_\_\_\_\_\_\_\_\_\_\_\_\_ awards at the ceremony today. A.The manager’s B.Two C. Information about D.Motivation at the

3. Please get me a bag of \_\_\_\_\_\_\_\_\_\_\_\_ apples. A. Interesting B.Ripe red C.Oranges and D. Real

4. The president sat in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ chair. A. Important B. Barber’s C.Funny D. Leather

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ weather is the norm in San Francisco. A. Blue B. Big C.Foggy D.The best

B. Complete the following sentences using the appropriate form of the adjective given in the brackets.

1. He is ………………… than his neighbors. (rich)

2. The brides were much……………… than the grooms. (young)

3. He is too …………………… to be taught. (intelligent)

4. He is ………………… than I thought him to be. (clever)

5. When the old woman became……………………, she began to moveabout. (strong)

6. He is much ………………… now. (good)

7. The offer was too ………………… to be true. (good)

8. He fishes with …………………… success than I do. (great)

9. Shakespeare is the…………………… playwright in English. (great)

10. The pain was …………………… than he could bear. (much)

11. The ………………… thing of all was that his son was rude to him. (bad)

12. Jane was the ………………… player of the two. (good)

**WEEK FIVE**

**Topic**: Speech work: Vowel /e/

**Content**

/e/

bet

then

fed

leg

shell

men

pen

pet

**Topic**: Comprehension/Vocabulary

**Content:**

The writer describes his aunt who is Mrs Catherine Odinachi Ezeru by name. She lives in a village called Ifite Ukpo, which is near the Onitsha – Enugu road in Anambra State. She is a very kind person. She is beautiful, short and quite fat. Mrs Catherine is never alone in her house. She is a mother to the children of other women. They go to her house because she is good and kind to them.

**Vocabulary** (Adjectives)

shiny/saimi/ - smooth and bright.

Pale /peil/ - having skin that is almost white

Cheerful/tςiəfl/ - happy and showing it by the way that you behave.

Welcoming/welkəmuŋ/ - a person or place that is welcoming makes you feel happy and relaxed when you meet them or arrive there. calm/kaim/ - quiet and without excitement, nervous activity, or strong feeling.

**Evaluation**

1. Practice 3 page 69
2. practice 4

**Topic: Comparison of Adjectives**

**Content**:

There are three forms of comparison:

\*.positive

\*.comparative

\*.superlative

1. Comparison with -**er/-est**

clean → cleaner→ (the) cleanest

We use -er/-est with the following adjectives:

1.1. Adjectives with one syllable

**positive comparative superlative**

clean cleaner cleanest

new newer newest

cheap cheaper cheapest

1.2. Adjectives with two syllables and the following endings:

1.2.1. Adjectives with two syllables, ending in **-y**

**positive comparative superlative**

dirty dirtier dirtiest

easy easier easiest

happy. happier happiest

pretty prettier prettiest

1.2.2. Adjectives with two syllables, ending in -er

**positive comparative superlative**

clever cleverer cleverest

1.2.3. Adjectives with two syllables, ending in **-le**

**positive comparative superlative**

simple simpler simplest

**Special Adjectives:** Some adjectives have two possible forms of comparison (-er/est and more/most).

**positive comparative superlative**

clever cleverer / more clever cleverest / most clever

common commoner / more common commonest / most common

likely likelier / more likely likeliest / most likely

pleasant pleasanter / more pleasant pleasantest / most pleasant

polite politer / more polite politest / most polite

quiet quieter / more quiet quietest / most quiet simple

simple simpler / more simple simplest / most simple

stupid stupider / more stupid stupidest / most stupid

**Topic: Arrangment of Ideas in Logical Sequence**

**Content:**

**Beginnings: hooking your reader**

Where to beginis a crucial decision for a writer. Just as a good beginning can draw a reader into a piece of writing, a mediocre beginning can discourage a reader from reading further. The beginning, also called the lead or the hook, orients the reader to the purpose of the writing by introducing characters or setting (for narrative) or the topic, thesis, or argument (for expository writing).

A good beginning also sets up expectations for the purpose, style, and mood of the piece. Good writers know how to hook their readers in the opening sentences and paragraphs by using techniques such as dialogue, flashback, description, inner thoughts, and jumping right into the action.

**What’s in the middle?**

The organization of the middle of a piece of writing depends on the genre. Researchers have identified five basic organizational structures: sequence, description, cause and effect, compare and contrast, and problem and solution.

**Sequence** uses time, numerical, or spatial order as the organizing structure. Some narrative genres that use a chronological sequence structure are personal narrative genres (memoir, autobiographical incident, autobiography), imaginative story genres (fairytales, folktales, fantasy, science fiction), and realistic fiction genres.

**Cause and Effect** structure is used to show causal relationships between events. Cause and effect structures organize more sophisticated narratives as childen become more adept at showing the relationship between events. Young children also can begin to extend opinion essays by giving reasons to support their opinions using the word 'because'. Signal words for cause and effect structures also include: if…then,as a result, and therefore.

**Comparison and Contrast structure** is used to explain how two or more objects, events, or positions in an argument are similar or different. Graphic organizers such as venn diagrams, compare/contrast organizers, and data matrices can be used to compare features across different categories. Primary grade children can begin to use words such as same and differentto compare things. Other words used to signal comparison and contrast organizational structures includealike,in contrast,similarities,differences, andon the other hand.

**Problem and Solution** requires writers to state a problem and come up with a solution. Although problem/solution structures are typically found in informational writing, realistic fiction also often uses a problem/solution structure that children can learn to identify.

**Endings**: beyond “happily ever after” Anyone who has watched a great movie for ninety minutes only to have it limp to the finish with weak ending knows that strong endings are just as critical to effective writing as strong beginnings. And anyone who has watched the director’s cut of a movie with all the alternate endings knows that even great directors have trouble coming up with satisfying endings for their movies. Just like directors, writers have to decide how to wrap up the action in their stories, resolving the conflict and tying up loose ends in a way that will leave their audience satisfied. Student writers struggle with writing strong endings, often relying on the weak “I had a lot of fun” summation or the classic “It was just a dream” ending to rescue them from their stories.The type of ending an author chooses depends on his or her purpose.

When the purpose is to entertain, endings may be happy or tragic, or a surprise ending may provide a twist. Endings can be circular, looping back to the beginning so readers end where they began, or they can leave the reader hanging, wishing for more. Endings can be deliberately ambiguous orironic, designed to make the reader think, or they can explicitly state the moral of the story, telling the reader what to think. Strong endings for expository texts can summarize the highlights, restate the main points, or end with a final zinger statement to drive home the main point tothe audience.

**Evaluation**: Write a short note on how to logically arrange ideas in essays.

**Topic**: Introduction to Drama, Types and Elements.

**Content**:

Definition of Drama

Drama is intended to replicate human behavior and action in the midst of tragedy and everyday life. A number of genres exist within drama, each with their own storytelling methods, character types and dramatic approach.

There are four main genres/ types of drama:

\*\* Tragedy

\*\* Comedy

\*\* Melodrama

\*\* Tragicomedy.

Understanding the characteristics of these genres generates a basic understanding of the influences and types of theater being created today.Drama is a distinctive fictitious form because they are intended to be performed out on a stage before an audience. The word ‘drama’ comes from the Greek word ‘dran’ meaning to act or to do. Drama brings a story to life before our eyes, the story of a play or drama is told through dialogue and action and is combined with the setting that the audience perceives essentially from scenery and props. Knowing about these elements can help you increase in value and converse plays that is seen and read.

The five characteristics of drama are:

\*.Idea/Plot

\*.Characters

\*.Language

\*.Music

\*.Performance

**General Evaluation**:

Write the comparative and superlative forms of the adjectives:

1. fast \_\_\_\_\_\_\_\_\_\_\_\_

2. heavy \_\_\_\_\_\_\_\_\_\_\_\_

3. dangerous \_\_\_\_\_\_\_\_\_\_\_\_

4. small \_\_\_\_\_\_\_\_\_\_\_\_

5. large \_\_\_\_\_\_\_\_\_\_\_\_

6. light \_\_\_\_\_\_\_\_\_\_\_\_

7. rare \_\_\_\_\_\_\_\_\_\_\_\_

8. common \_\_\_\_\_\_\_\_\_\_

9. beautiful\_\_\_\_\_\_\_\_\_

10. swift\_\_\_\_\_\_\_\_\_\_

1B. Explain what you understand by the word "drama".

**Weekend Assignment:**

Put the adjectives between brackets in the correct form

1. My brother has a (tidy)room than me.

2. Australia is (big)than England.

3. I’m (good)now than yesterday.

4. She’s got (little) money than you, but she doesn't care.

5. He thinks Chinese is (difficult) language in the world

6. Valencia played (bad) than Real Madrid yesterday

7. Cats are not (intelligent) as dogs.

8. Show me (good) restaurant down town.

9. (hot)desert of all is the Sahara and it's in Africa.

10. Who is (talkative) person in your family?

**WEEK SIX**

**Topic**: Adverbs: Definition, Identification and Types

**Content:**

An adverb is a word, which tells us more about an action. It is the word, which tells us: where, when, why, how often, to what degree, an action is performed.

In other words, we can have the adverbs of manner (how) frequency (how often), reason (why), time (when) degree (to what degree), please (where).

We shall look at just adverbs of manner and frequency in this lesson.

**Types of Adverbs**

1. Adverbs of Time

They tell us when a thing is done or when a thing happens.

**Examples:** suddenly, immediately, since, before, after when etc.

**Suddenly**: A thing happens suddenly when it happens without warning. No one expects it.

**Immediately**: This means that something happens without any delay. It happens at once, straight away.

**Soon**: A thing happens after only a short time.

After a time: These means ‘later on’ we do not know how much time passes after a while before the thing happens

2. Adverbs of frequency: They tell us how often a thing is done. They usually come before the verb in a sentence. But if the verb is a word like ‘am’, ‘is’, ‘are’, ‘was’, ‘were’, ‘have’, ‘has’ the adverb of frequency comes after it. E.g. The weather is usually hot in March. Other adverbs of frequency are.

I never arrive late for class.

I seldom arrive late for class.

It sometimes rains in January.

I usually get up at half past six

I often get high marks for my work.

I frequently ask questions in class.

I always go to house

She occasionally visits her pastor.

We normally play musical instruments.

The rarely goes to church.

3. Adverbs of manner: They tell us how a thing is done. They usually come after the verb in a sentence.

Examples

He ran quickly

She walked slowly

She runs fast

She ate her food hurriedly

They sang loudly.

**Evaluation**

Make a sentence with each of the following adverbs.

Usually

Often

Scarcely

Bodily

Silently

**Topic** : Comprehension: Oduduwa

**Content**: Unit 7a Page 91

**Evaluation**: Practice 2/3

**Topic**: Descriptive Essay : A Market Place

Content: Sample Essay

**Descriptive Writing: A Busy Market**

The market roared with rage for it now was awake from its peaceful slumber. The shops were stuffed and street vendors made the street extremely narrow forcing people to walk in a straight file like soldiers going to battle. Shops of all different species stood on either side of the street obediently. None of them had doors for the shopkeepers knew very well that the doors would not last long against the might, impatience, and violence of the customers. Herds of people climbed on top of each other at the counter of each shop yelling wildly like mindless monkeys brawling for a banana.

Large tattered wagons decorated with a collage of vegetable were parked beside the street and their owners stood beside them screaming prices like auctioneers, but instead of a hammer, they had a carrot which they would use to wade of the flies pointlessly dancing around the vegetables. Sweaty buyers skilfully wove their way by locating minute gaps between people and squeezing through. Pickpockets felt like rabbits in a carrot field, and munched purses out of many pockets of innocent buyers too busy bargaining. Experienced visitors wore tight pants for the same reason.

A helpless woman fumbled through the scores of bags she carried and tried to tickon a list with a pen clenched between her teeth.The sun warmed up the stuffy, stinking air which smelled of sweat and rotting fish.No air freshener could have defeated this sour, rancid stink which ruled over the cramped air here.The afternoon flamed the market an exhaustion and breathlessness silently approached the first time visitors, but he everyday buyers proudly held on against the torture of the market and kept shopping.The deafening chaos in the market made ears split as if you were standing under a giant speaker.

Vendors yelled prices and frustrated housewives angrily argued with the annoyed shopkeepers. A nincompoop was trying to get his car across the market and carelessly honked to the river of people ahead completely ignoring him. It seemed as if all the sounds in the world had come to a reunion.

The market was furious but seldom had anyone seen it while it slept. When a calm breeze swept over it and the crumpled paper lying below swept along. When the street was lifeless and silent as a graveyard. When the moonlight would faintly escape through the huddle of clouds draping the moon. When the market would lie there sleeping lightly ready to explode at the first sign of light. Seldom had people noticed this market's true beauty and enchantment. Older than the people in it was this market, and it lived like this everyday. With long forgotten secrets lying deeply buried in its roots and vast knowledge in its stem, it kept on living.

**Evaluation**: Write your own version of a market place you know.

**Topic**: Literature

**Content**: Use Recommended Text( Prose)

**General Evaluation**

Write on any of these descriptive essay topics:

1.Describe your favorite place.

2.Describe your ideal bedroom.

3.Describe the house in which you grew up.

4.Describe what the first house on the moon would look like.

5.Describe some of your favorite places in your hometown.

B. Discover more types of adverbs with examples

**Weekend Assignment**:

Find the adjective in the first sentence and fill in the blanks with the corresponding adverb.

1.James is careful. He drives.......

2.The girl is slow. She walks.........

3.Her English is perfect. She speaks English..........

4.Our teacher is angry. She shouts.........

5.My neighbor is a loud speaker. He speaks. ........

6.He is a bad writer . He writes...........

7.Jane is a nice guitar player. He plays the guitar.......

8.He is a good painter . He paints.. ......

9.She is a quiet girl. She does her job........

10.This exercise is easy. You can do it......

**WEEK SEVEN**

**Topic**: Letter writing

Types of letter

**Content**

Letter writing is the art of communicating by writing one’s requests, feelings, ideas, opinions and so on to someone, as if the person were physically present.

There are three major types of letters:

1. Formal letter

2. Informal letter

3. Semi-formal letter

**Formal Letter**

Another name for formal letter is official letters. They are letters we write to people in their official positions.

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

**Features of a formal letter**

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

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

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

Dear Sir,

Dear Madam,

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

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

**Subscript (complimentary close)**

Yours faithfully,

(Signature)

Chioma Aloziem.

**Informal letter**.

Informal letters are personal letters. They are the letters we write to people who are very familiar to us such people as our parents, relatives, friends, classmates and other people with whom we have close relationship.

**Features of an informal letter**

Writer’s address: This should be written at the top right corner of the page.

Salutation: Dear Peter,

Dear Kemi,

Dear father,

Body of the letter: This is the content of the letter.

Subscript (Complimentary close)

Yours sincerely

Audu

Or

Yours affectionately,

Peter.

**Semi formal letters**

These are letters we write to people who are not total strangers to us but are not close enough to us to deserve a personal letter. They are people like our teachers, distant aunties and uncles, family doctors, priests etc.

Features of a semi-formal letter.

Writers address: This is written at the top right corner of the page

Salutation: Dear Mr Ninani,

Dear Uncle Jude,

Body of the letter: This is the content of the letter.

Subscript:

Yours sincerely,

Ibrahim Shethma

**Evaluation:**

List the features of (a) formal letters (b) Informal letters (c) Semi-formal letters

**Topic**: **Comprehension**

**Content:** Unit 8, page 103. Every Man and Death

**Evaluation**: Do the practices below the passage

**Reference**: Effective English for JSS1

Topic: **Literature** – Introduction to for folktale

Content: Folktales (or Fairy Tales)

Folktales are stories that grew out of the lives and imaginations of the people, or folk. They have always been children’s favorite type of folk literature. Their popularity springs from their imaginative characters, their supernatural elements, their focus on action, their simple sense of justice, their happy endings, and the fundamental wisdom they contain. Many people use the terms folktale and fairy tale interchangeable, though few of these tales actually contain fairies. “Fairy tales areunrealbut they arenot untrue; they reflect essential developments and conditions of man’s existence” (cited in Lüthi, 1976,Once Upon a Time: On the Nature of Fairy Tales, p. 70)

**Most Prevalent Kinds of Folktales (**note that some folktales have characteristics of two or more folktale categories):

1.**Animal tales** are perhaps the oldest of all folktales. They are part myth, part fable,and part fairy tales. They play significant roles in early stories and legends. Talking animals appear in many European folktales. For example, “The Three Little Pigs” and “Little Red Riding Hood”.

2.**Wonder tales**(also known asfairy tales) are the best known of the traditional folktales. They are stories of supernatural wonders typically depicting the conflict between good and evil. Most conclude with the triumph of virtue and a happy marriage. In fairy tales, the supernatural wonder is derived from either a magical person (a fairy godmother, a wicked witch), a magical object (a wondrous beanstalk, a talking mirror, a magic lamp) or an enchantment (a miraculous sleep that lasts until love’s first kiss). For example, “Cinderella”, “Snow White and the Seven Dwarfs”, “Sleeping Beauty” and“Jack and the Beanstalk”

3.**Cumulative tales** are the ones in which successive additions are made to a repetitive plot line. They are generally very simple in plot and brief, for with each addition, the entire sequence is repeated. For example, “The Gingerbread Man” and “Goldilocks and the Three Bears”.

4.**Pourquoi tales**(“pourquoi” means “why”in French) seeks to explain natural phenomena. They provide primitive explanations for the many “why” questions early humans asked. They are found throughout the world and especially popular in African and Native American folklore. There is a strong connection between pourquoi tales and myths; however, the setting in pourquoi tales is earthly and deities play no role in pourquoi tales as they do in myths. For example, “Why the Sun and the Moon Live in the Sky” (from Southern Nigeria), “Where Stories Come From” (from Zulu), and “Why Mosquitoes Buzz in People’s Ears” (1976) (see the video atPrairie School Television).

5.**Noodlehead tales** are light-hearted talesabout silly people doing silly things. These tales are popular because of their pure nonsense and jocularity, and sometimes we enjoy the triumph of the good-hearted simpleton over the craftier evil characters of the story. For example, “Hans in Luck” by the Grimm brothers and “The Three Wishes” by Joseph Jacobs.

Evaluation: What do you understand by the word, "folktales"?

General Evaluation:

1. Briefly write the format of a formal, informal and semi-formal letter.

2. Mention and explain the types of folktales you know.

Weekend Assignment

1. Study the folktales mentioned above, choose one, and a story .

2. Write a formal letter to the supervisor of your school, suggesting that the school library be freshly equipped with lively and modern books.

**WEEK EIGHT**

**Topic: Comprehension**: Unit 9

**Content**: Read and study the use of language.

**Evaluation**: Attempt the questions in the practices below.

**Topic: Features of an Informal Letter with sample model**

**Content:**

**A**. Informal letters are very friendly and casual in their tone. Their greatest distinction from a formal letter is this casualness of tone. Informal letters are never official orexcessively polite, nor do they contain much terminology.

**B**. Informal letters always contain questions pertaining to the person’s well-being, as well as that of those around him, like his familyand friends.

**C**. Informal letters also rely a lot on memories, shared secrets, humorous moments of the past and shared dreams or conversations.

Below is an example of an informal letter, written by a son to his mother. This will help you understand the tone of an informal letter.

43, Princess Street,

Surulere,

Lagos.

27th Oct., 2017

Dear Ma,

How are you? How’s Dad? And Ben? Is Ben alright? Has he tripped and broken his leg yet again? I can just imagine poor clumsy Ben falling and crying his eyes out. The poor lad does need to be more careful in his wandering. Very soon he’ll turn ten and start calling himself a big boy!

I’m feeling quite excellent here. The academic requirements keep me so busy! I hardly have time to miss you. Though, sometimes, I do miss eating with you people very much. I can’t wait for vacations to begin! I’m going to gorge on all your dishes like there’s no tomorrow!

I’ve started to develop a keen interest in English Language and I've been taking an introductory course in it this term. Who knows, I might even major in it! Hopefully, though, my interest in English shouldn’t wane—the way it did for Civic Education, remember, Ma?

I hope Dad’s doing well. And please don’t skip your eratorInformal Letter Template Writing Tips:\*.Informal letters are very friendly and casual in their tone. Their greatest distinction from a formal letter is this casualness of tone. Informal letters are never official orexcessively polite, nor do they contain much terminology.\*.Informal letters always contain questions pertaining to the person’s well-being, as well as that of those around him, like his familyand friends.\*.Informal letters also rely a lot on memories, shared secrets, humorous moments of the past and shared dreams or conversations.\*.Below is an example of an informalletter, written by a son to his mother. This will help you understand the tone of an informal letter.meds, Ma. I miss you guys a lot and I cannot wait to see you.

Yours faithfully,

Samson

**Topic: Literature**: Introduction to Figures of Speech ( Simile, Metaphor, Personification, Alliteration, Assonance)

A figure of speech is a phrase or word having different meanings than its literal meanings. It conveys meaning by identifying or comparing one thing to another, which has connotation or meaning familiar to the audience. That is why it is helpful in creating vivid rhetorical effect.

**Types of Figures of Speech:**

There are many types of figures of speech. Here are a few of them with detailed descriptions:

**Personification:** It occurs when a writer gives human traits to non-human or inanimate objects. It is similar to metaphors and similes that also use comparison between two objects. For instance,“Hadn’t she felt it in every touch of the sunshine, as its golden finger-tips pressed her lids open and wound their way through her hair?”

**Simile**

It is a type of comparison between things or objects by using “as” or “like.” See the following example: My heart is like a singing bird, whose nest is in a water’d shoot; My heart is like an apple-tree. My heart is like a rainbow shell…

**Metaphor**

Metaphor is comparing two unlike objects or things, which may have some common qualities.

Example: He is the dark horse

Tobi is a dog

**Evaluation**: Write on five types of figures of speech

**General Evaluation**:

1. Write on the following:

A. Simile

B. Metaphor

C. Assonance

D. Alliteration

**Weekend Assignment:**

Write a letter to your cousin, telling him/ her of your experience in school.

**WEEK NINE**

**Speech Work**: //

Topic: **Grammar**: Introduction to Adverbs ( Features and Functions)

Fill in the blanks with suitable adverbs. Choose from those given below.

Slowly Quickly Completely Probably Upstairs

Even Often Tomorrow

Only Certainly Neatly Definitely Happily

1. Polite people ……………………….. say thank-you.

2. I …………………………… have headaches.

3. You have ……………………….. been working too hard.

4. He always wears a coat, ………………………… in summer.

5. ……………………….. he can do a thing like that.

6. ………………………… I have got a meeting in New York.

7. She got dressed ……………………………

8. This time tomorrow I will be…………………………. working in my garden.

9. It will …………………………… rain this evening.

10. The children are playing ………………………..

11. I ……………………. feel better today.

12. My brother ………………………….. forgot my birthday.

13. Write your answers ………………………

14. She read the letter …………………………….

**Topic**: **Comprehension**: Unit 9b page 117

**Exercise**: Do the practice below

**Topic: Composition**: Informal Letter : Letter to your cousin, telling him about your new school

**Topic: Literature**: Review of recommended text/ Figures of speech

**Evaluation**: With reference to the recommended text, highlight the figures of speech used

**General Evaluation**:

1. Write to your sick grandma in the village, wishing her a quick recovery.

2. Give five examples of three different kinds of adverbs

**Weekend Assignment**:

Identify the figure of speech used in the following sentences.

1. The camel is the ship of the desert. a) Metaphor b) Simile c) Oxymoron d) Epigram

2. Death lays its icy hands on Kings. a) Epigram b) Antithesis c) Metaphor d) Personification

3. O Hamlet! Thou has cleft my heart in twain. a) Metaphor b) Hyperbole c) Oxymoron d) Apostrophe

4. O death! Where is thy sting? O grave! Where is thy victory? a) Oxymoron b) Hyperbole c) Metaphor d) Apostrophe

5. Life is as tedious as a twice-told tale .a) Simile b) Metaphor c) Hyperbole d) Apostrophe

6. Variety is the spice of life. a) Metaphor b) Simile c) Hyperbole d) Antithesis

7. Pride goeth forth on horseback, grand and gay a) Personification b) Hyperbole c) Apostrophe d) Metaphor

8. O Solitude! Where are the charms that sages have seen in thy face? a) Personification b) Apostrophe c) Hyperbole d) Antithesis

9. Here is the smell of blood still; all the perfumes of Arabia will not sweeten this little hand. a) Hyperbole b) Antithesis c) Personification d) Metaphor

10. Many are called, few are chosen a) Oxymoron b) Antithesis c) Hyperbole d) Personification

**WEEK TEN**

Revision

**WEEK ELEVEN**

**Test/ Examination**