**ENGLISH LANGUAGE JSS 1**

**THIRD TERM**

**SCHEME OF WORK**

**WEEK TOPIC**

1. REVISION

Speech Work: Diphthong

Grammar: Verb—Introduction

Comprehension: Unit 15, pages 194-195

Vocabulary Development: Air Transport

Composition: Descriptive Essay

Literature: Use of Recommended Text

1. Speech Work: /Iᶕ/ and /aI/

Grammar: Tenses of Active and Passive Voice

Comprehension: Page 16

Composition: Elements of Descriptive Essay

Literature: Use of Recommended on Prose: Setting and Plot

1. Speech Work: Introduction to Consonant sounds (twelve)

Grammar: The Use of Active and PassiveVoice with examples

Comprehension: Unit 3, Page 54

Composition: Argumentative Essay: Male Child is More Useful than a Female Child

Literature Poetry (Identification in a Poem).

1. Speech Work:Two,Three&Four Syllables

Grammar: The Use of Active and Passive Voice with example

Comprehension: Unit 4, Page 54

Composition:Argumentative Essay: AMale Child is More Useful than a Female Child

Literature:Myths and Legend with moral Moral lessons from a legend.

Vocabulary Development:Words Associated with the Sick Bay

1. Speech Work: Syllables Continued

Grammar: Exercises on Active andPasive Voice

Comprehension: Refer to Week 7 of 2nd Term

Composition: Formal Letter

Literature: Analysis of a Poem

Vocabulary Development: WordsAssociated with Cooking Page 156

1. Grammar: Statements/ Tag Questionsand Responses

Speech Work: Consonant Clusters

Comprehension: Page 106; Unit 9

Composition: Narrative: An Accident I Witnessed

Vocabulary Development: Words Associated with Teaching

Literature: Drama Text

7. Speech Work: Contsonanants (contd)

Grammar: Differences between Polar and Tag Questions

Comprehension: Revisit Week 8 0f 2nd Term

Vocabulary Development: Spelling Drills

Composition: Expository Essay

Literature: Recommended Text on Prose And Poetry

8. Speech Work: /ᶕu/, /ai/ and /ei/

Grammar: Exercises on Verbs

Comprehension: Revisit Week 9 of 2ndTerm

Composition: (Oral) School Rules

Vocabulary Development: Spelling Drills

Literature:Changing Similes to Metaphors

9. Grammar: Revision of Nouns, Pronoun, Verbs and Adjectives

Speech: Diphthongs (contd) exercise

Comprehension: Activity on Passage

Composition: Review all types of Essays

Literature: Figures of Speech

10 REVISION

11-12 EXAMINATION

**REFERENCES**

1. Effective English Text Book. J.S.S1 . Michael Montgomery et al.
2. Count Down English. Revised Edition. O. Ogunsanwo et al.
3. Creative and Guided Composition for Senior Classes. C.O Odetola

**WEEK ONE: REVISION**

**A. Identifying Types of Nouns**

**Identify the nouns in the following sentences**

1. No one understands why whales sometimes strand themselves.
2. Since 1989, people in a group called Project Jonah have used an inflatable pontoon to

rescue stranded whales and other marine mammals.

1. More than two thousand marine mammals have been helped in recent times.

**B. Identifying Types of Pronouns**

**Identify the pronouns in the sentences below and state their types.**

1. Which of the animals do you think has the worst reputation?
2. I believe the skunk is the animal that most people want to avoid.
3. The skunk can easily protect itself from others.
4. It can spread those nearby with a bad-smelling liquid.
5. This is a repellant that drives away predator.

**C. Identifying Types of Verbs**

**Identify the verbs in the sentences below and state their types.**

1. The Puerto Rican Traveling Theatre performs plays about Hispanic Life in the United

States.

1. Over the past twenty years, this group has grown into a famous Hispanic theater group
2. In a way, speakers of both languages enjoy the play.

**D. English Work book No 4 and 6 Pages 39 - 40**

**GRAMMAR Verb ( Introduction)**

CONTENT:Verb

**What is a Verb?**

A verb is one of the main parts of a sentence or question in English.

In fact, you can’t have a sentence or a question without a verb! That’s how important these “action” parts of speech are.

The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express.

**Physical Verbs – Definition and Examples**

Physical verbs are action verbs. They describe specific physical actions. If you can create a motion with your body or use a tool to complete an action, the word you use to describe it is most likely a physical verb.

**Physical Verb Examples**

The physical verb examples in the following sentences are in bold for easy identification.

1. Let’s **run** to the corner and back.
2. I hear the train **coming**.
3. **Call** me when you’re finished with class.

**Mental Verbs – Definition and Examples**

Mental verbs have meanings that are related to concepts such as discovering, understanding, thinking, or planning. In general, a mental verb refers to a cognitive state.

**Mental Verb Examples**

The mental verb examples in the following sentences are in bold for easy identification.

1. I **know** the answer.
2. She **recognized** me from across the room.
3. Do you **believe** everything people tell you?

**States of Being Verbs – Definition and Examples.**

They are also known as linking verbs: State of Being Verbs describe conditions or situations that exist. State of being verbs are inactive since no action is being performed. These verbs are usually complemented by adjectives.

**States of Being Verb Examples.**

The state of being verbs in the following sentences are in bold for easy identification.

1. I **am** a student.
2. We **are** circus performers.
3. Please **be** quiet.
4. She **is** a doctor.

**Types of Verbs**

How many types of verbs are there? In addition to the main categories of physical verbs, mental verbs, and state of being verbs, there are several other types of verbs. In fact, there are more than ten different types of verbs that are grouped by function.

***Action Verbs***

Action verbs express specific actions, and are used any time you want to show action or discuss someone doing something. Example: dance, sleep etc.E.gI am ***dancing.***

***Transitive Verbs***

These verbs always have direct objects.It means someone or something receives the action of the verb. Examples: She ***gave*** me my book.

Bolu**killed** a snake.

***Intransitive Verbs***

These are verbs that do not have direct object. Examples: She ***slept*** soundly.

Jesus **wept.**

The baby **cried.**

***Auxiliary Verbs***

Auxiliary verbs are also known as helping verbs, and are used together with a main verb to show the verb’s tense or to form a question or negative. Examples: I ***will*** give you my note.

I **am** going to the market.

I **shall** see you tomorrow.

***Stative Verbs***

Stative verbs are verbs that cannot be used in the progressive continuous form. They can be recognized because they express a state rather than an action. They typically relate to thoughts, emotions, relationships, senses, states of being, and measurements. Examples: hear, smell, feel, understand, see etc.

Examples: (i) I am hearing you (wrong)

I can ***hear*** you (right)

(ii) Are you understanding me? (wrong)

Do you understand me? (right)

***Modal Verbs***

Modal verbs are auxiliary verbs that are used to express abilities, possibilities, permissions, and obligations.Examples : would, need, ought, will, shall etc. I will ***visit*** you later

***Phrasal Verbs***

Phrasal verbs are not single words; instead, they are combinations of verbs and prepositions and adverbs to take on a different meaning to that of the original verb. Examples: put off, sit up etc. You need to ***sit up*** academically.

***Irregular Verbs***

Irregular verbs are those that do not take on the regular spelling patterns of past simple and past participle verbs as they do not end in ‘ed’ in their past simple and past participle forms. Example: sleep, slept, slept. I ***slept*** soundly last night

**TOPIC: Composition – Descriptive Essay.**

**How to Write a Descriptive Essay**

More than many other types of essays, descriptive essays strive to create a deeply involved and vivid experience for the reader. Great descriptive essays achieve this effect not through facts and

statistics but by using detailed observations and descriptions.

What do you want to describe?

As you get started on your descriptive essay, it's important for you to identify exactly what you want to describe. Often, a descriptive essay will focus on portraying one of the following:

a person

a place

a memory

an experience

an object

Ultimately, whatever you can perceive

**My Favorite Horse Show**

As the first rays of the sun peak over the horizon, penetrating the dark, soft light illuminates the mist rising up from the ground, forming an eerie, almost surreal landscape. The ground sparkles, wet with dew, and while walking from the truck to the barn, my riding boots soak it in. The crickets still chirp, only slower now. They know that daytime fast approaches. Sounds, the soft rustling of hooves, a snort, and from far down the aisle a sharp whinny that begs for breakfast, inform me that the crickets are not the only ones preparing for the day.

Sliding the barn doors open, I step into a warm, comforting environment. Musty straw mingles with the sharp aroma of pine shavings, complementing each other. A warm glow from sporadically placed incandescent lightbulbs richens the leather tack, all cleaned and hanging ready for the day's use. From it wafts the smell of a new pair of shoes. The fruity essence of "Show Sheen", applied after yesterday's baths, still lingers in the air. Even the harsh stinging scent of urine and manure is welcome at this early morning hour. Breaking open a bale of hay, I sense the sweetness of the dried timothy as it engulfs my olfactory system, making me wish my queasy stomach had not made me skip breakfast. I am nervous, as are many others. I know that the day ahead will bring excitement, dread, triumph, and defeat. The unpredictable nature of horse shows causes frenzied questions, like salmon spawning, to run constantly though my mind. Will the judge like my own particular style? What if the red flowers bordering the first jump spook my horse? What if a piece of paper on the ground blows into the ring? Will this horse show be a success? The outcome depends not just on me; but a...

**EVALUATION**: Study the descriptive essay above and write your own.

**TOPIC: SPEECH WORK**

**CONTENT: DIPHTHONGS**

The word ‘diphthong’ is from a Greek word, which means *double sound*. Diphthongs are also vowels. The difference is that while a pure vowel contains only only one sound (monothong), a diphthong contains two vowel sounds with a *glide* from first vowel to the next. Examples:

/ei/ as found in rain, cake, fake, pay, etc.

/ᶕu/ as found in spoke, go, home, etc.

/ai/ as found in fight, bite, cite, kite, etc.

/au/ as found in cow, house, plough, bound, etc.

/ᴐi/ as found in foil, joy, toy, boy, etc.

/iᶕ/ as found in hear, beer, here, etc.

/ea/ as found in spear, hair, care, swear

/uᶕ/ as found in tour, poor, sure, etc.

**EVALUATION**: In the words below, identify the diphthongs:

bay, ago, huge, bone, choice, coy, high.

**TOPIC**: **COMPREHENSION**

**CONTENT**: See Effective English, book 1. Unit 15. Page 194-195

**EVALUATION**: Practice 2

**TOPIC: LITERATURE**

**CONTENT:** Use of the recommended prose text and poetry

**EVALUATION**: Study the recommended prose text and poetry

**TOPIC**: **VOCABULARY DEVELOPMENT**

**CONTENT**: AIR TRANSPORT

1. Helicopters
2. Hot air balloons
3. Blimps
4. Gliders
5. Hang gliding
6. Parachuting
7. Airplanes
8. Jet
9. Domestic flights
10. Economy class
11. Cabins
12. International flights
13. Travellers
14. Boarder

**EVALUATION**: Use your dictionary to discover the meaning of the following

**GENERAL EVALUATION:**

1. Describe your favourite sport.

2. Write ten sentences identifying the verbs therein.

**WEEKEND ASSIGNMENT:**

1. ***Verbs Exercise***

***Fill in the blanks with the past or past participle form of the verb given in the brackets.***

1. The country is —————– by factions. (tear)
2. Once Sydney Smith was asked his name by a servant and found to his dismay that he had —————— his own name. (forget)
3. You couldn’t have —————- a better day for a drive. (choose)
4. The old beggar was —————— by a mad dog. (bite)
5. He —————– the book on the table. (lay)
6. Walking through the jungle he —————- on a snake. (tread)
7. He —————— a hasty retreat on the arrival of a policeman. (beat)
8. You must reap what you have —————– (sow)
9. His voice —————- as he spoke. (shake)
10. His path was not —————– with flowers but he persevered. (strew)
11. The explorers were ————— to death. (freeze)
12. His voice —————— to a whisper. (sink)

**B. English Workbook Unit 3 No 5 page 8**

**WEEK TWO**

**TOPIC: SPEECH WORK**

**CONTENT: /iᶕ/ & /ai/**

Words

/iᶕ/ /ai/

seer, bear, union bye, pies near, idea, India buy, bite, night

glorious, curious isle, file, tiles,

**EVALUATION**: Give ten more examples on each pair**.**

**TOPIC: ACTIVE AND PASSIVE VOICES**

**CONTENT:** Tenses occur only in verbs. Although it is usual to talk about the past, present and other tenses. It refers to the change that takes place in the form of the verb to indicate time. This could be either in the active or passive voice.

Sentences written in the active voice are easier to understand than sentences written in the passive voice. Switching the passive voice into the active voice is straightforward, but it requires a bit of practice. In the equivalency table below, notice that the tense of the verb to be in the passive voice is always the same as the tense of the main verb in the active voice. In order to use the active voice, you will have to make the subject of the action explicit.

**ACTIVE AND PASSIVE VOICES (TO KEEP)**

|  |
| --- |
| **Tense Active voice Passive voice Active sentence Passive equivalent** |
| **Simple Present** keep is kept I keep the butter in the fridge The butter is kept in the fridge |
| **Present** is keeping is being kept John is keeping my house tidy My house is being kept tidy  **Continuous** |
| **Simple Past** keptwas kept Mary kept her schedule Mary's schedule was  meticulously kept meticulously |
| **Past** was keeping was being The theater was keeping A seat was being kept for you  **Continuous**kept a seat for you |

**TOPIC**: **COMPREHENSION**

**CONTENT**: See Effective English, Unit 16

**EVALUATION**: Practice 2/3. See Effective English, book 1. Unit 16

**TOPIC: VOCABULARY: Fishing**

**CONTENT:**

**Aquaculture** - The controlled cultivation and harvest of aquatic plants or animals such as edible marine algae, clams, oysters, and salmon.

**Arbor** - the centre of a centre pin reel's spool. The arbor can also be a knot.

**Arbor knot** - knot used for tying backing to the arbor of the fly reel.

**Arlseybomb** - a pear shape lead weight developed by the late Dick Walker used for fishing

**ArtificialBaits** - lures or flies made of wood, plastic, metal, feathers, or similar inert material

**Attractor** - this is an additive that is used with the bait or mixed with the groundbait. Flavour attractors can be sweet or spicy.

B

**Back shot** - back shot can be the piece of shot placed up the line behind a sliding leger or feeder or is a piece of shot placed on the line behind a float to help keep it steady in windy conditions. The piece of shot is placed about a foot away from the float tip and is usually a piece of shot from the float rig so it doesn't sink.

**Back cast** - the casting of line in a direction opposite to the direction the fly is intended to go. The backward counterpart of the forward cast which acts to create a bending action on the fly rod, setting up the conditions to generate the forward cast and present the fly.

**Backing line** - old line or string padding that is attached to a reel to fill up the spool before attaching the line.

**Backwater** - an area of a river that is sometimes isolated.

**Bagging up** - catching lots of fish during a fishing session.

**Bag limit** - fishery restriction in the number of fish that an angler may retain, on a per trip or daily basis. Generally pertaining to trout..Also known as Creel limit.

**Bail arm** - the wire part of a fixed-spool reel that guides the line on the spool.

**Bait** - anything used on the hook to entice and capture the fish.

**Bait band** - used with boilies and pellets etc. A small elastic band that is wrapped around a bait and the hook is passed under the band or nicked through it so that the bait hangs from the side or the base of the hook. Bait bands are available in a variety of sizes to suit different sized baits.

**Bait boat** - remote controlled boat used mainly for carp fishing by carp anglers or by specialist anglers to place both their baited rig and loose feed, such as boilies, accurately at distances unachievable by casting.

**Bait box** - used for carrying your bait such as maggots.

**Bait-clip** - a clip that holds the baited hook during the cast.

**Bait dropper** - a device used to put hookbait samples down to the bottom of your swim. It is basically a cage with a door on the side held closed with a latch. When lowered down to the bottom the latch is pushed up and opens the cage door letting the bait fall out.

**Bait fish** - any fish that is of primary prey to a larger fish.

**Bait needle** - a needle that has had one side of the eye removed making a small hook. When used for baiting a hair rig you put the boilies or whatever bait you want to use onto this needle and then hook the hair rig loop onto the needle and pull the bait off the needle and onto the hair rig line. Then you put a bit of grass or boilie stop through the loop to hold the bait on, pull the bait down to it and your ready to go.

**Baitrunner** - especially used by carp or specimen anglers this is an open faced reel with a rear drag system that has a lever at the back. Line can be pulled off freely by a hooked fish and when the lever is activated the normal drag mechanism is engaged

**Baitwell** - a special well in a boat that holds the bait.

**Ball bearings** - small metal balls added to the mechanical mechanism of high-quality reels to make the retrieve smoother. Normally the more ball bearings a reel has the higher quality.

**Balling up** - throwing in lots of balls of groundbait into your swim such as at the start of a bream fishing session.

**Balsa** - type of wood floats used to be made of and still are in some cases, several lures are also manufactured from balsa wood. This wood is very light, yet highly buoyant.

**Bank** - The ground next to a body of water.

**Bank fishing** - fishing from the bank of a river, lake or other water as opposed to fishing from a boat

**Bankstick** - a straight rod that is pointed at one end and is threaded at the other end. The pointed is pushed into the ground. and into the threaded end is screwed a rod rest, keepnet or bait alarm. A reed cutter can be screwed into a bankstick making it into a long

**Evaluation:** Use a dictionary to discover more words

**TOPIC: COMPOSITION**

**CONTENT: ELEMENTS OF DESCRIPTION**

These are the most important elements to remember when it comes to description:

* The reader needs description to paint the picture of a location or scene in their head, but too much bogs down the story, slows the pace and detracts from the forward movement of the plot.
* It’s essential to describe your characters as soon as possible after they’re introduced. But, don’t over describe them – let the reader fill in their own details, this enables them to cement a picture of the character in their mind.
* Use the five senses as much as possible, think about what your character can hear, see, smell. Think about touch and taste. Don’t use too many senses in each scene, but use them to paint a real, tangible picture.
* Use colour well.
* Practice writing description – e.g. describe characters whose pictures you have found in magazines, or describe a room you’ve visited.
* Don’t overdo description – remember the join-the-dots rule – let the reader fill in some detail for themselves.
* Metaphors can be very powerful in description, evoking a mood or theme that runs through your story. Don’t forget, if you’ve heard it before it’s a cliché – to be avoided at all costs – you are a writer, be creative, come up with your own metaphors and similes.
* Use description to develop mood – a stormy day, a bright white apartment.
* Tie description to action to show the reader rather than tell them what is happening.
* Be aware of what you can assume the reader knows (e.g. the shape of a newspaper), and what they don’t know.
* Quirky details are good – they stand out in the reader’s mind. Do your research and build on a small detail to inform the reader about your characters and locations.

***Instruction: The author wants to do more than tell your about her teacher. She wants to create in your mind a clear mental picture of whom her favourite teacher is. As you read, look for ways the author uses language to create a picture for you.***

**MY FAVOURITE TEACHER**

My favourite teacher was Mrs. Ruby who had taught me English for two years. She had studied in America and came back to Hong Kong to be an English teacher. She had sparkle eyes and blond hair. She 's just a bit taller than I was. She always smiled at us as we saw each other in the hallway at school. She seemed very strict when the first I met her. However, we had a lot of fun during her classes as we had been told the jokes in English. She had skills at teaching, sense of humor, friendly, patient and easygoing.

I had had her classes when I was in grade 10. I got good marks on it since then. She gave us tons of assignments which were for improving our English. She's very patient and enthusiastic to teach us whenever we had questions in her classes. Moreover, she would stay at school after school finished for hours to solve the problems that we had in her class. She would spend her private time to teach us western penmanship which was using two pencils and tightened them together with rubber bands. Then we could draw a letter with them. It 's amazing. I learnt it while I had lunch with her. She would talk about her life also during lunch and I found we had a lot in common. She liked eating Chinese and Japanese. Her favorite band was Westlife as I was. She always listened to pop music and sang karaoke. She said that it would be the way to be easier communicating with her students. She's always friendly and easygoing.

She encouraged us to do voluntary work after school or at weekends. She was in charge of YMCA and leaded a group of students to do lots different kinds of services. Such as cleaning houses for seniors who lived by themselves; selling stickers for charity; leading blind people to walk in the street regularly and planting bushes for the protesting environment organization. She's a very helpful person.

**EVALUATION:** Discuss the elements of descriptive essay as used in the passage

**GENERAL EVALUATION QUESTIONS**

## Effective English, book 1. Page 193. Test for Continuous Assessment.

# Active and Passive Voice Exercise.

Sentences are given in the active voice. Change them into the passive voice.

1. He teaches English.
2. The child is eating bananas.
3. She is writing a letter.
4. The master punished the servant.
5. He was writing a book.
6. Who wrote this letter?
7. Somebody cooks meal every day.
8. He wore a blue shirt.
9. May God bless you with happiness!
10. They are building a house.

**3. Write a descriptive essay on your favourite pet.**

**WEEKEND ASSIGNMENT**

## Effective English, book 1. Page 133.Practice.

# Active and Passive Voice Exercise.

**Rewrite the following in the passive voice.**

a. Who wrote this letter?

b. Somebody cooks meal every day.

c. He wore a blue shirt.

d. May God bless you with happiness!

e. They are building a house.

f. I have finished the job.

g. I sent the report yesterday.

h. She bought a diamond necklace.

i. Somebody had stolen my pen

**WEEK THREE**

**TOPIC: SPEECH WORK**

**CONTENT: Introduction to Consonant Sounds**

1. /p/ as in pot, happy, nap, etc.
2. /b/ as in bag, rubber, rub, etc.
3. /t/ as in tape, heater, seet, etc.
4. /d/ as in day, dip, ridder, hide, etc.
5. /k/ as in kite, mark, pack, etc.
6. /g/ as in get, rag, target, etc.
7. /tʃ/ as in child, cheap, itch, teach, etc.
8. /dʒ/ as in job, joy, page, etc.
9. /f/ as in fan, fork, cough, etc.
10. / v/ as in van, river, live, etc.
11. /s/ as in snake, place, sip, etc.
12. /z/ as in zip, razor, has, etc.

**EVALUATION QUESTION**

From the words below, choose the /p/ sound that is not articulated

pneumoniab. press C. cupboard d. receipt e. psalm

**TOPIC: COMPREHENSION: unit 3, page 142.**

**CONTENT: A Conversation**

Aim: To read a play. Learn from it and write your own.

**EVALUATION**: Read conversation the practice 2 and 4

**TOPIC: THE USE OF ACTIVE AND PASSIVE VOICE WITH EXAMPLES**

**CONTENT:**

**ACTIVE AND PASSIVE VOICES (TO KEEP)**

|  |
| --- |
| **Tense Active voice Passive voice Active sentence Passive equivalent** |
| **Present** have kept have been I have kept all your old letters All your old letters **Perfect**  kept have been kept. |
| **Past Perfect** had kept had been I had kept all your old letters All your old letters had been  kept kept |
| **Past**is keeping is being kept John is keeping my house My house is being kept tidy  **Continuous** tidy |
| **Simple Past** keptwas kept Mary kept her scheduleMary's schedule was kept  meticulously meticulously |
| **Past** was keeping was being kept The theatre was keeping A seat was being kept for you.  **continuous** seat for you |

**EVALUATION**

Mixed Exercise on Passive Voice

Rewrite the sentences in passive voice.

1. John collects money. -

2. Anna opened the window. -

3. We have done our homework. -

4. I will ask a question. -

5. He can cut out the picture. -

6. The sheep ate a lot. -

7. We do not clean our rooms. -

8. William will not repair the car. -

9. Did Sue draw this circle? -

10. Could you feed the dog? -

**TOPIC: Vocabulary Development**

**Content: Words Related to Kitchen**

# GLOSSARY OF COOKING TERMS

**AL DENTE**:Italian term used to describe pasta that is cooked until it offers a slight resistance to the bite.

**BAKE**:To cook by dry heat, usually in the oven.

**BARBECUE:**Usually used generally to refer to grilling done outdoors or over an open charcoal or wood fire. More specifically, barbecue refers to long, slow direct- heat cooking, including liberal basting with a barbecue sauce.

**BASTE**:To moisten foods during cooking with pan drippings or special sauce to add flavor and prevent drying.

**BATTER**:A mixture containing flour and liquid, thin enough to pour.

**BEAT**:To mix rapidly in order to make a mixture smooth and light by incorporating as much air as possible.

**BLANCH**:To immerse in rapidly boiling water and allow to cook slightly.

**BLEND**:To incorporate two or more ingredients thoroughly.

**BOIL**:To heat a liquid until bubbles break continually on the surface.

**BROIL**:To cook on a grill under strong, direct heat.

**CARAMELIZE**:To heat sugar in order to turn it brown and give it a special taste.

**CHOP**:To cut solids into pieces with a sharp knife or other chopping device.

**CLARIFY**:To separate and remove solids from a liquid, thus making it clear.

**CREAM**:To soften a fat, especially butter, by beating it at room temperature. Butter and sugar are often creamed together, making a smooth, soft paste.

**CURE**:To preserve meats by drying and salting and/or smoking.

**DEGLAZE**:To dissolve the thin glaze of juices and brown bits on the surface of a pan in which food has been fried, sauteed or roasted. To do this, add liquid and stir and scrape over high heat, thereby adding flavor to the liquid for use as a sauce.

**DEGREASE**:To remove fat from the surface of stews, soups, or stock. Usually cooled in the refrigerator so that fat hardens and is easily removed.

**DICE**:To cut food in small cubes of uniform size and shape.

**DISSOLVE**:To cause a dry substance to pass into solution in a liquid.

**DREDGE**:To sprinkle or coat with flour or other fine substance.

**DRIZZLE**:To sprinkle drops of liquid lightly over food in a casual manner.

**DUST**:To sprinkle food with dry ingredients. Use a strainer or a jar with a perforated cover, or try the good, old-fashioned way of shaking things together in a paper bag.

**FILLET**:As a verb, to remove the bones from meat or fish. A fillet (or filet) is the piece of flesh after it has been boned.

**FLAKE**:To break lightly into small pieces.

**FLAMBE'**:To flame foods by dousing in some form of potable alcohol and setting alight.

**FOLD**:To incorporate a delicate substance, such as whipped cream or beaten egg whites, into another substance without releasing air bubbles. Cut down through mixture with spoon, whisk, or fork; go across bottom of bowl, up and over, close to surface. The process is repeated, while slowing rotating the bowl, until the ingredients are thoroughly blended.

**FRICASSEE**:To cook by braising; usually applied to fowl or rabbit.

**FRY**:To cook in hot fat. To cook in a fat is called pan-frying or sauteing; to cook in a one-to-two inch layer of hot fat is called shallow-fat frying; to cook in a deep layer of hot fat is called deep-fat frying.

**GARNISH**:To decorate a dish both to enhance its appearance and to provide a flavorful foil. Parsley, lemon slices, raw vegetables, chopped chives, and other herbs are all forms of garnishes.

**GLAZE**:To cook with a thin sugar syrup cooked to crack stage; mixture may be thickened slightly. Also, to cover with a thin, glossy icing.

**GRATE**:To rub on a grater that separates the food in various sizes of bits or shreds.

**GRATIN**:From the French word for "crust." Term used to describe any oven-baked dish--usually cooked in a shallow oval gratin dish--on which a golden brown crust of bread crumbs, cheese or creamy sauce is form.

**GRILL**:To cook on a grill over intense heat.

**GRIND**:To process solids by hand or mechanically to reduce them to tiny particles.

**JULIENNE:**To cut vegetables, fruits, or cheeses into thin strips.

**KNEAD**:To work and press dough with the palms of the hands or mechanically, to develop the gluten in the flour.

**LUKEWARM**:Neither cool nor warm; approximately body temperature.

**MARINATE**:To flavor and moisturize pieces of meat, poultry, seafood or vegetable by soaking them in or brushing them with a liquid mixture of seasonings known as a marinade. Dry marinade mixtures composed of salt, pepper, herbs or spices may also be rubbed into meat, poultry or seafood.

**MEUNIERE**:Dredged with flour and sauteed in butter.

**MINCE**:To cut or chop food into extremely small pieces.

**MIX**:To combine ingredients usually by stirring.

**PAN-BROIL**:To cook uncovered in a hot fry pan, pouring off fat as it accumulates.

**PAN-FRY**:To cook in small amounts of fat.

**PARBOIL**:To boil until partially cooked; to blanch. Usually this procedure is followed by final cooking in a seasoned sauce.

**PARE**:To remove the outermost skin of a fruit or vegetable.

**PEEL**:To remove the peels from vegetables or fruits.

**PICKLE**:To preserve meats, vegetables, and fruits in brine.

**PINCH**:A pinch is the trifling amount you can hold between your thumb and forefinger.

**PIT**:To remove pits from fruits.

**PLANKED**:Cooked on a thick hardwood plank.

**PLUMP**:To soak dried fruits in liquid until they swell.

**POACH**:To cook very gently in hot liquid kept just below the boiling point.

**PUREE**:To mash foods until perfectly smooth by hand, by rubbing through a sieve or food mill, or by whirling in a blender or food processor.

**REDUCE**:To boil down to reduce the volume.

**REFRESH**:To run cold water over food that has been parboiled, to stop the cooking process quickly.

**RENDER**:To make solid fat into liquid by melting it slowly.

**ROAST**:To cook by dry heat in an oven.

**SAUTE:**To cook and/or brown food in a small amount of hot fat.

**SCALD**:To bring to a temperature just below the boiling point.

**SCALLOP**:To bake a food, usually in a casserole, with sauce or other liquid. Crumbs often are sprinkled over.

**SCORE**:To cut narrow grooves or gashes partway through the outer surface of food.

**SEAR**:To brown very quickly by intense heat. This method increases shrinkage but develops flavor and improves appearance.

**SHRED**:To cut or tear in small, long, narrow pieces.

**SIFT**:To put one or more dry ingredients through a sieve or sifter.

**SIMMER:**To cook slowly in liquid over low heat at a temperature of about 180°. The surface of the liquid should be barely moving, broken from time to time by slowly rising bubbles.

**SKIM**:To remove impurities, whether scum or fat, from the surface of a liquid during cooking, thereby resulting in a clear, cleaner-tasting final produce.

**STEAM**:To cook in steam in a pressure cooker, deep well cooker, double boiler, or a steamer made by fitting a rack in a kettle with a tight cover. A small amount of boiling water is used, more water being added during steaming process, if necessary.

**STEEP**: To extract color, flavor, or other qualities from a substance by leaving it in water just below the boiling point.

**STERILIZE**:To destroy micro organisms by boiling, dry heat, or steam.

**STEW**:To simmer slowly in a small amount of liquid for a long time.

**STIR**:To mix ingredients with a circular motion until well blended or of uniform consistency.

**TOSS**:To combine ingredients with a lifting motion.

**TRUSS**:To secure poultry with string or skewers, to hold its shape while cooking.

**WHIP**:To beat rapidly to incorporate air and produce expansion, as in heavy cream or egg whites.

**Evaluation:** Study the terms above and their meanings.

**TOPIC: Poetry**

**CONTENT: Poetic Language**

Study the use of Language in the poem below

The Owl and the Pussy-Cat

The Owl and the Pussy-Cat went to sea

In a beautiful pea-green boat:

They took some honey,

and plenty of money

Wrapped up in a five-pound note.

The Owl looked up to the stars above,

And sang to a small guitar,

"O lovely Pussy, O Pussy, my love,

What a beautiful Pussy you are,

You are,

You are!

What a beautiful Pussy you are!"

**Contemporary Illustrator: Donna L. Derstine**

Pussy said to the Owl, "You elegant fowl,

How charmingly sweet you sing!

Oh! let us be married;

too long we have tarried:

But what shall we do for a ring?"

They sailed away, for a year and a day,

To the land where the bong-tree grows;

And there in a wood a Piggy-wig stood,

With a ring at the end of his nose,

His nose,

His nose,

With a ring at the end of his nose.

"Dear Pig, are you willing to sell for one shilling

Your ring?"Said the Piggy, "I will."

So they took it away, and were married next day

By the Turkey who lives on the hill.

They dined on mince and slices of quince,

Which they ate with a runcible spoon;

And hand in hand on the edge of the sand

They danced by the light of the moon,

The moon,

The moon,

They danced by the light of the moon.

***The Owl and the Pussycat - 1871 - by Edward Lear***

**EVALUATION:** Highlight words that provokes mental pictures

**GENERAL EVALUATION QUESTIONS**

Change the following active sentences into passive voice.

1. I did not beat her.

2. I will never forget this experience.

3. Mother made a cake yesterday.

4. The boy teased the girl.

5. Did she do her duty?

6. The tiger was chasing the deer.

7. She has written a novel.

8. She has learned her lessons.

9. Have you finished the report?

10. The police have caught the thief.

11. My brother has completed the work.

12. Somebody stole my pen yesterday.

13. Our team may win the matchx.

14. Nurses look after patients.

**Compose a poem of your own**

**WEEKEND ASSIGNMENT**

A. Make passive sentences using the words given.

Example

1. (TV / invent / Baird) TV was invented by Braid

2. (Pyramids / build / Egyptians)

3. (coffee / grow / in Brazil)

4. (chopsticks / use / in China)

5. (plants / water / every day)

6. (the thief / arrest / policeman / yesterday)

7. (the injured man / take to a hospital / now)

8. (my car / repair / tomorrow)

9. (your letter / send / last week)

B English Workbook Unit 14, No 2 page 35

**WEEK FOUR**

**TOPIC: SPEECH WORK**

**CONTENT: Syllables: Words of two, three and four syllables**

**Two - syllable Words**

LINgerreMAIN

LONdoniDEAL

NUMberexCEED

MAdamconTAIN

**Three - syllable Words**

RefuGEE

TRAgedy

Bachelor

draMAtic

Holiday

**Four - syllable Words**

imPOssible

DEmarcated

capTIvity

ecoNOmic

**EVALUATION**: Give five words each on the following syllables and show the necessary stress: two, three and four.

**TOPIC: COMPREHENSION**

**CONTENT: Currency**

Aim: to understand a piece of history. Unit 3, page 42. See Effective English.

**EVALUATION**: Read the description and do the practice

**TOPIC: Activities on Active and Passive Voice**

CONTENT: Fill in the blank spaces with the correct form of the verbs in the bracket

B. Use the given verb in either active or passive form in a suitable tense.

1. At the present time, the oldest house in town ---- (restore) by the Historical Society. When the restoration is finished, the house is sure to be a popular tourist attraction.

2. A: What a beautiful old wooden chest!

B: It ---- (build) by my grandfather over fifty years ago.

3. At one time, the entire world ---- (rule) by dinosaurs. Some dinosaurs ---- (walk) on their hind legs and ---- (stand) as tall as palm trees.

4. Disneyland is a world famous amusement park in Southern California. It ---- (visit) by more than ten million people every year.

5. Many of us take water for granted in our daily lives, but people who live in the desert ---- (not use) water carelessly. To them, each drop is precious.

6. I ---- (not agree) with people who say space exploration is a waste of money.

7. Do you really think that we ---- (invade) by creatures from outer space in the near future?

8. Most insects ---- (live) for less than a year. The common housefly ---- (live) from 19 to 30 days.

9. ---- (you, accept, already) by this university when you heard about the other scholarship?

10.I got into a taxi quickly because I ---- (follow) by two strange men. As soon as I got into the taxi, I ---- (feel) a little safer.

**Change the following active sentences into passive voice**.

1. I did not beat her.

2. I will never forget this experience.

3. Mother made a cake yesterday.

4. The boy teased the girl.

5. Did she do her duty?

6. The tiger was chasing the deer.

7. She has written a novel.

8. She has learned her lessons.

9. Have you finished the report?

10. The police have caught the thief.

11. My brother has completed the work.

12. Somebody stole my pen yesterday.

13. Our team may win the matchx.

14. Nurses look after patients.

**TOPIC**: COMPREHENSION

**CONTENT**: Read the conversation. See Effective English, book 1. Page 54, Unit 4

**EVALUATION**: Practice 2 and 3. See Effective English, book 1. Page 54, Unit 4

**TOPIC: FEATURES OF DRAMA**

**CONTENT:**

Drama is a genre of literature which creates or recreates human experiences through acting; it is the representation of human action.

**FEATURES OF DRAMA**

**Dialogue:** It refers to the exchange of ideas and opinion in a play between two or more characters.

**Characterization:**  It is the process of creating characters and adorning them with certain attributes or vices.

**Conflict:** This term refers to the bone of contention, the point of difference and so the basis of action, between characters in a play.

**Plot:** This is the sequential arrangement of events in a creative work.

**Cast:**  It is a list of selected participants for performance with specific roles to play.

**Comparing Myths and Legends**

A myth is a story from ancient times, especially one that was told to explain natural events or to describe the early history of a people while a legend could also be a story from ancient times, that describes early history and feats accomplished by some specific persons. A myth might have no real scientific proof but a legend could be traced.

**EVALUATION**: Identify the features of drama in your recommended text.

**TOPIC: VOCABULARY DEVELOPMENT**

**CONTENT: WORDS ASSOCIATED WITH SICK BAY**

Treatment

Medicine

Bed

First aid box

Iodine

Fridge

Plaster

Spirit

**EVALUATION:** Study the passage thoroughly and use your dictionary for unfamiliar words

**GENERAL EVALUATION**

1. Write on the following features of drama: theme, costumes, audience, stage and

playwright

1. Write a composition on the title “ The Most MemorableDay of My Life

**WEEKEND ASSIGNMENT**

1. Write an argumentative essay on the title: ‘ A Male Child is more useful than a Female

Child”

1. Identify moral lessons learnt from a myth or legend you know

**WEEK FIVE**

# TOPIC: ARGMENTATIVE ESSAY

# Why Should Corporal Punishment be Banned in Schools

Should corporal punishment be banned in schools? Here are comments made online.

***75% Say Yes***

***25% Say No***

**Report Post**

It should not be a teacher’s job. It is not a teacher’s job to discipline kids.it is the parents’. The children feel abused because they are spanked by people they are not attached to. Being punished by your actual family is more effective. And some teachers abuse their right to do corporal punishment. Parents do not know what they are doing in the classroom. And it is not effective because the children will not show respect they will show fear. Corporal punishment can also lead to resentment to the parents. Which of course is not good. It can lead to rebellion and character change in child over time

***Posted by: YesI’machildbutstillwise***

***Reply Challenge 3***

***Report Post***

School is supposed to prepare you for the real world. Well, that's the general rule of thumb. And abuse is not accepted as such 'in the real world'. Yeah it's used, but not legally. If someone does something wrong outside of school, you can't just hit them. I believe that violence should not be accepted, encouraged or tolerated, especially in a 'safe' school environment.

**Posted by: Alivia**

**Reply Challenge 1**

**Report Post**

Corporal punishment is of no use. Teachers do hit children because they don't do their homework or don't sit quiet. That is what the fuss is about, like teachers just find chances to beat children. Or we could finish this whole thing. I mean why can't they just quietly talk sense into them or at the maximum just scold them. Why use corporal punishment? I am totally in the favour of its ban

**Posted by: Prince.id**

**Reply Challenge 0**

**Report Post**

I agree with it. I think it teaches kids to bet better disciplined! They are actually scared of it.. Rather then detention where they are like.. Whatever... Detention! I don't see a big problem for having it at all! There are proven results that your kids have more respect!! All the way I agree with it!

**Reply Challenge 0**

**Report Post**

It does more harm than good. Schools are supposed to be a safe, healthy environment, which isn't the case to begin with because of bad students, so teachers are supposed to be someone they can go to for help. But if the student starts to fear the teacher then school will no longer be seen as a safe place at all. Hitting a child isn't going to get them to respect you, it's going to get the child to fear you. Hitting someone can cause not only physical damage, but psychological damage as well. Corporal punishment should be banned. No doubt about it.

**Reply 0**

**Report Post**

Corporal punishment in school is horrible It is horrible that teachers should hit and injure children for doing something wrong. It makes absolutely no sense at all! It could affect the student or damage them for the rest of their life. There are so many other ways to punish or discipline a child (like grounding), but there is no reason to hurt them.

**Reply 0**

**Report Post**

I'm totally against it. My honest opinion is that I totally agree with the people who are against corporal punishment. It is totally unnecessary. And to think that a child's teacher is hitting them just makes me sick. If it were my child I would immediately take my child out of that school and report the teacher.

**Reply 0**

**Report Post**

Corporal punishment is abuse. The general idea of hitting a human, especially with a paddle, is assault if done to an adult, or child abuse if done to a child at home. Hitting children would instill in them that violence is an acceptable way to get what you want, and will come to school in fear.

**Reply 0**

**Report Post**

No, it should not be banned. I’m a student and in my opinion the kids would learn from their mistakes. I see the kids in school and none of them have any discipline , I think it would to help the youth in school; the back talk , fighting ,bullying it does not stop

Corporal punishment is immoral and should be banned. Corporal punishment should not occur no matter what the circumstances are in schools. It needs to be banned due to the mental and physical effects that it has on the children. Students should not have to go to school in fear that they are going to be hit as a form of punishment.

**Reply 0**

**Report Post**

Corporal Punishment Is A Bad Idea For Schools Hands Down

Through my prospective corporal punishment related disciplines in school do not improve school safety, learning, or behaviour. It can cause a student to get hurt or may make their behavior worse. It can also bring back memories to those who have had a history of being abused by parents. It can really affect the brain and damage a student. Who knows they could have Post Traumatic Stress Disorder. ( PTSD.) I strive to stop corporal punishment from being aloud at schools. It just isn't the right way. There are many other ways to discipline,and I know it isn't corporal punishment.

**EVALUATION: Study the argument above and drawn your own conclusion.**

**TOPIC: COMPREHENSION**

**CONTENT: Currency**

Aim: to understand a piece of history. Unit 13, page 169. See Effective English.

**EVALUATION**: Read the description and do the practice

**TOPIC: VOCABULARY DEVELOPMENT**

**CONTENT: Words Associated with Kitchen**

baking dish

basket

batter

beater

blender

boil

bottle

bottle opener

bowl

bread basket

broiler

broom

Bundt pan

bun warmer

butter dish

C

cabinet

caddy

cake pan

cake stand

can

can opener

carafe

casserole

cast iron pan

china

chop

chopsticks

cleanser

coffee grinder

coffee maker

coffee mill

colander

cook

cookbook

cooker

cookie cutter

cookie sheet

**Evaluation**: Write the meaning and use of kitchen items above.

**TOPIC**: COMPOSITION (Argumentative)

**CONTENT:**

**AIR TRANSPORTATION IS SAFER THAN ROAD TRANSPORTATION**

Travelling by air seems unsafe to a fairly large number of people due to what they see, hear or read. News on plane crashes make a big noise in the world, such news naturally stays longer in the mind of many fliers or people. In fact, it is a mind-blogging to many people. This may explain why the flying fear still remains in the heart of some people. Therefore, you may think that traveling by air is riskier than traveling on the road, but truly speaking; travelling by air is safer than traveling on the road.

However, it is interesting to note that, travelling by air is safer than travelling on the road. Why? It is because safety is the major concern of every airline industry and there’s no any other mode of transportation that does it better than airline industries. In fact, there is no other mode of transportation that can be fully monitored, investigated and scrutinized as we have in aviation industries. Truly speaking plane crashes are so rare when you compare it to road transport accidents.

According to World Health Organization, road traffic injuries caused an estimated 1.24 million deaths worldwide in the year 2010. With this estimation, it seems one person is killed in every 25 seconds. It is very rare or difficult to have this kind of estimation in air transport within a year. Why? It is because safety in aviation industries is not negotiable. It is a core value of any aviation industry in the world.

**EVALUATION:**  From the article above, write a debate to support or oppose the motion, ‘Road Transportation is Safer than Air Transportation’.

**LITERATURE: Use of recommended text on NECO Drama**

**GENERAL EVALUATION QUESTIONS**

1. Make ten sentences using the various kinds of tenses you have learnt.
2. From the comprehension passage read, discover five words related to ‘currency’.

**WEEKEND ASSIGNMENT**

1. Effective English. Page 154. Practice 2 and 3.
2. From the comments above on the topic,‘Corporal Punishment should be Abolished in

Schools’, study the opinion of people and choose a stand in your article of the same topic

1. English Workbook Unit 12 No 2 (1 – 10) page 30.

**WEEK SIX**

**TOPIC: CONSONANT CLUSTERS**

**CONTENT:** Consonant cluster is the coming together of more than one consonant sound in a word.

**Consonant Clusters in Initial Positions**

splash

fry

drive

plant

scare

cloud

**Consonant Clusters in Medial Positions**

hindrance

biblical

matriculate

oblation

retrench

**Consonant Clusters in Final Positions**

neglect

malt

diamonds

engulf

humble

**EVALUATION:**  Give five words each of consonant clusters in medial,initial and final positions

**TOPIC:COMPREHENSION**

**CONTENT: Poetry: The Tune of Adaowa**

See Effective English. Page106. Unit 9

**EVALUATION**: Do the listening lessons.

**TOPIC: VOCABULARY DEVELOPMENT**

**CONTENT: Words Associated with Teaching**

**educators**

**board**

**marker**

**students**

**school fees**

**discipline**

**assignment**

**EVALUATION:**  Give more words in relation to the teaching field

# TOPIC: Narrative Essay

# CONTENT: An Accident I witnessed

# An Accident I Witnessed

The road in front of my school is a narrow one. It is also very busy. Every afternoon when school is dismissed, the road becomes almost impassable as children, bicycles, cars and buses jostle and struggle to use it. Sometimes, a policeman is there to help things out, but generally, chaos reigns and we have to be careful not to get involved in an accident.

A few accidents had already occurred. I was a witness to one.It happened just after school. As usual the road was an utter mad house. Children were running across the road to get to their cars and buses. Cars and buses honked angrily at them. Just then I saw a young boy make a dash across the road. There was a loud blare of horn, a squeal of brakes and I saw a car knock into the boy. He fell as though his feet were swept from under him.

Fortunately the car was not moving very fast and the driver managed to stop the car before a wheel could run over the fallen boy.All traffic stopped. I ran over to the boy and saw blood on the road. He was bleeding from a cut on his head. A man came and examined the boy. Then he lifted the boy and carried him to a car. They sped off, presumably to the hospital.

Many people surrounded the driver who looked dazed and bewildered. A policeman came to calm things down. As there was nothing I could do, I turned and walked down the road carefully. It was terrible to witness an accident. I certainly would not like to be involved in one.

**WORD MEANING**: *jostle* -- to knock or push roughly against someone in order to move past them

*Dazed* -- very confused, unable to think clearlyg

**EVALUATION:**  Study the article above, then write an article on the same topic.

**TOPIC**: **LITERATURE**

**CONTENT: Recommended Drama Text**

**EVALUATION:**  Use the recommended text on NECO drama

**TOPIC: Statement/ Tag Questions and Responses**

**CONTENT:**

You speak English, don't you?

A tag question is a special construction in English. It is a statement followed by a mini-question. We use tag questions to ask for confirmation. They mean something like: "Is that right?" or "Do you agree?" They are very common in English.

**The basic structure of a tag question is:**

* *Positive statement = negative tag*

Snow is white, isn't it?

* *Negative statement = positive tag*

You don't like me, do you?

**Notice that the tag repeats the auxiliary verb (or main verb when be) from the statement and changes it to negative or positive.**

Positive Statement Tag Questions

Look at these examples with positive statements . You will see that most of the time, the auxiliary verb from the positive statement is repeated in the tag and changed to negative.

**EXAMPLES**

1. You are coming, aren’t you?
2. We have finished, haven’t you?
3. You do like coffee, don’t you?
4. You like coffee, don’t you?
5. I can come, can’t I?
6. He should try harder, shouldn’t he?
7. You are English, aren’t you?
8. John was there, wasn’t he?

**NOTE:**

**The use of ‘do’ in the two coffee questions. Remember that in Present Simple, do is optional in positive statements (You like coffee/You do like coffee). But the ‘do’ must appear in the tag. The same applies to Past Simple did.**

**In last two questions, no auxiliary for main verb be in Present Simple and Past Simple. The tag repeats the main verb**.

# Negative Statement Tag Questions

Look at these examples with negative statements . Notice that the negative verb in the original statement is changed to positive in the tag.

**Negative Statement**

Examples:

1. It is n't raining, is it?
2. We have never seen that, have you?
3. You don't like coffee, do you?
4. They will not help, will they?
5. They won't report us, will they?
6. I can never do it. Can I?
7. We mustn't tell her, must we?
8. He shouldn't drive so, should he?
9. You won't be late, will you?
10. You aren't English, are you?

**NOTE:**

“Won't” is the contracted form of will not

The tag repeats the auxiliary verb, not the main verb. Except, of course, for the verb be in Present Simple and Past Simple.

# Answering Tag Questions

How do we answer a tag question? Often, we just say Yes or No . Sometimes we may repeat the tag and reverse it (They don't live here, do they? Yes, they do ). Be very careful about answering tag questions. In some languages, an opposite system of answering is used, and non-native English speakers sometimes answer in the wrong way. This can lead to a lot of confusion!

**EVALUATION:**

1. Make five statements, put the tag question and answer before them.
2. Write the correct tag question and responses for the following statements.
   1. I can never do it.
   2. We mustn't tell her.
   3. He shouldn't drive so.
   4. You won't be late.
   5. You aren't English.

**GENERAL EVALUATION**

1. Make ten statements, put the tag question and answer before them.
2. English Workbook Unit 8 No 4 page 21

**WEEKEND ASSIGNMENT**

1. Effective English. Study the grammar lesson in page 44, then do practice 4 in page 45
2. Write on the narrative title: A FIGHT IN MY CLASS

**WEEK SEVEN**

**TOPIC: COMPOSITION**

**CONTENT: EXPOSITORY ESSAY**

**HOW TO PLANT A TREE**

Trees are important plants that have improved life through the provision of essential necessities. These needs make them valuable and contribute to benefits of planting them. Treesprovide a foundation to life. During photosynthesis, trees facilitate the breakdown of food materials in the presence of carbon dioxide and sunlight to produce carbohydrates. The carbohydrates promote the growth of food consumed by both humans such as apples and oranges and animals such as elephants, giraffes among other. They also support life by providing wood and charcoal utilized as sources of fuel and provision of timber used to provide housing. Moreover, trees support life by providing habitat to different species such as bees, birds, and squirrels.

Trees battle climate change by absorbing carbon dioxide produced in various processes in the environment and releasing oxygen to the environment. The oxygen serves to improve the quality of air thereby regulating the climate. Trees also control the climate by restraining the occurrence of the sun, rain, and wind. The trees do so by cooling the environments through their leaves absorbing beaming of the sun, cooling the atmosphere and preserving warmth when harsh winds occur. Trees lower the air temperature by regulating the intensity of the heat through minimizing the levels of carbon dioxide produced. Additionally, they lower temperatures by providing shade to homes and streets and by releasing water vapor into the atmosphere that reduces the heat generated.

Trees clean the air by absorbing odors, harmful chemicals such as nitrogen oxides and removing dust and sifting particles from the air and trapping them in their leaves and bark. Trees provide enough oxygen for breathing to the world by absorbing the carbon dioxide in the environment and producing oxygen. Trees growing on one acre of land are estimated to consume six tons of carbon dioxide and produce four tons of oxygen beneficial to about eighteen people in a year. Trees sustain the ecosystem through their roots by preventing soil erosion during floods through holding the soil in place.

Planting of trees saves water. When it rains, the trees soak up and stores water in their surrounding soil preventing water runoff thus, providing sufficient water. Also, they save water through tree shades slowing the process of water evaporation to the atmosphere. Trees prevent water pollution by breaking the direct fall of rainfall to the ground thereby allowing water to flow down to the trunk of the tree. Consequently, the breaking of rainfall facilitates the filtering of water, preventing the carrying of pollutants deposited on ground surfaces to water bodies.

Planting of trees creates economic opportunities. Jobs such as fruit harvesting, tree mulching and watering, building, furniture construction and production of materials such as books and paper are created. Trees provide economic benefits. When planted adjacent to buildings and housing, they reduce the need for air conditioning by 40percent by cooling the environment and cleansing the air in the surrounding. Trees also provide value to properties. The presence of trees and adequately maintained landscapes boosts the cost of property by up to 20 percent. Trees also save on the cost incurred in energy by cooling the environment through tree shades and heating the environment by trees minimizing the cooling effects of winds.

Trees help to heal, relax and reduce blood pressure. Due to their infinite shapes, forms, sizes and multiple colors, they help to boost people’s moods and relax them.

**EVALUATION:** Study the article above and map out cogent points as basis for your own essay.

**LITERATURE:** Use recommended text on drama

**USE OF SIMILE AND METAPHORS IN SENTENCES**

1. Simile: You are dark as charcoal

Metaphor: You are a dark charcoal

1. Simile: Tunde is as sly as a fox

Metaphor: Tunde is simply a fox

1. Simile: Aremu is a fast as a cheetah on the field

Metaphor: Aremu is a cheetah on the field

**EVALUATION:** Make more examples of your own

**TOPIC: CONSONANT CONTINUED**

**CONTENT: Phonetic Symbols of Consonants**

1. /ʃ/ as in shit, lashes, fish, etc.
2. /θ/ as in bath, month, anthem, both, etc.
3. /s/ as in snake, sip, seat, axe, etc.
4. /z/ as in zip, zoom, exact, zebra, etc.
5. /ʒ/ as in pleasure, usual, vision, cohesion, etc.
6. /h/ as in hit, hat, behave, etc.
7. /m/ as in man, meat, melt, mud, etc.
8. /n/ as in now, knock, night, etc.
9. /l/ as inlow, lack, loom, etc.
10. /j/ as in you, new, use, etc.
11. /w/ as in away, well, warm, etc.

**EVALUATION:** Give five other examples on each sound.

**TOPIC: Comprehension**

**CONTENT: WHERE THERE IS NO DOCTOR**

**Aim:** to understand an account of home remedies. Unit 14, page 181

**EVALUATION:** Read the first part of the passage, then do practice 2.

**TOPIC: POLAR QUESTIONS**

**CONTENT:**

Polar questions begin with an auxiliary verb or modal verb and are usually, but not always, answered using the same auxiliary/modal verb.

Examples:

1. Do you like chocolate? - Yes, I do/No, I don't
2. Does she speak English? - Yes, she does/No, she doesn't
3. Are you ready? - Yes, we are/No, we aren't

It is important that students learn to include the modal verb after "yes" or "no" as answering with a simple "yes" or "no" will be taken by a native speaker to indicate that the speaker is either being rude or has no interest in the conversation and the conversation will end abruptly, with both parties feeling mildly offended. Obviously the speaker can omit the "I do" part if (s)he then goes on to say something else immediately afterwards:

Does she speak English? - No, but she's started taking lessons.

Students should also take care to repeat the modal or auxiliary and not the verb. In other words, the answer to the question

Do you like chocolate? is Yes, I do. not \* Yes, I like.

Not all questions beginning with Did/Are you...? etc. lead to a simple yes/no answer. One way of getting students to respond more fully is by asking "either/or" questions, for instance, Did you..., or were you..?

**DIFFERENCE BETWEEN A TAG AND POLAR QUESTION**

Tag questions are mainly used in order to emphasis the statement of the speaker but a polar question more like a response to a question asked.

**EVALUATION:** Give answer to the following polar questions.

1. Are you okay?
2. Do you like her?

**VOCABULARY DEVELOPMENT: SPELLING DRILLS**

abbreviation abscess absence abysmal abdicate

aberration abeyance abomination abrasive abscond

abstentious abstinence abyss accede accentuate

accessory acclimatization accolade accelerator accessible accomplice accessories accommodation accompaniment accumulate

accurate accustomed achieve accrue accustom

acrimony acumen addicted adeptadherent

**EVALUATION:** Study the spellings words above and rewrite.

**GENERAL EVALUATION**

1. **C**onstruct five sentences each to illustrate the various uses of the verbs **be, do, have.**
2. **C**onstruct five sentences each to illustrate the various uses of the verbs **shall, will**

**WEEKEND ASSIGNMENT:**

1. Effective English. Page 215, Practice 4.
2. Write a descriptive Essay on your favourite pet.

**WEEK EIGHT**

**TOPIC: Guided Composition (Narrative)**

**CONTENT:**

**A FESTIVAL IN MY VILLAGE**

I was born in Ha Nam , a province in the North of Vietnam . I am always proud of my hometown with hard-working and kind farmers. I feel most proud of my village because of the many traditional festivals that takes place every year. One of the most important festivals in my village is " Village Festival " . "Village Festival" takes place every two years to remind people in the village of the god of the village who built the village . People often call the god of the village as " Thanh Hoang Lang" . This festival takes place on full-moon day of February . There are three parts in the" Village Festival".

The first part of the festival that children are the most eager is lifting the palaqueen and lion dances . On the day of Village Festival, children often get up early , wearing beautiful clothes . Then they go to the communal house of the village to wait for the palaqueen . About 7 o'clock , all of people in the village gather in two sides of the road to see the palaqueen pass . It is believed that children who go under the palaqueen on this day will have good health and will study very well. At 8 o'clock in the morning, the palaqueen starts being raised from the village to the village . The palaqueen is raised by eight people . Always the old people in the traditional costume go in front of the palaqueen and they both go and spread things like coins, pink candles. My grandma told me that people who pick the pink candles are very lucky . They often put the candles in front of their children 's bed . It is thought that the light of the pink candle will make their children more intelligent and healthier. Therefore they try to get the pink candles. Lion dances are also followed by the palaqueen. The procession lasts for more than an hour.

After the procession , people in the village : the old, the young and children move to the river in the village quickly to see the next part of the Village Festival called " traditional games". Traditional games is the most interesting part in the Village Festival, so villagers always wait for this activity . There are a lot of traditional games that takes place in this part such as boat race , tug of war and wrestling... One of the most interesting games in Village Festival is the racing boat . There are five teams which present the fives villages. It is a very proud thing for any village to win the competition .Therefore , every village chooses the strongest man to join the boat race competition. In this game , competitors sit on an imperial boat , a boat has the form of a dragon decorated with the different colours. The captains who stand at the head of the boat order their team to sail the boat quickly . As soon as the sound of the drum starts , all team begin sailing as fast as they can. Along two sides of the river viewers are shouting for encouragement for their home team .The louder the sound of yelling and shouting of fans is , the more quickly the competitors sail. People who watch at two sides of the river run after the boat to encourage for their team . The team which sails to the finish the most quickly will be the winner of the game . It is a big pride of the village for the team who gets the first prize . Besides the boat race , the traditional games like tug of war , rice- cooking and wrestling are also seen by most people in the village. The activities of the traditional games finish at about 1p.m in the afternoon. The last part of Village Festival is celebrated in the communal house yard after the traditional games.

When the traditional games finish , villagers gather in front of the communal house yard to eat a traditional meal and to see which teams get prizes in traditional games. From early in the morning, woman in the village prepare necessary materials to cook the meal. Often women in the village who are good at cooking will be chosen to cook for Village festival . About 12 p.m all the food is shown carefully and spectacularly on the tables in the communal house yard . On Village festival day the communal house becomes more crowded. This is a special occasion for people in the village to meet and talk together about their work as well as the harvest . Firstly, the results of the traditional games in the morning are announced by the leader of the village . Most people are awaiting to hear which teams win the first prize . It is the pride for the village that wins the first prize . The winners in the traditional games last year will award the prize for the winners this year.Then people sit on their seats eating the meal. They both eat and talk happily. After the meal ,people gather to hear the women in the village sing folk songs The Village festival lasts untill early in the evening .

Despite the impact of the industrialization , the Village Festival is still celebrated as the cultural and traditional beauty of my village . It reminds the young generation of the tradition and originality.

**EVALUATION:** Form a group five, study the passage carefully and compare it with the village festival of your villages.

**TOPIC: LITERATURE**

**CONTENT: TURNING SIMILES TO METAPHORS IN SENTENCES**

**TURNING SIMILES TO METAPHORS IN SENTENCES**

1. Simile: You are dark as charcoal

Metaphor: You are a dark charcoal

1. Simile: Tunde is as sly as a fox

Metaphor: Tunde is simply a fox

1. Simile: Aremu is a fast as a cheetah on the field

Metaphor: Aremu is a cheetah on the field

**EVALUATION: Make more examples of your own**

**TOPIC: VOCABULARY DEVELOPMENT**

**CONTENT: SPELLING DRILLS**

Bachelor baggage bailiff babble backlash backlog balder dash ballyhoo bamboozle bay ballast ballerina banana beneathBanister bankruptcy banquet barbecue barometer

barrister basically basis bassoon battalion bazaar bedlam belch/burp bellow beguilebehaviour beleaguer belief/ believe belligerent benefitedBequeath berserk besiege bettered bewitch

bibliography bigotry bereft beseech besotted bestial bestow beautiful befriend bigamous bigoted bilingual biscuit blaze blight biennial

bigwig billow biography blitz boffin bohemian bizarre bias

bicycleboisterous

**EVALUATION:** Study the spellings words above and rewrite.

**TOPIC: SPEECH WORK**

**CONTENT:** /əu/, /iə/, /ai/ and /ei/

Diphthongs: The word ‘diphthong’ is from a Greek word, which means double sound. They are also vowels. The difference is that while a pure vowel contains only one sound, a diphthong contains two sounds with a glide from the first vowel.

/ei/ as found in rain

/ᶕu/ as found in spoke

/ai/ as found in high

/iᶕ/ as found in hear

/uᶕ/ as found in tour

**EVALUATION:** Diphthongs can be divided into two, namely: centering and closing dipthongs. Classify the diphthongs above into these two.

**TOPIC:COMPREHENSION**

**CONTENT: Home Remedies and Cures**

See Effective English. Page 181. Unit 14

**EVALUATION**: Read the first part of the passage and then do practice 2

**TOPIC: Activities on Verb**

**Content:**

**CLASS ACTIVITY**

1. In five sentences, use the modal auxiliary verbs ‘shall’ and ‘will’ to indicate futurity
2. In five sentences, use the infinitive form to indicate futurity
3. In five sentences, use the present progressive form to indicate futurity
4. Write ten sentences, highlighting the following types of verb tenses: : Present Tense, Present Continuous, Present Perfect Continuous Tense.

**EVALUATION:** In a group of five, evaluate the sentences of your team mate.

**GENERAL EVALUATION:**

1. List five instruments used for home remedy/cure
2. Turn similes to metaphors in sentences

**WEEKEND ASSIGNMENT:**

1. Effective English. Page 210. Grammar, practice 4
2. Write an expository essay on the plantation of rice
3. **C**onstruct five sentences each to illustrate the various uses of the verbs **be, do, have.**
4. **C**onstruct five sentences each to illustrate the various uses of the verbs **shall, will**
5. Try your hands on the following spelling drills

Cabbage caffeine cafeteria camouflage

campaign campaigned cancelled cancerous

candor cannabis cannibal cabal

canvas catapult carburetor career

caress caries carriage cartoonist

cashier cassette castanets casualty

catalogue catarrh catechism cauliflower

cautious celibacy ceiling cellophane

cemetery centenary centiliter cavernous

**WEEK NINE**

**TOPIC: Diphthongs (contd)**

**CONTENT: EXERCISE**

**Transcribe the following**

1. rain
2. spoke
3. fight
4. cow
5. hear
6. spare
7. tour

**EVALUATION:** Get more words that contains diphthongs and transcribe.

**TOPIC: Revision on Noun, Pronouns, Verb and Adjectives**

**CONTENT:**

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

Top of Form

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 .

**B. English Workbook Unit 5 No 1 (1 - 10) page 12**

**C. Students’ companion Exercise 15 E (1 - 10) page 76**

**D. students’ companion Ex 16 A (1 -12) page 83**

**E. Student’s companion Ex 25 B (1 – 10) page 142**

**TOPIC: Activities on Comprehension Passage**

**Content**

**CLASS ACTIVITY**

**S**ee Effective English. Page 102, Pratice 1

**EVALUATION**: Do practice of page 102

**TOPIC: COMPOSITION**

**CONTENT:** Revise all the types of essays

**EVALUATION:** Write on each type.

**LITERATURE: FUGURES OF SPEECH**

**CONTENT: Euphemism and Pun**

**Euphemism** is an indirect word or phrase that people often use to refer to something unpleasant or embarrassing to make it seem more acceptable than it really is.

Examples: The man had passed on to glory.

Dupe is put in the family way.

**Pun is** the clever or humorous use of a word that has more than one meaning, or of words that have different meanings but sound the same.

Example: We are banking on them to lend us the money

**EVALUATION:** Give more examples on each.

**WEEK TEN**

**REVISION**

**WEEK ELEVEN**

**EXAMINATION**