**ENGLISH LANGUAGE JSS 2**

**FIRST TERM**

SCHEME OF WORK

WEEK TOPIC S

1. Speechwork: Revision of Vowel Sounds

Grammar: Revision of Parts of Speech

Reading: Writing to Understand the Writer’s Purpose Unit 1, The Hippopotamus Part 1

Writing: Writing an Outline for a Narrative

Essay – How I spent My Last Holiday

Literature in English: Figures of Speech: Alliteration, Personification, Irony, Paradox, Hyperbole

1. Speechwork: Revision of Consonant Sounds with Emphasis on Consonant Cluster.

Grammar: Transitive and Intransitive Verbs

Reading: The Hippopotamus part 2 (continuation)

Writing: Descriptive Essay: Writing an Outline on a Place of Interest I visited.

1. Speechwork: Vowel Contrast - /iә/ and /eә/.

Grammar: More on Active Voice and Passive Voice.

Reading: Identification of Words that Pointto the Writer’s Intention: The Process of Growing Rice

Vocabulary Development: Word Families – In the Hospital page 93

Writing: Elements of Composition

1. Speechwork: Vowel Contrast /әu/ and /au/

Grammar: More on Tenses (Present, Past, Future)

Reading: Critical Reading: Planting page 39-40

Vocabulary Development: The Armed Forces

Writing: Descriptive Essay – A Local Festival

1. Speechwork: Review of Consonant Sounds /t/,/d/,/k/,/g/,/p/,/ b/.

Grammar: Present Tense Aspects

Reading: To Identify the Meanings of Words in Various Contexts: Broadcasting Page 53-54

Vocabulary Development: Religion

Writing: Review of the Format of Formal and Informal Letters

1. Speechwork: Contrasting /p/ and /t/

Grammar: Past Tense Aspects

Reading: The Lorry Trip page 79-80

Vocabulary Development; Register of Sports.

Writing: Narrative Essay: A Frightening Experience

1. Speechwork: Consonant Contrast /f/ and /v/

Grammar: Conjunctions

Reading: Okonkwo page 92-93

Vocabulary Development: Journalism

Writing: Informal Letter: A Letter to Your Father on Why You Like Your New School.

Literature: More on Figures of Speech: Onomatopoeia, Personification, Antithesis, Euphemism, Apostrophe, Oxymoron.

1. Speechwork: Consonant Contrast: /l/ and /r/

Grammar: Making Requests and Commands page 94

Writing: Descriptive Essay: My Favourite Teacher

1. Speechwork: Consonant /h/

Direct and Indirect Speech

Writing: Formal Letter: A Letter of Invitation

1. Revision.

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**WEEK ONE**

**Topics:**

1. Speechwork; Revision of Vowel Sounds
2. Grammar: Revision of Parts of Speech: Nouns, Pronouns,Verbs, Adjectives
3. Comprehension: The Hippopotamus Part 1
4. Writing: Writing an Outline for a Narrative
5. Literature In English: Figures of Speech

**A. Speechwork: Revision of Vowel Sounds**

**Content: Vowel Sounds**.

There are forty-four sound segments in English comprising twenty vowels and twenty- four consonants.

The production of vowel sounds take place as the air stream flows from the lungs to the mouth without any obstruction.

The vowel in English is classified into two main groups: pure vowels also called monophthongs and diphthongs. The monophthongs are further sub – divided into short vowels and long vowels.

A list of monophthongs /pure vowels

1. /i:/ as in seat, key, chief, people, mete, quay
2. /I/ as in sit, pretty, women, village, enough, waited
3. /e/ as in pen, head, any, bury, ferry, bread, rest
4. /әe/ as in cap, had, hand, plan, tank, sad, mat
5. /a:/ as in hard, father, heart, path, dark, far, arm
6. /D/ or/Ɔ/ as in cot, cock, wash, clock, hot, lot, shop
7. /Ɔ:/ as in court, fork, cork, tall, law, bought, fore
8. /Ʊ/ as in good, foot, cook, book, should, woman
9. /u:/ as in moon, rude, loose, lose, soup, flute, juice
10. /˄/ as in sun, mother, come, cup, fun, money, but
11. /3:/ as in firm, bird, first, shirt, skirt, term, serve
12. /ә/ as in allow, above, around, doctor, sister, alive, forget, religious

A list of diphthongs

1. /ei/ as in play, rake, pale, state, cake, day, wake
2. /ai/ as in pie, my, height, plight, mite, bright
3. /ͻi/ as in oil, boy, buoy, toil, foil, noise, joy
4. /әu/ as in go, hoe, home, no, know, coat, goat, rose
5. /au/ as in house, now, cloud, rowdy, brow, howl
6. /iә/ as in fear, cheer, beer, idea, serious, here, near
7. /eә/ as in pair, air, hair, bare, there, fare, bare, chair
8. /uә/ as in tour, moon, poor, pure, sure, lure

**Evaluation**

Write five different words that have each of the sounds treated above.

**B. Grammar: Revision of Some Parts of Speech**

**Content: Nouns, Pronouns, Verbs, Adjectives.**

As the body of a person has different works or functions, so a sentence is made up of different words performing different functions. Each word is named according to the function it performs in a sentence.

A noun is a naming word which names people, things, animal, places and ideas e.g. Ade, boy, man, girl, Bisi, woman, child, chief, king, princess, ant, goat, London, school, church, beauty, anger, empathy etc.

Agirl was looking for her book.

The book is on the table.

A pronoun replaces a noun in a sentence to avoid repetition e.g she, he, they, we, them, us, her, it, you, herself, whom, that, why etc. She is a good student. I love my dog.

An adjective qualifies a noun, i.e. it tells us more about a noun. E.g beautiful, ugly, emotional, tall, old, fantastic etc.

Examples:

A beautiful woman.

She is beautiful.

An unkempt hair

Verbs are words that tell the action of the nouns which are usually the subject or objects of the sentence. e.g beat, sleep, sing, talk, jump, dance, has, have, does, may etc. I talk a lot. She dances well.

**Evaluation**: Name the different parts of speech and give three examples each.

C. **Topic: Comprehension**

**Content: Why the Hippo Lives in Water Part 1**

This passage discusses the reason why Isantim (hippopotamus) lives in water.

D**. Topic: Writing**

**Content: Narrative Essay**

A narrative essay is an essay that tells or recounts a story, event or an incident. The past tense is used in this type of essay.

Features:

1. Title
2. Body ( introductory paragraph, paragraphs by points, concluding paragraph)

Writing an Outline for How I Spent My Last Holiday:

* When the holiday started
* Your feelings towards the holiday i.e happy, unhappy
* Places of interest you visited
* Remarkable things you did or achieved during the holiday
* Conclusion

**Evaluation**: In not less than 250 words, write a meaningful account of how you spent your last holiday.

**Reading Assignment**: Exam Focus English JSCE p.15-16

E. **Literature: Figures of Speech**

**Content: Personification, Hyperbole, Paradox, Irony, Alliteration.**

Figures of speech refer to expressions used in a special way for a concise and forceful effect.

* Personification; inanimate objects are treated as human beings. E.gMy car is coughing. The trees are waving. The sun is smiling.
* Hyperbole: is an overstatement or exaggeration for emphasis or a satirical effect. E.g I will fly to the moon to prove my love for you.

I can eat a mountain bowl of Eba.

I saw a sea of blood at the accident scene.

* Paradox: contains two opposite ideas which make it seem impossible but possible after deep consideration e.g. The child is the father of the man.

More haste, less speed.

Nigeria’s unity lies in her diversity.

* Irony: stating the direct opposite of one’s intention or getting the exact opposite of one’s expectation. E .g: You must be very clever for scoring 20% in your examination.

Chief Bigo is so wealthy that he can even take from a beggar.

* Alliteration: is the repetition of the same consonant sounds in sequence.

Example:

bothboy and ball

“Orunmila”makemy medicine potent.

**Evaluation**: Write out two examples of each figure of speech explained.

GENERAL EVALUATION/REVISION QUESTIONS

Fill in the blanks with suitable verbs.

1. The worst of the problems \_\_\_\_\_\_ been dealt with.
2. The boy likes sisters to \_\_\_\_\_\_\_ active in sport
3. Most of the waiter in our town \_\_\_\_\_\_\_ from the nearly dam.
4. Neither she nor her brother \_\_\_\_\_\_\_ gone to school
5. A number of boys from that school \_\_\_\_\_ going to camp.

**WEEKEND ASSIGNMENT**

Fill in the blank space with the most appropriate option from the list given in the bracket.

1. The man sells many books and \_\_\_\_in his book shop. ( many stationary, a stationary, much stationary)
2. The storm did \_\_\_\_\_damage to the house. (a, an, much)
3. The principal has bought \_\_\_\_\_\_ for the science laboratory. ( equipment, much equipment)
4. She eats \_\_\_\_\_\_ every day. ( egg, eggs, egg)
5. Mrs. Barry is \_\_\_\_\_ European but Mr. Woois \_\_\_\_\_\_ American. (an/an, a/a, a/an)
6. He worked for \_\_\_\_\_\_ hour. ( a , an, many)

**WEEK TWO**

**Topics:**

1. **Speechwork: Review of Consonant Sounds.**
2. **Grammar: Transitive and Intransitive Verbs**
3. **Comprehension: Why The Hippo Lives in Water 2**
4. **Writing: Descriptive Essay**
5. **Topic: Review of Consonant Sounds**

**Content: Consonant Sounds Examples**

Symbols Examples of words in which they occur

/p/ pet, price, puppy, lip, copper

/b/ bet, bride, rib, rubber, tube

/t/ tick, type, pit, matter, light

/d/ dip, ditch, hoard, deep, field, dance

/k/ kick, clean, cot, school, seek, cup, quay

/g/ green, goggle, dog, good, goose, smuggle

/tᶴ/ chief, chase, church, preach, teach, cheese, search

/dӠ/ dodge, urge, gesture, fridge, germ, joy, page

/f/ farm, elephant, phrase, laugh, suffer, graph

/v/ bevy, of, receive, vouch, five, review, weave

/ө/ thin, author, length, breath, thick, thirst

/ә/ breathe, brother, those, that, bathe

/s/ sip, cease, kiss, piece, purse, ice, icing

/z/ zip, zebra, refuse, reason, poise, disease

/ᶴ/ short, crush, English, notion, nation, brush, lash

/Ӡ/ treasure, pleasure, vision, casual, visual, beige

/m/ made, summer, norm, plumber, come, fathom

/n/ nine, naught, born, knit, bin, gnaw, knew

/ / king, going, slang, singer, among, evening, tongue

/L/ love, tall, kill, fellow, clay, look, live, slum

/r/ rough, merry, writer, wrong, cry, rate,risk

/j/ yam, Europe, ewe, yes, you, yeast, new universe

/w/ warm, linguist, queen, q**u**alm, guava, banquet, win, wipe

**Evaluation:** Write out five examples different from the ones given for each of the sounds above.

1. **Topic: Transitive and Intransitive Verbs**

**Content: Meaning and Usage**

Verbs as action and stative words can be used transitively or intransitively.

A transitive verb expresses an action which passes across to one or more persons or things. ( Note that the word transitive’ originally came from the Latin word ‘transire’ which means “to pass across”). Transitive verbs take direct objects.

Examples:

Kanu kicked the ball

Subject T.V object

Olu and saka have many books.

Subject T. V object

All the boys have hoes.

Subject T.V object

An intransitive verb is used without any objects. Examples

Janes was singing.

S IV

The fishsmelled.

S IV

The babiescried.

S IV

A dogbarks.

S IV

A cockcrows.

S IV

Ieateveryday.

S IV ADV

The intransitive verbs which are called linking verbs include: set, lags, appear, feel, grow, look, prove, remain, seem, taste, smell, turn etc.

Intransitive verbs may be turned into transitive verb, if a preposition is used.

Example: She laughed at him.

I looked at the painting.

We talked about the film.

They wished for happiness.

I have asked for permission.

**Evaluation**: Write five sentences using transitive and intransitive verbs each.

**Reading Assignment**: English Grammar by P.O Olatunbosun Page 65 – 68

C. **Topic: Comprehension**

**Content: Why the Hippo Lives in Water?**

This passage discusses the reason the hippopotamus lives in water.

**Evaluation**: answer the questions which accompany the passage. Effective English JS2 22 – 23

**Reading Assignment**: Effective English J SS 2 page 39

D**. Topic: Writing**

**Content: Descriptive Essay**

A descriptive essay attempts to describe objects, people, events, ideas, or situation as they are. Examples include My School, My Pet, A Computer etc.

The descriptive essay should contain such details that throw light on the subject or object of description and it should give a mental picture of what is being described.

**Features**:

Introduction

Body written in paragraphs

**Conclusion**

An Outline on the Topic“A place of Interest I Visited”.

Here are some guidelines to help you write this essay:

* Title
* Introduction: describe places of interest you have visited and the most spectacular among them.
* Body: describe the location, the scenery, events which take place there; describe the things you saw there and people who visited the place; talk about the reason why you like the place
* Conclusion.

**GENERAL EVALUATION/REVISIONAL QUESTIONS**

Complete each sentence with: him, her or it.

1. Fatima wanted the photograph, so I gave \_to\_.
2. My radio is broken. I can’t mend \_\_\_.
3. Bayo is my friend. I know \_\_ well.
4. Chike asked for my ruler, so I lent \_to\_.
5. My sister is over there. I went to speak to \_

**WEEK THREE**

**Topics**

1. **Speechwork: Vowel Contrast /iә/ and /eә/**
2. **Grammar: More on Active and Passive Voice**
3. **Comprehension: The Process of Growing Rice.**
4. **Vocabulary Development: Health**
5. **Writing: Elements of composition**
6. **Topic: Vowel Contrast**

Content: /iә/ /eә/

sheer share/seer

cheer chair

fear fare

beer bear/bare

tier tear

deer/dear dare

peer pear/pair/pare

here there

**Evaluation**: Write out ten pairs for the sounds.

1. Topic: More on Active and Passive Voice

Content: Definition and Examples

A sentence is in the active voice when the subject of the doer of the action is at the beginning of the sentence.

Examples:

1. The dog bit me.
2. She gave me some fruits
3. Grandmother told us an interesting story.
4. I am kicking a ball.

A sentence is in the passive voice when the object or receiver of the action is at the beginning of a sentence. Sometimes the subjects may be left out if it is not important or not known.

Examples:

I was bitten by the dog

I have been robbed!

We were told to sit down and keep quiet.

A ball is being kicked by me.

**Evaluation**: Write out five sentences in the active voice and change them to passive voice.

**C. Topic: Comprehension**

**Content: The Process of Growing Rice page 38 – 39**

This passage discusses the process of growing rice. A nursery is made for the seedlings before they are planted. A nursery is aplace where seedlings are raised or grown before they are transplanted.

**D. Topic: Vocabulary Development**

**Content: Health p 94 – 95**

Health is the condition of a person’s body or mind. It is also the state of being physically and mentally healthy.

Words to do with health are:

**Clinic**: A small hospital where treatment is given.

**Dispensary**: A room where medicines are given out.

**Surgeon**: A doctor who performs operations.

**A specialist**: A doctor who specializes in one branch of medicine.

**Patient**: A person who receives care from a doctor.

**Pediatrician**: A specialist for children’s disease

**Pharmacy**: A section where medicines are bought.

**Evaluation**: Write out twenty words to do with health.

**E. Topic: Writing**

**Content: Elements of Composition**

Composition is also known as continuous writing which involves the use of a lot of sentences to express an idea, one’s opinion or explain a concept.

A composition has a beginning, middle and an end. These parts have specific names- the introduction, the body and the conclusion.

An introduction has two important jobs. First, it should capture the reader’s interest and tell what the entire composition is about. It is the first paragraph of the composition. The sentence that states the central idea of the composition is called the thesis statement. This helps the writer focus on the main point. It provides the central idea that all other ideas in the composition must relate to closely.

The body contains paragraphs that tell more about the central idea. It may consist of any number of paragraphs that prove or illustrate the thesis statement. In the body, a writer uses supporting paragraphs to provide more information about the thesis statement. The length of the body may vary. The writer may need only two paragraphs to explain the central idea or four or five paragraphs to make the idea clear. The body is always the longest section.

The conclusion ties all the ideas in the composition together. It restates the central idea and may summarise supporting ideas. It should signal completion.

**Format**

Introduction Introduction( with thesis statement)

Supporting paragraph

Body Supporting paragraph

Supporting paragraph

Conclusion Conclusion

**Evaluation**: Write four supporting paragraphs for this thesis statement: Friendship is important for many reasons.

GENERAL EVALUATION/REVISIONAL QUESTIONS

1. Write out the following sentences into the passive voice:
2. Yinka scolded the boy for fighting in class.
3. The fisherman caught a lot of fish yesterday.
4. I am sure Akpan took my pen by mistake
5. Our principal usually gives a short speech dating assembly.
6. The hungry children ate the food.

**WEEK FOUR**

**Topics:**

1. **Speechwork: Vowel Contrast /әu/ and /au/**
2. **Grammar: Tenses**
3. **Comprehension: Planting**
4. **Vocabulary Development: Armed Forces**
5. **Writing: Descriptive Essay**

**a. Topic: Vowel Contrast**

**Content:** /әu/ and /au/

cloak cloud

boat bow

crow crowd

load loud

**Evaluation**: Write out ten pairs for the sounds.

1. **Topic: Tense**

**Content: Present, Past, Future**

Tense occurs only in verbs. It refers to the change that takes place in the form of the verb to indicate time.

THE PRESENT TENSE

Present tense expresses an action taking place now. Except in the case of the verb ‘be’, the only change that takes place in the form of the verb to indicate the present tense occurs when the verb agrees with a third person singular subject.

Examples: Sule always reads after meals.

The bus arrives at 8a.m

The sun sets in the West.

Sugar is sweet.

|  |  |  |
| --- | --- | --- |
| **Speakers** | **Singular** | **Plural** |
| 1st person | I sleep, eat, wake,do, have | We sleep, eat, wake, do, have |
| 2nd person | You sleep, eat, wake, do,have | You sleep, eat, wake, do, have |
| 3rd person | She/He/It sleeps, eats, wakes, does, has | They sleep, eat, wake, do, have |

In the case of the verb ‘be’, one more change takes place in the form of the verb to indicate the present tense.

|  |  |  |
| --- | --- | --- |
|  | **Singular** | **Plural** |
| 1st | I am a student. | We are students. |
| 2nd | You are a student. | You are students. |
| 3rd | He/She is a student. | They are students. |

The examples given above are in the simple forms. Other present tense forms include the present continuous, present perfect and present perfect continuous.

Examples:

**Present Continuous**: E.gI am working.

**Present Perfect**: E.gI have worked.

**Present Perfect Continuous**:E.g I have been working.

THE PAST TENSE

The past tense is used to talk about a past action.

Regular verbs form their past tense by adding ‘-ed’ to the simple form of the verb, while irregular verbs form their past tense in different ways.

Examples: Regular

|  |  |
| --- | --- |
| **Present Tense** | **Past Tense** |
| Book | Booked |
| Share | Shared |
| Celebrate | Celebrated |
| Mix | Mixed |
| Order | Ordered |
| Switch | Switched |

Irregular

|  |  |
| --- | --- |
| **Present Tense** | **Past Tense** |
| Bleed | Bled |
| Break | Broke |
| Build | Built |
| Swim | Swam |
| Cast | Cast |
| Hit | Hit |

There are four past tense forms in English. The past simple, past continuous:

**Past Simple**:E.g I worked.

**Past Continuous**:E.g I was working.

**Past Perfect**: E.gI had worked.

**Past Perfect Continuous**:E.g I had been working.

THE FUTURE TENSE

Future Tense is used to express a future action by using the modal auxiliary verbs ‘shall’ and ‘will’ e.g

I shall travel soon.

You will see the manager when he arrives.

Or by using the form ‘be going’ and ‘to’ infinitive or by using the present progressive and an expression indicating the future:

Examples: Emekais going to succeed.

It is going to rain today.

Adamuis leaving tomorrow.

The future tense is also used to refer to a future action in a conditioned sentence; used to give command or provide explanations, used in the passive form. Examples:

If you fail your exams, father will scold you.

The meeting will start at eight sharp.

You will dowhat I say.

The fried rice will be cooked in a few minutes.

The swimming pool will be closed next week for renovations.

**Evaluation**: Write out the past tense and past participle forms of these verbs: split, swing, fight, drive choose, grind, make, mean, sew, shut, talk, put, see weep, taste.

1. **Topic: Comprehension**

**Content: Planting**

This passage discusses the process of planting rice after the field to be used has been prepared thoroughly.

1. **Topic: Vocabulary Development**

**Content: Register on the Armed Forces**

The armed forces include: the army (for fighting on the land), the navy ( for fighting at sea) the air force ( for fighting in the air. The army, navy and air force are sometimes called the services. Let us look up the words on page 193. Effective English J S 2

1. **Topic: Writing**

**Content: Descriptive Essay ( A Local Festival )**

A descriptive essay is written to give the reader a mental picture of a person, place or object. That is to say, given a descriptive essay on a person. Place, object, the reader should be able to have a good picture of the person, place or object in his or her mind.

To write good descriptive essays, one must be a good observer and also must be able to choose specific details that recreate for the reader specific images.

The descriptive essay must cover different aspects of the subject or object of description e.g physical traits, hobbies, likes, dislikes, psychological traits character, social traits, location whendescribing an event or place, time etc.

Features include the title, introduction, body and conclusion.

An Outline for A Local Festival

* Paragraph 1 – introduction – brief description of festival and the particular one to be described.
* Paragraph 2 – state what the festival is about , time and location
* Paragraph3 – describe the events such as people in attendance.
* Paragraph 4 – describe the attires worn, food prepared and any spectacular thing observed.
* Paragraph 5 – summarise and conclude.

**Evaluation:** Develop the outline into a comprehensive essay.

GENERAL EVALUATION/REVISION

Fill in the blanks using the present tense forms of the verbs suggested in brackets:

Most Cigarette – smokers who \_\_(switch) to cigars \_\_ ( believe) that they \_\_ ( not, inhale) and therefore \_\_ (be) safe from the hazards of tobacco smoke. But a study by doctors at central hospital, London \_\_\_( show) that heavy cigarrete smokers (tend0\_\_ to inhale deeply even when they \_\_\_(inhale), the hemoglobin in his blood \_\_\_(combine ) with some carbon monoxide in the smoke to form a substance which \_\_ (prevent ) blood from performing its normal function; carrying oxygen.

WEEKEND ASSIGNMENT

Complete each of the following sentence with the best option from the alternatives lettered A to E

1. All the following except \_\_\_\_can be found in a court of law.a. judges b. police officers c. magistrates d. moderators e. persecutors
2. A country’s Armed Forces are made up of its ­­­­\_\_\_\_ a. Army, Navy and Airforce b. Police, Army and Airforce c. Judge, Airforce and Police Forces d. Army, Magistrates and Air Force e. Navy, Army and Police Force
3. The statement ‘The accused was acquitted and discharge means that the accused was \_\_\_\_ a.found guilty and set free b. found guilty but severely warned c. found innocent and set free d. found guilty and jailed e. found guilty but conditionally set free
4. The accused has \_\_\_\_ against the judgment. a. written b. spoken c. decided d.register e. appealed
5. Someone complained against in a court of law is the \_\_\_ a. lawyer’s client b. defendant c. defence d. plaintiff e. accused

**WEEK FIVE**

**Topics:**

1. **Speechwork: Review of Consonants /t, k, b, d, g/**
2. **Grammar: Present Tense Aspects**
3. **Reading: Broadcasting p. 53 – 54**
4. **Vocabulary Development: Religion**
5. **Writing: Review of Formal and Informal Letters**
6. **Topic: Consonants**

**Content: /p, t, k, b, d, g/**

/p/ /t/ /k/ /b/ d/ /g/

pin test cup brush dim goat

pit teeth cut burn dig aghast

keep burnt cake book wicked grave

prompt step kettle rebuke board dug

contemporary picked quay curb designed

spoken acquaintance rebuke

**Evaluation**: Write out five examples for each sound.

1. **Topic: Reading Comprehension**

**Content: Broadcasting**

The passage discusses the steps by which sound from the radio are heard and the ways in which TV pictures are sent to our TV sets.

**Evaluation**: Answer the questions on the passage.

1. **Topic: Grammar**

**Content: Present Tense Aspect**

Tense is a term used in grammar to indicate the time of an action or event. The present tense is used to show that an action takes place at present.

**Example**: She speaks English well.

We are fond of music.

The present tense is divided into four classes namely simple present tense, present continuous tense, present perfect tense, present perfect continuous tense.

1. Simple Present Tense is used to indicate regular occurrences i.e. actions that take place regularly, sometime, daily, weekly, often etc.

He speaks English well.

She writes very beautifully.

It rains today.

We like talking.

You stop here.

They believe God.

I hope to see you again.

1. Present Continuous Tense is used to show what is really happening now. It is made with the be form of the verb: be+ progressive verb.

Example: am playing; are laughing

Examples:

I am writing a letter.

She is reading a novel.

He is watching T.V.

You are sitting in the garden.

They are learning music.

We are laughing.

1. Present Perfect Tense: expresses an action that occurred at an indefinite past time and that may still be going on. It is made with has or have + the past participle.

Example: has read, have read

I have read a novel.

We have waited for her.

You have waited for her.

He has stoppedhis work.

She has written a letter.

They have built the house.

It has rained heavily

Has she eaten her breakfast yet?

She has just left.

1. Present Perfect Continuous Tense is used to show that an action has been taking place since a point of time in the past and in progress till now. It is made with has/have + been + present participle.

She has been cooking since morning.

It has been raining heavily.

We have been waiting for her.

You have been building the house.

**Evaluation**: Write each sentence, completing it with the correct present tense of the verb in sentences.

1. Rivers (be) often difficult to navigate.
2. People (have) control over the level of the water.
3. Water in a canal (do) not flow.
4. Some canals (be) waterways that connect rivers.

**Topic: Vocabulary Development**

**Content: Religion**

Religions generally seek to discover values and to attract men to them through worship and discipline.

Religion is avery powerful force and many have died for it. Of the many religions of the world today, only a few have a larger followers.

These include Christianity, Islam, Hinduism, Buddhism and Animism. There are, however, people who do not believe in group religion or in any god. These people are atheists.

Christianity is founded on the teaching of Jesus Christ and it has many denomination. The teachings of Jesus, the saviour are set forth in the holy Bible. Christians called the ‘Holy Bible’. Christian doctrines teach God’s love and crucifix is called the symbol of the Christian faith. Believing in communalworship, Christian gather in the church and pray. Christians are monotheists.

The Muslimare believers in Islam and followers of the doctrines of Prophet Mohammed as set down in the ‘Holy Koran’. They believe in one God called ‘Allah’ and they worship in mosques on Fridays.

According to the tenets of Islam, a good Muslim should go on a pilgrimage to Mecca at least once in his lifetime. He should also pray five times a day and may marry more than one wife.

Religion is such a driving force and people who show excessive zest in religious issues are referred to as fanatics.

**Evaluation**: Write twenty words related with religion and their meanings

**Topic: Writing**

**Content: Format of Informal and Formal letters**

A letter is apiece of continuous writing by which you send a message to serve other person when you cannot speak to the person directly.

There are three kinds of letters, these are informal, formal add semi- formal letters. In this lesson, informal and formal letters will be the focus.

Informal letters, are also known as private letters, are the letters one writes to one’s close friends, classmates or relations who are younger or about one’s age.Features:

1. **The writer’s address** and the date at the top right hand corner of the page.
2. **The salutation** (opening greeting), close to the lefthand margin.
3. **Body**: which consists of:

a. The opening paragraph (concerned with greetings and pleasantries)

b. The second and third paragraphs treat the main topic of the letter.

c. Concluding paragraph (concerned with more greetings and with a message to those recipients of the letter.

4. Complimentary closing

Other important features include:

1. The use of shortened forms in the main body of the letter ( it’s, you’d etc.)
2. The use of informal words and expressions (e.g mummy, daddy, grannie, damn terrible).
3. The use of proverbs and jokes
4. The use of simple and chatty language.

Government Technical College,

P.O Box 16,

Malunfashu,

Katsina State,

Nigeria.

18th July, 2003.

Dear Ite,

Body of the letter

Yours sincerely,

Julius.

A formal letter is an official/ abusiness letter. It is therefore the kind of letter you would write to your school principal or class teacher requesting to do something, to a police officer reporting a robbery incident, to a commissioner in your state pleading for help with a communicate project etc.

Features

1. The writer’s address and the date at the top right-hand corner of the page.
2. The recipient’s address at the left hand corner of the page.
3. The opening salutation below the recipient’s address and subject heading below the salutation, centre of the line.
4. Body consists of the first paragraph which goes straight to the subject matter; the main body of the letter consisting of just a single paragraph where the need for the letter is carefully explained, the final paragraph expresses gratitude.
5. The complimentary closing: yours faithfully
6. The signature of the writer.
7. The writer’s full name.

FORMAT

GoodluckStreet,

Kollington,

Alagabdo,

Lagos state.

10th August, 2017.

The Supervisor,

Good Shepherd Schools,

3, Olayinka street,

Omoroga,

Meiran,

Lagos State.

Dear sir or Dear Madam,

Application for Permission to Be Absent from School

Body of the Letter

Yours faithfully,

Signature

Temi Badru.

**Evaluation:** Differentiate between a formal and an informal letter.

GENERAL EVALUATION/REVISION

Correct the following sentences:

1. It is high time that you realize your mistake.
2. She is having a long hair.
3. I am teaching English language since 1990.
4. I will return the book as soon as I read it.
5. Kumari had entered the room when I was writing.

WEEKEND ASSIGNMENT

Choose the most appropriate options from the alternative given:

1. Out of the following verbs, only \_\_ is always transitive. A. describe b. sleep c. eat
2. In the sentences, she ate the bread throughout the day, direct object is \_\_ a. she b. the day c. the bread
3. In the sentence, “He spoke with enthusiasm”. The word ‘spoke’ is \_\_\_ A. a transitive verb b. a mono transitive verb c. an intransitive verb
4. Unfortunately, ‘He is now a complete gentleman’, the subject is \_\_ a. fortunately b. He c. a complete gentleman
5. The passive form of the sentence ‘The bad road caused the accident’ is \_\_ a. The accident is caused by the bad road b. The accident was caused by the bad road c. The accident had been caused by the bad road

**WEEK SIX**

**Topics:**

1. **Speechwork: Consonant Contrast /p/ and /t/**
2. **Grammar: PastTense Aspects**
3. **Reading Comprehension: The Lorry Trip**
4. **Vocabulary Development: Sports**
5. **Writing: Narrative Essay**
6. **Topic: Consonants**

Content: Consonant Contrast /p/ and /t/

/p/ /t/

pit tip

pat tap

pip tip

pot top

part tart

peep team

pea tea

**Evaluation**: Write ten examples for each of the consonant sounds above.

1. **Topic: Tense**

**Content: Past Tense Aspects**

The past tense is used to show that an action was completed or done in the past.

Examples: He went to Ibadan yesterday.

Palomadied four years ago.

We were in Ekiti last year.

They stayed in a hotel for weeks.

It was hot yesterday.

The past tense is divided into four classes namely simple past tense, past continuous tense, past perfect tense, past perfect- continuous tense.

1. **The Simple Past Tense:** It shows that an action was completed in the past. It expresses an action that takes in the past; used in conditional statements used to express habitual past action and to change a direct to indirect speech.

Example: I went to school in Ogbomosho.

We waited for her.

You sand a song.

He learnt English.

She wrote a letter.

It rained heavily.

They built the house.

1. **Past Continuous Tense**: It is used to show that an action was in progress or incomplete in the past. It is made up of was or were + verb + ing, i.e was singing or were playing

Example: I was reading a novel.

We were waiting for her.

You were singing a song.

He was learning English.

She was writing a letter.

It was raining heavily.

They were building the house.

While Iwas reading, my maid was washing the plates.

As he was walking to the station, he tripped and fell.

1. **Past Perfect Tense**: It is used toshow a past action that took place before another. It is made with had+past participle i.e. had eaten, had goneetc.

Example: I had read a novel.

We had waited for her.

You had sung a song.

He had learnt English.

She had written a letter.

It had rained heavily.

They had built the house.

After I had said my prayers, I played the piano.

Everyone had gone to bed when she came home.

He told us that they had bought a new television set.

1. **Past Perfect Continuous Tense**: It is used to show that an action had been in progress up till another action began.

It is made with had+been+past participle i.e, had been singing etc.

Examples: I had been reading a novel.

We had been waiting for her.

**Evaluation**: Write the tense of each of verb below:

Will embark, floats, shall have docked flowed, have changed, has navigated, had steered, announced, will have cleared had departed, is walking, were fighting.

Reading: Student’s Companion Junior High School by Cihrus Talbot page 84 – 92

1. **Topic: Reading Comprehension**

Content: The Lorry Trip Page 79 – 80

The passage discusses a trip by a lorry and how some f the passengers slipped and fell into an oily road while trying to settle down in the lorry.

**Evaluation:** Answer the questions on Practice 3 and 4. Effective English JS 2 page 80 – 81

1. **Topic: Vocabulary Development**

**Content:** Sport isdefined by the Oxford Dictionary as an activity that one does for pleasure and which requires physical effort or skill, usually done in a special area and according to fixed rules. Words associated with sport are player,competitor, athlete, medalist, score, defender, attacker, referee, coach, basketball, athletics, football, netball, volleyball, boxing, table, items, swimming, wrestling, stadium, field, tracks, gymnasium, penalty, goal, competition, race, match, cut, jab, break, record, team, etc.

Evaluation: Write out other words to do with sports.

1. **Topic: Writing**

**Content: Narrative Essay**

A narrative essay is an essay that tells or recounts a story, an event or incident. The past tense is used in this type of essay. Writing an outline for A frightening Experience

**Evaluation**: Develop the outline into a full essay

**GENERAL EVALUATION/ REVISON**

Each sentence contains an error involving a form of be, have, or do. Write the sentences correctly.

1. The weather were beautiful all summer long.
2. Wasn’t you an expert on canal trips?
3. We has always waited to travel on a canal boat.
4. The boat leaved ripples in its wake.
5. Did you see what she thrown into the water?
6. People had spreaded out on deck to get some sun or to troka nap.

**WEEKEND ASSIGNMENT**

1. Write the correct verb in parentheses.
2. Difference of opinion (was, were) expressed.
3. By the entrance (is, are) statues of two lions.
4. Behind the band (comes, come) the mascot.
5. One of the customers (has, have) a complaint.
6. Brown or black shoes (looks, look) fine.
7. Either the road signs or the map (was, were) wrong.
8. Both a ruler and a pencil (is, are) needed.
9. No one but him (plays, play) shortstop.
10. The team (has, have) all given their best efforts.
11. Six hours (is, are) the time it takes to get there.

**WEEK SEVEN**

**Topics:**

1. **Speechwork: Consonant Contrast /f/ and /v/**
2. **Grammar: Conjunctions**
3. **Reading Comprehension: Extracts from ‘Things Fall Apart’**
4. **Vocabulary Development: Newspaper page 235**
5. **Writing: Informal Letter**
6. **Literature: More on Figures of Speech**
7. **Topic: Consonant**

**Content: Consonant contrast /f/ and /v/**

/f/ /v/

fan van

fat vat

fine vine

fast vast

few view

fault vault

ferry very

safe save

staff starve

belief believe

strife strive

**Evaluation**: Write ten examples for each sound.

**Reading Assignment**: Exam Focus English JSCE page 143-144

1. **Topic: Parts of Speech**

**Content: Conjunction**

A conjunction is a word used to join expressions. Expressions joined together by conjunctions are words, phrases and clauses. Examples:

There are three main kinds.

Coordinating, correlative, subordinating conjunctions

1. Coordinating conjunctions join groups of similar words and sentences e.g and, but, or

Examples:

They want John and Tina. (two words)

They have finally finished and will soon leave. (two main clauses).

They played their best but they did not win. (two main clauses).

Hussein and Musa are good swimmers. (two words)

1. Correlative conjunctions are made up of pairs of words. They join individual words or groups of words. Examples: either------ or, neither-----nor, both-------and, not only------but also hardly-------when, no sooner-------than etc.

Examples:

Lost in the desert, we had neither food nor water.

The crowd likes both my paintings and my sculpture.

The machine not only picks the peas but also shells them.

EitherNgoziorUsman is acceptable.

I had hardly reached home when the phone began ringing.

We had no sooner started for the cinema than our uncle arrived.

1. Subordinating conjunctions are used to join clauses of unequal rank. They join subordinate clauses to main clauses. Examples after, before, since, until, when, while, now that, as, where, because, although, even, if, as though, in order that, last, so that, except that, unless etc.

Examples:

After I had finished my work, I took a nap.

I like listening to music while I read.

They were angry because the group last without them.

The baby cries although he has just been fed.

He acts as if he owns this company.

Watch out for the step last you trip.

Let me know if you can’t make it to the practice.

Although I was angry, I didn’t show it.

**Evaluation**: Make sentences with these conjunctions: besides, since, when, therefore, until.

1. **Topic: Reading Comprehension**

**Content: An Extract from ‘Things Fall Apart’**

The passage is an extract from Achebe’s Things Fall Aprt. Okonkwo has just taken part in the killing of Ikemefuna, his adopted son. The oracle of the village has said that the boy must die but one of the elders tells okonkwo that he ought not to take part in his son’s death.

1. Topic: **Vocabulary Development**

**Content: Words to do with Newspaper page 235**

The press means the newspapers, magazines and the people who produce them

Proprietor: The owner of a newspaper. He/She employs an editor to run it for him.

An Editor is in charge of the day- to-day work of the paper.

Journalists are people who work in various ways to produce the text of the newspaper. They include: reporters who go out to collect stories and items of news and correspondents who specialize in one kind of topic or in one area.

Column is the text of a newspaper printed in columnsrunning down the page. Sometimes, a journalist writes a daily or weekly article that appears in roughly the same position in each issue of the paper, this journalist is called a columnist.

1. **Topic: Writing**

**Content: Informal Letter**

In week 5, you are taught an informal letter and its features. Your task inthis lesson is to write an informal letter to your daddy.

**Evaluation**: Write a letter to your daddy on why you like your newschool

1. **Topic: Literary Devices**

**Content: Figures of Speech**

1. Onomatopoeia is a word that echoes or imitates the sounds of the things they represent. Examples: cuckoo, crash, squeak, sizzle, shuffling, rustling, squish, creaking etc.
2. Euphemism: This is the presentation of unpleasant thing in a pleasant way.

Examples: The king has joined his ancestors. (died)

The mad woman has been put in the family way. (madepregnant).

1. Antithesis: This is the choice and arrangement of words to emphasize contrast. Examples: Man proposes and God disposes

I toil day and night.

1. Oxymoron: Words of oppositemeaning or suggestion are used together with one serving as a qualifier for the other.

Examples: A wise fool.

A bitter sweet experience.

Panting is a sweet sorrow.

Death is a cruel kindness.

Her pregnancy is an open secret.

1. Apostrophe: This is essentially an address to an absent person, a dead person or non- living thing. Examples: O death! Where is thy sting?

**Evaluation**: Write out two examples for each figure of speech taught.

General Evaluation (Revision)

Combine the following pairs of sentences using the conjunctions: and, or, but

1. I like fish. I love steak.
2. Mom called the doctor. He recommended rest.
3. You can go to Lekki. You can stay home.
4. Just listen to me. Please don’t criticize.
5. I enjoy sailing. Scuba diving is more fun.

**WEEKEND ASSIGNMENT**

1. Fill in the blank space in each of the following sentences with the correct form of the verb in brackets in front of each sentence.
2. I \_\_\_\_ the book in the shelf last week. (put)
3. A snake\_\_\_\_ the boy last week (bite).
4. My teacher \_\_\_\_\_ me yesterday. (teach)
5. He was \_\_\_\_ when I saw him. (eat)
6. He has \_\_\_\_like a fish. (swim)

**WEEK EIGHT**

**Topics**

1. **Speechwork: Consonant Contrast /l/ and /r/**
2. **Grammar: Making Requests and Commands**
3. **Writing: Descriptive Essay: My Favorite Teacher**
4. **Topic: Consonants**

**Content: Consonant Contrast /l/ and /r/**

/l/ /r/

lip rip

lot rot

lack rack

lag rag

loom room

ply pry

bleed breed

blew brew

flesh fresh

**Evaluation**: Write ten words for each sound.

**Reading Assignment**: Exam Focus English JSCE page 143 – 144

1. **Topic: The Sentence**

**Content: Making Request and Commands.**

Requests are usually expressed by using please.

e.g. Please, lend me your pencil.

Don’t be angry, please.

It may also be expressed by will/can + infinitive with or without please.

Examples: Will you pass the salt, please?

Will you pass the salt?

Can you hold this for me , please?

Can you hold this for me?

Using would/ could instead of will/can is more polite.

Examples: Would you pass the salt (please)?

Could you hold this for me (please)?

Other requests are:

Would you be kind enough to show me the way?

I wonder if you could lend me your umbrella.

**Command**

They are used to express an order. There are positive and negative commands. E.g

Positive Commands

Go home.

Touch it.

Shut the door.

You are to wait here until I return.

Will you shut up?

Negative Commands

Don’t go home.

Don’t touch it.

Do not shut the door.

Don’t you touch it.

1. **Topic: Writing**

**Content: Descriptive Essay**

**My Favourite Teacher**

Here are some guidelines to help you write this essay.

* Title, Introduction: describe the teacher’s physical attributes – age, height, complexion etc.
* Background/educational qualification, marital status
* Likes/interests/hobbies
* Dislikes
* Achievement/accomplishment
* Intellectual traits: level of intelligence etc.
* Give any other details
* Conclusion

**Evaluation**: Write a descriptive essay on your favourite teacher.

GENERAL EVALUATION/REVISION

Make negative statements with no, nothing, no one and nobody.

1. Someone heard him.
2. He learned something.
3. I have got some.
4. Somebody asked a question.
5. She had some money.
6. Fill in the blank space in each of the following sentences.

Present progressive Tense, Present Tense, Past tense, Perfect 1

1. I am finding out. I \_\_\_ it out. I \_\_\_ it out. I \_\_\_ it out.
2. We are going out. We \_\_\_ out. We \_\_\_ out. We \_\_\_ out.
3. He \_\_\_ it. He gives it. He \_\_\_ it. He \_\_\_ it.
4. He is weaving. He \_\_\_. He \_\_\_. He\_\_\_.
5. He is speeding. It \_\_\_. It \_\_\_\_. It\_\_\_\_\_.

**WEEKEND ASSIGNMENT**

1. The underlined sentences contain some tense errors. Give the correct form of the underlined parts of the sentences:
2. My mother have come to see me.
3. Oh! His mother had died.
4. Bisi and Tundegoes to the same college.
5. I am understand your problems.
6. The letter had being written.

**WEEK NINE**

**Topics:**

1. **Speechwork: consonant /h/**
2. **Grammar: Direct and Indirect Speech.**
3. **Writing: formal Letter: A Letter of Invitation**
4. **Literature**
5. **Topic: Consonant**

**Content /h/**

hit, hood, hawk, home, herd, hide, hall, whole, who, whore, whom, head, behave, adhere, abhor, inhabit, perhaps, behold, behind, ahead, inhale, inhibit, rehearse, inherit.

/h/ does not occur at the end of a word and it is not pronounced in words like ‘hour’, ‘honour’, ‘honest’, ‘heir’, ‘vehicle’, ‘exhibit’ and ‘exhaust’.

**Evaluation:** Write out twenty examples for /h/.

1. **Topic: Speech**

**Content: Direct and Indirect Speech**

What a person says can be shown by using direct speech or indirect speech.

1. Direct Speech is the actual words of the speaker used within inverted commas.

Examples:

I said “I don’t understand you.”

She asked, “What are you doing here?”

The sweeper said, “There is nobody in the library.”

1. Indirect Speech reports what a person saidearlier to someone else without the use of inverted commas.

Examples

I said that I didn’t understand him.

She asked me what I was doing there.

The sweeper said that there was nobody in the library.

Points to Remember.

1a. In indirect speech, the tense used follows that of the main verb in the direct speech

Examples:

Direct: “I will help you,” she promised.

Indirect: She promised that she would help us.

1b. Tense changes in reported speech. If the reporting verb is a present tense, the future tense remains unchanged.

Example:

Paloma says, “I shall go to Delhi tomorrow.”

Paloma says that she will go to Delhi tomorrow.

1c. If the reporting verb is in the past tense, the reported verb is subjected to change.

**Direct speech Indirect Speech**

Simple present Simple Past

Present Continuous Past Continuous

Present Perfect Past perfect

Present perfect continuous past perfect continuous

Simple past past perfect

Past continuous past perfect continuous

Past perfect No change

Past perfect continuous No change

Some Examples

1. John said “I cook rice everyday.”

John said that he cooked rice everyday.

1. John said “I am cooking rice.”

John said that he was cooking rice.

1. John said, “I cooked rice”.

John said he had cooked rice.

1. John said, “I have cooked rice.”

John said that he had cooked rice.

1. John said, “I have been cooking rice.”

John said that he had been cooking rice.

1. John said “I was cooking rice.”

John said that he had been cooking rice.

2. Reported Speech expressing a universal truth or habitual fact is not changed. Example: My father said, “Honesty is the best policy.”

My father said that honesty is the best policy.

The teacher said “The earth moves round the sun.”

The teacher said that the sun moves round the sun.

1. Pronoun changes,

**Direct Indirect**

I/you he/she/they

You him/her/them

We they

My his/her

Your my

Our their

Me him/her, them

Us them

1. Change place and time

Direct Reported

Here there

Today that day

These those

This morning that morning

Yesterday the day before

Tomorrow the next day

Next week the following week

Next month the following month

Tonight that night

Ago before

1. Other examples:
2. Sekinat asked, “Where is Chukwu?”

Sekinat asked us where Chukwu was.

1. Lara said, “Would you like a cup of tea?”

Lara asked me whether/if I would like a cup of tea.

1. Mr. Taiwo said, “Do your work quietly”

Mr. Taiwo told us to do our work quietly.

1. She said, “Sit down, please.”

She invited us to sit down.

Evaluations: Change the direct speech to reported speech.

1. The professor said, “ I work all day.”
2. He said, “I will be visiting Italy in December.”
3. The weather man announced, “It may rain today.”
4. “I can be a great president.” said Martin.
5. **Topic: Writing – A Formal Letter of Invitation**

In week four, you were taught formal letter. Your task in this lesson is to write a formal letter of invitation.

**Evaluation**:Your school is organizing a talk show on the topic Child abuse. As the secretary of the organizing committee of the school, write a formal letter of invitation to be sent out to neigbouring schools, highlighting the various benefits they stand to gain in the talk show.

**GENERAL EVALUATION/REVISION**

Choose the correct option

1. She didn’t know \_\_\_\_ when his boss called. a. He was where b. Where he was c. Was he where d. Where was he
2. Malaria, which can be fatal let untreated, is transmitted by the female, \_\_\_\_ by the male mosquito. a. Not b. however. c. despite d. instead.
3. A good student must know \_\_\_\_\_ a. to study hard b. to be a good student c. how to study effectively d. the way of efficiency in study.
4. Perspiration increases \_\_\_\_ vigorous exercise or hot weather. a. during b. when c. at the time d. for
5. Physical fitness exercises can cause injuries \_\_\_\_ the participants are not careful. a. that b. to c. if d. with

**WEEKEND ASSIGNMENT**

1. For each question, choose the best answer from the options given.
2. “We’re going out for dinner tonight,” announced Dad. Dad told us that \_\_\_\_\_\_ a. we were going out for dinner that night b. we’re going out for dinner tonight c. we were going out for dinner the following night d. we would be going out for dinner the previous night.
3. “Where’s the class monitor?” asked the headmaster. The headmaster wanted to know \_\_\_\_\_. a. where was the class monitor b. where the class monitor was c. where is the class monitor d. where the class monitor would be.
4. “I’m sure Ibrahim was not telling the truth when he spoke to us yesterday,” commented Abdullah. Abdullah commented that he was sure that Ibrahim was not \_\_\_\_\_\_. a. tells them the truth when he speaking to them yesterday b. told them the truth when he spoke to them yesterday c. telling them the truth when he spoken to them that day d. telling them the truth when he spoke to them the previous day
5. “What are you doing here?” asked Asake. Asake asked me \_\_\_\_\_. a. what am I doing here b. what I was doing here c. what was I doing here d. what were I doing here
6. “I’m going home now,” he said. He said that he was \_\_\_\_\_. A. going home now b. going home then c. went home now d. gone home then
7. English Grammar by P.O Olatunbosun, Page 93 Exercise 16, 4(a-g).

**WEEK TEN**

**REVISION**