**ENGLISH LANGUAGE JSS 2**

**THIRD TERM**

**SCHEME OF WORK**

**WEEK TOPIC**

1. Speech work – Revision of Second Term Work and Examination Questions, Present Tense; Speechwork: Consonant Contrast /p /, /d/, /b /, /t/.
2. Grammar: Question Tags: Comprehension. The Search for Honey p. 168. Vocabulary Development on Speaking 168. Writing: Letter to a Friend p 175. Literature in English: Sunrise Poetry.
3. Grammar: Uses of the Form of the Verb Have; Vocabulary Development: Preparation for the Reading Passage p 181. Reading: Parents Responsibilities. Writing: Pride Goes before a Fall. Speech Work: Distinguishing /ʧ/ and /∫ /, p.185 Literature: The Love of Mathematics.
4. Grammar: Synonyms;. Writing: The Responsibilities of Government. Listening Comprehension: Main Points of a News Broadcast p 185. Speech Work: / p/, /d/, /k/ and /t/ ; Vocabulary Development: Words to do with Human Rights ; Literature: Inspiration
5. Grammar: Antonyms; Speech Work: Distinguishing the Consonants Sounds /w/and /j/; Vocabulary Development: Broadcasting; Comprehension: Ndifon’s Complaint p 193. Writing: Letter to a Pen Friend p 201. Literature: Exam Focus p. 180
6. Comprehension: Description of Calabar p.207; Speechwork: Vowel Contrast /u/ and /u:/; Vocabulary Development: Conflict Resolution;Grammar: Use of the Causative erb(ii) The Use of ‘s, and s’ and of. Writing: Description of One’s Village, Town or Area p 217. Literature: Dear African P 183, Exam Focus.
7. Speechwork: Vowels: /Ɔ/, /ɒ/, /˄/; Listening Comprehension: An Account of a Fire Outbreak pg 212. Structure: Adjective; Writing: A Journey 1 Once Made; Vocabulary Development: Armed Forces.
8. Grammar: Review of Prefix and Suffix; Speech Work: Revising the Sounds /a:/ and/ ǽ/; Writing: An account of an Outing for a School Magazine p. 228. Comprehension: An Account of a School Outing. Vocabulary Development: Government and Politics.
9. Speechwork : Consonants /dӠ/, /Ӡ/; Grammar: Using Despite and Inspite of, Vocabulary Development: Law and Order p. 126; Writing: Review of Narrative and Descriptive Essays.

10. Revision

**REFERENCES**

* Effective English JSS 2 by Evans
* Exam focus for JSCE by BolajiAremo et al
* The New Student’s Companion by Up et al
* English Grammar for JSS by P.O. Olatunbosun
* College Essays for Basic 8 by C.O. Odetula

**WEEK ONE**

**TOPIC**

1. Revision of Second Term’s Work
2. The Uses of the Present Tense.
3. Consonants /t/,/d/,/p/,/b/

**CONTENT**

The following topics were taught during their second term:

1. Requests and Commands
2. Present and Past Tenses
3. Adverbial- Manner, Time, Place
4. Demonstrative Adjectives
5. Direct and Indirect Speech
6. Patterns for Yes/No Questions
7. Writing – Narrative, Argumentative and Expository Essays.
8. Letter Writing – Informal and Formal

We shall succinctly look at these topics.

**b. The Uses of the Present Tenses**

The simple present tense is used:

1. To refer to actions and situations which happen repeatedly all the time or at anytime.

**Examples.**

1. I visit my grandparents every school holiday.
2. They live near my house.
3. The bell rings when this button is pressed.
4. To refer to the future (after ‘if’, conjunctions of time and in discussions about programme and Timetables)

**Examples.**

1. I’ll come if she invites me.
2. Please tell her the news when she arrives
3. The plane takes off at 9:30pm.
4. In stories told in the present and in sport commentaries.

**Examples**

1. ‘She picks up the letter and begins to cry …………..’
2. ‘Edetthrows the ball to Audu who flings the ball at the goal with all his might but the goalkeeper intercepts the ball before it crosses the goal line’.
3. In expressions like “I hear, ‘I see’, “I gather” and when introducing quotations.

**Example**

1. I see you have bought yourself a new car.
2. Do you remember what the Principal saysabout honesty?
3. Consonants /t,b,d,p/

/p/ /b/ /t/ /d/

Pad bin ten den

Park ban tug dug

Pet bat team deem

Push bomb try dry

Pay bud town down

Mop bark train drain

Tap bush trip drip

**EVALUATION**

Write out fie words for each sound.

**GENERAL EVALUATION/REVISION QUESTIONS**

1. **Change the following sentences below to Reported Speech.**

e.g. ‘I will punish Charles severely,’ said the teacher.

Answer: The teacher said he would punish Charles severely. Now do these:

1. “My mother has cometo stay with us for a couple of weeks”, said she.
2. “I will see him tomorrow after the lecture,” said Kingsley.
3. “We killed two snakes here last year,” explained the woman.
4. “Lanre may not bother to come; he can do that later,” said the mother.
5. **Complete each of the following sentences with the proper forms of the verbs in the brackets.**

e.g. She has \_\_\_\_\_\_\_ a song (sing).

Answer: she has sung a song.

Now do these:

1. The dogs \_\_\_\_\_\_\_\_\_\_\_ as they saw the stranger chin over the wall (bark).
2. We are not \_\_\_\_\_\_\_\_\_ to make a noise in the class (allow).
3. The farmer \_\_\_\_\_\_\_\_\_ the planting season (like)
4. Nobody \_\_\_\_\_\_\_\_\_ our names (know).
5. The woman was \_\_\_\_\_\_\_\_ the way to the village market (show).

**READING ASSIGNMENT**

The New Students’ Companion p 88

**WEEKEND ASSIGNMENT**

**Fill in the gaps with the most suitable word or group of words from the options provided.**

1. We \_\_\_ able to attend the party again last weekend. A. can’t be B. aren’t C. weren’t D. couldn’t be
2. \_\_\_ a road without looking right and left is crazy. A. To cross B. Cross C. To be crossing D. You cross
3. Since my luggage is ..than yours, you should help me. A. Heavy B. heavier C. heaviest D. more heavier
4. Mary \_\_\_ her food every day. A. will eat B. ate C. eaten D. eats
5. The goal keeper picks the ball and \_\_\_ it to the player. A. passes B. is passing C. will pass D. passed

**THEORY**

**Change the following sentences to the simple present tense.**

1. Ada saw the plane as it took off.
2. Bode had finished his work before going home.
3. My teacher was flogging me for coming late.
4. If she had read well, she would have passed the exam.
5. I did my work well.

**WEEK TWO**

**TOPIC**

1. Grammar: Question Tags
2. Comprehension: The Search for Honey
3. Vocabulary Development: Speaking
4. Writing: Letter to a Friend
5. Literature in English: Sunrise Poetry
6. **Grammar: Tag questions**

**Content: To revise question tags.**

Questions tags are used to get the person we are talking to, to confirm that what we are saying is correct. The statement is turned round so that the subject follows the auxiliary/modal verb, like thus ‘We’re going, aren’t we?

If the statement is positive, the question tag is negative e.g. We’re very happy, aren’t we?

If the statement is negative, the question tag is positive e.g. we’re not very happy, are we?

Sometimes, the statement does not use auxiliary for example, we may say:

They ate rice and beans last Thursday.

If we want that statement confirmed, we have to supply the auxiliary by imagining that **they are** takes the form they did eat. Now it is possible to form a question tag:

They ate rice and beans last Thursday, didn’t they?

1. **Comprehension/Reading**

**Content: The Search for Honey.**

This passage is an extract from Kola Onadipe’s**The Adventure of Souza.**

The story is an adventure of some school boys who journeyed towards the bush in a bid for honey. The boys on several occasions remind themselves of the rules of the game.

On their way, they discuss what their courage will earn them in school and what they will do with the honey.

1. **Vocabulary Development**

**Content: To learn some words of speaking.**

* Tell: to give information, e.g. He told him the news.
* Discuss: to talk about something (do not use about after discuss). These sentences mean the same.

We talked about the accident.

We discussed the accident.

* Chat: to talk with friends about every day things.
* Grumble: to keep on complaining in an unhappy way.
* Murmur: to say something softly and quietly.

1. **Writing**

**Content: A Letter to a Friend.**

Your task in this lesson is to write a letter to a friend of about your own age. In it, you will give an account of a visit you made recently. Include these points in your letter.

1. Say why you went there (e.g. to see a friend in hospital, to see a factory at work, to see what happens in a coal mine etc).
2. Include a paragraph describing the place (check page 175 for details about description).
3. Say what you did there, or what you saw there.

For this letter, choose any kind of place you like (e.g. a college, a market, a hotel). Begin and end your letter with the usual friendly greetings and enquiries about the health of your friend and his/her family.

**EVALUATION**

A friend of yours had been absent from school for about a month due to illness. Write a letter to him/her describing some interesting things that had happened in the school during his/her absence.

1. **Literature: Sunrise Poetry.**

**Content: The Dawn**

**Theme/Analysis**

This poem discusses the coming of a new day- the dawn. The Poet describes the struggle between light and darkness; and eventually how light takes from darkness of the night.

Towards the end of the poem, the poet employs the new day to favour him.

**Poetic Devices**

1. **Diction:** The poem is a straight forward one and is composed of simple words that any one can understand. Words like ‘rise and walk’, ‘take over’, ‘welcome’ etc.

The poet uses the present simple tense to show us that the occurrence of dawn is a habitual action that is everyday action.

1. **Mood/tone:** The poet is full of admiration of the herald of the new day. Hence, the poet happily expresses himself. ‘a great struggling in the sky’, the struggling.
2. **Personification:** ‘light wants to take over from darkness’, ‘No, darkness says to the light’, ‘light that gives new look to the day’

**EVALUATION**

1. Write out five present tense sentences from the poem.
2. Write a word to replace this phrase: the first appearance of light.

**GENERAL EVALUATION/REVISION QUESTIONS**

1. **Complete the following sentences with the correct expressions;**
2. The man goes to his workshop everyday ………………….? Yes he …………………..
3. Tinuke seldom comes to school these days, ……………………?
4. Judith isn’t very honest a girl …………………….? …………………….
5. Rose hardly does her laundry on Saturday ………………………? …………………
6. They had a party last night ………………? ……………………………
7. Apart from the examples given in the poem, The Dawn, write three examples of personification and state their meanings.

**WEEKEND ASSIGNMENT**

1. **Read the passage and decide which word or phrase, a, b, c, d, best fits each space.**

The cause of sickness and death was largely by \_1\_ diseases such as tuberculosis, measles and small pox. Such diseases can easily spread from one sufferer to another.

Victims taken to the \_2\_ for treatment. Many victims are not taken for medication due to \_3\_ of many families. Medical doctors would \_4\_ injection for patients who would be required to purchase some \_5\_ from pharmacy department in the hospital premises.

A B C D

1. potent medical communicable hospitable
2. hospital maternity herbalist nurse
3. opulence sincerity tribalism poverty
4. proscribe apply prescribe administer
5. herbs drugs concoction nurse
6. **Change the following statements to passive voice.**
7. He drove the car.
8. They ate the food.
9. We did the work.
10. My mother wrote two letters.
11. She drew the plan.
12. **Put in the appropriate question tags and replies to the following statements.**

**e.g.** The girl has money, hasn’t she? Yes, she has.

1. The principal is a kind man, \_\_\_\_\_\_\_\_\_\_\_? \_\_\_\_\_\_\_\_\_\_
2. He won’t go to work. \_\_\_\_\_\_\_\_\_\_\_\_? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Mary cannot write letter, \_\_\_\_\_\_\_\_\_\_\_\_? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. David came here yesterday, \_\_\_\_\_\_\_\_\_\_\_? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. The dog eats rice, \_\_\_\_\_\_\_\_\_\_\_\_\_? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**WEEK THREE**

1. Grammar: Uses of the Form of the Verb Have
2. Vocabulary Development: Preparation for the Reading Passage
3. Reading: Parents Responsibilities.
4. Writing: Pride Goes before a Fall
5. Speech Work: Distinguish /ʧ/ and /∫/
6. Literature - Sunrise Poetry: The Love of Mathematics
7. **Grammar: Primary Auxiliary Verb**

**Content:** Uses of the Form of the Verb Have

The verb “have” is a primary auxiliary which can stand on its own or help the main verbs. The forms of verb for haveare : has, have, had.

Examples of have as a main verb:

1. He has a shovel.
2. I had the book years ago.
3. Kenya has a hot and humid climate.
4. They have a party this afternoon.

Examples of have as a helping verb:

1. He has dug quite deep.
2. The pieces have cut her fingers.
3. Our little sister has broken a glass.
4. Bimpe has left the door open.

**EVALUATION**

Underline the have verb in the following sentences and state whether it is used as a main verb or a helping verb.

1. We have begun to move at last.
2. My friend has a cute mole on her face.
3. Have people ever swum connection this canal.
4. It had been copied.
5. **Vocabulary Development**

**Content: Preparation for the Reading Passage.**

* **Scold:** To tell a person, usually angrily, that he has done something wrong.
* **Civilization:** Higher standards or behaviour and understanding.
* **Restrict:** To hold back or limit. To restrict the speed of a car, for example, is to keep it below a certain speed.

1. **Reading: Parents and their Children.**

The passage talks about the meaning of the word parents and the various functions and roles they perform. The roles and duties of parents include, feeding, clothing and educating their offspring.

1. **Writing: Pride Goes Before a Fall**

This is a narrative essay. A narrative essay is a wring in which a story is told. Hence, the past tense is used; say when and where the events happened, why they occurred. What the main characters were doing before the event, were any other people involved? And the consequences. A narrative essay can contain factual or imagined stories or a combination of the two.

**Qualities of a Good Narrative Essay**

1. It must contain a clear and an interesting introduction.
2. It must have a welldeveloped middle section.
3. Events are narrated sequentially and in well-laid paragraphs.
4. It must have a brief and satisfying conclusion which should bring out the points of the narration or express the writer’s final feelings.

Your creative imagination has to be brought into focus, so that your treatment of the story will be systematic and attractive.

You create a character that is very proud of himself or herself. You have to show that this character does not take advice from people, but that he/she over looks people. It is this flaw of pride that will eventually lead the character to his down fail.

**EVALUATION**

Write a story that justifies this saying, ‘Pride Goes Before a Fall’.

1. **Speech Work: Distinguish /ʧ/ and /∫/.**

Listen for the differences in the pronunciation of these words.

/ʧ/ /∫/

Bash batch

Shop chop

Cash catch

Ship chip

Sheep cheap

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

1. **Literature: Sunrise Poetry**

**Content: The Love of Mathematics**

**Theme/Analysis**

This is a type of poem called ode because it is a poem that appreciates or addresses mathematics as a subject. Through the use of personification, the poet tells us everything about mathematics. He (the poet) encourages us to see mathematics as the pivot of ‘rosy’ or ‘choices professions.

**Evaluation**

1. Write out the ample examples the figures of speech used in this poem.
2. P 18 Activities (1-3) Sunrise Poetry (2).

**GENERAL EVALUATION/REVISION QUESTIONS**

Write the correct form of the verb in parentheses:

1. We have ( began, begun) to move at last.
2. He has (left, leaved) early several times.
3. I wish my sister had ( come,came) too.
4. I have (wrote, written) several postcards.
5. We (ran,run) twenty minutes ahead of schedule.

**WEEKEND ASSIGNMENT**

1. **Fill in the gaps in the following sentences with the most appropriate option in the alternatives given.**
2. These books are \_\_\_\_\_\_\_\_\_\_\_\_\_\_ A. theirs B. their’s C. them D. theirs’
3. The two ruffians were hitting wildly at\_\_ A. theirselves B. themselves C. one another D. each other
4. The other books are \_\_ A. chief Chukuwma’s B. Chief’s Chukwumas C. Chief Chukwuma D. Chief Chukwumas.
5. The \_\_\_ for the selection of winners were unfair. A. criterion B.criterium C. criteria D. criterions
6. These girls are the \_\_\_ daughters. A. Commander-in-chief’s B. Commanders-in-chief’s C. Commanders-in-chiefs D. Commanders-in-chief
7. \_\_\_ is the arrangement of events in a work of art. A. Setting B. Diction C. Characterization D. Plot
8. A story that ends on a sad note is \_\_\_. A. prose B. comedy C. drama D. tragedy
9. The sun peeped at me is an example of a/an A. personification B. alliteration C. assonance

D. metaphor

1. A figure of speech in which a speaker says the opposite of his intention. A. alliteration B. assonance C. irony D. metaphor
2. Which of the following is not a figure of speech? A. Simile B. Metaphor C. Adjunct D. Irony

**WEEK FOUR**

1. Grammar: Vocabulary: Synonyms
2. Writing: The Responsibilities of Government
3. Listening Comprehension: Main Points of a News Broadcast.
4. Speech Work: Consonant Contrast: /ð/ and /d/, /θ/ and /t/
5. Literature: Inspiration
6. **Grammar:Vocabulary**

**Content:Synonyms**

Synonyms are words of similar meanings.

Example :

Abandon – desert, forsake

Accord- harmony, agreement

Afraid – frightened, sacred

Ally- accomplice, friend, partner

Bright- brilliant, clear, intelligent

Charity- benevolence, philantrophy

Dangerous- hazardous, perilous, risky

Educate- guide, instruct ,teach

Fertile- fecund, fruitful, productive

Hate- abhor, detest, loathe

**EVALUATION**

Give the synonyms of these words: candid, glowing, oversee, abundant, impolite, strange, endeavor,flimsy, elegant, try.

1. **Writing**

**Content: The Responsibilities of Government.**

In this lesson, you are expected to broaden your imagination n the duties of the government. Discuss in detail the social, moral and other responsibilities of any government in power.

**Note:** You are to start off by giving us the definition of government and cite examples of good and well known government of the world.

**Evaluation**

Write extensively on the topic. The Responsibilities of Government

1. **Listening Comprehension**

**Content: Main Points of a News Broadcast**

Listen attentively to a news broadcast by your teacher. At the end, answer the evaluation questions.

1. **Speech Work**

**Content:** Stress is an extra force used when pronouncing a particular word or syllable. In other words, ‘stressing’ a syllable means giving it more force, making it louder, longer and higher in pitch than other syllables.

In English, there is a large number of words that can be both noun and verb.e.g. Export, rebel, subject, increase, etc. when such words are nouns, the first syllable is stressed, when they are verbs, the second syllable is stress. Such stressed syllables are written in capitals as in the following:

Rebel (Noun) - reBEL (verb)

IMport (Noun) - imPORT (verb)

CONvict (Noun) - conVICT(verb)

OBject(Noun) - obJECT (verb)

Some three syllable words are stressed on the second syllable.

e.g. enJOYment

draMAtic

adVANtage

imPORTant, etc.

The following words are stressed on the second syllable:

reSPONsible seCUrity

enVIronment inDIScipline

reMARKable parTIcular

sucCESSfully eMOtional

anxiety

Content : /t/ and /θ/

team theme

tank thank

tick thick

torn thorn

tin thin

boat both

sheet sheath

naught north

fought forth

bat bath

/d / and /ð/

Dare there

Bad bathe

Die thy

Day they

Dine thine

**EVALUATION**

Write ten words for each sound.

1. **Literature**

**Content: Inspiration**

In the poem, the poet discusses in detail what inspiration is. The predominant figure of speech here is personification. There are other several figures of speech used.

**Evaluation:**

1. With examples, write out the figures of speech used by the poet in this poem.
2. Sunrise Poetry for JSS Book 2 p. 26 Activities 1-2

**GENERAL EVALUATION/REVISION QUESTIONS**

1. With the aid of your dictionary write 20 words that are stressed on the second syllable.

**NB:** Ensure that the words cut across nouns, adjectives, verbs and adverbs.

1. Indicate the stressed syllable in each of the following words by representing it with capital letters.

a. contain b. remain c. behind d. protest e. transport e. delicate f. quantity

1. Write a letter to your sister who plans to divorce her husband, advising her against her decision.

**WEEKEND ASSIGNMENT**

**Use the most appropriate options from the alternatives to fill the gaps in these sentences.**

1. Nowadays, Nduka \_\_\_\_ a novel every week. A. read B. has read C. reads D. reading
2. The man \_\_\_\_ by the dog. A. was bitten B. was bit C. was bitting D. was bit
3. Fatimah and one other girl now \_\_\_\_ so. A. thinks B. think C. thought D. thinking
4. The little girl fainted in the heat, but she has \_\_\_\_ A. come up B. come about C. come to D. come off
5. She was badly \_\_\_ by the sad news. A. shaken B. shook C. shaking D. shaked

**WEEK FIVE**

**TOPIC: Grammar**

**CONTENT: Antonyms**

Antonyms are words of opposite meaning. Examples :

Above- below

Accelerate- retard

Actie- passive

Adult-child

Amateur-professional

Assemble-disperse

Barren-fertile

Benevolent-malevolent

Brother-sister

Cautious-reckless

Coarse-fine

Celestial-terrestial

Dynamic-static

Emigrant-immigrant

Freeze-thaw

**EVALUATION**

Write the antonyms of these words: immoral, minority, joy, spendthrift, prologue, feeble, intractable, folly, industrious,profane.

**TOPIC: Distinguishing the Consonant**

**Sounds /w/ and /j/**

Listen attentively to the following words and difference between the sounds.

**/w/ /j/**

Wear year

Woke yoke

Warn yarn

Woo you

Quell yell

**EVALUATION**

Write ten words for each sound.

**TOPIC: Vocabulary Development + Armed force**

**CONTENT: Registers on the Armed forces.**

The armed forces include: The army (for fighting on the land), the navy (for fighting at the sea) the air force (for fighting in the air). The army, navy and air force are sometimes called the services.

**TOPIC: Letter Writing**

**CONTENT: Letter to a pen-friend.**

**TOPIC: Literature Poetry**

**CONTENT: Eating Tomorrow’s Yam by NiyiOsundare**

The poem is about an argument between a prodigal and the entire community in a rural environment. The poem seeks to pass a moral comment that only the wise people always know the consequence of any action. The subject matter of the poemcentres on what to be done with the only remaining yam for a whole village.

**WEEK SIX**

**TOPIC: Vocabulary Development**

**CONTENT: Words relating to the passage.**

**TOPIC: Comprehension**

**Evaluation**

Topic: owels

Content: / u/ and /u:/

Foot food

Could cooled

Full fool

Pull pool

Hood hewed

Wood wooed

**EVALUATION**

Write ten words for each sound.

**TOPIC: Grammar**

**CONTENT: The Use of Apostrophe ‘s, s’ and of.**

1. This is my brother’s bicycle.
2. Horses’hooves make exciting sound.
3. Do you like the colour of new curtains?

**Example 1** means: This is the bicycle of my brother, that is, it belongs to him. The apostrophe comes before the letter ‘s’ because brother is singular.

**Example 2** means: The hooves of horses make an exciting sound. The apostrophe comes after the second letter ‘s’ of horses because horses is plural of is used.

1. With things (a curtain, is a thing, not a person).
2. When the person or thing that has the colour, owns the bicycle etc. it is expressed by a fairly long phrase (e.g. our new curtains). Where possible always use ‘s or s’ rather than of. We should not normally say, for example, this is the bicycle of my brother

**Evaluation**

Practice 2 (1-10) p 215, Effective English.

**TOPIC: Literature Poetry.**

**CONTENT: Dear Africa by Michael Du-Anag.**

This poem alerts the attention of the black race to embrace and admire Africa. It calls on Africans to demonstrate their love for Africa. It emphasizes the urgency needed to recognize the beauty of the continent. Africans are implored to wake up from their slumber to see Africa as a beautiful place that needs the attention of the entire black race.

**GENERAL EVALUATION/REVISION QUESTIONS**

1. **Underline the noun phrases in the following and state their grammatical functions**
2. The man I saw is here.
3. The children’s tutor is tall.
4. I have some expensive jewelry.
5. The wooden shelf is dusty.
6. **Fill the gaps with the most suitable words from the options.**
7. One of my brothers \_\_\_\_ always round. A. were B. is C. am D. are
8. The cook needs only \_\_\_\_ salt to make the food tasty. A. a pinch of salt B. a bowl of C. a spoonful of D. a cup of
9. Yours is to command; \_\_\_\_ is to obey. A. their’s B. there’s C. there D. theirs
10. He is always asking for more, \_\_\_\_. A. was he B. doesn’t he? C. wasn’t he? D. does he? E. isn’t he?
11. I prefer drinking \_\_\_\_. A. then eating B. from eating C. to eat D. to eating E. like eat

**WEEK SEVEN**

**TOPIC: Comprehension**

**CONTENT: An Account of a Fire Outbreak.**

Listen attentively to the comprehension passage and make your own report at the end of the reading.

Topic: Speechwork

Content: Vowel Contrast

/ͻ:/ /D/ /^/

Hot hut

Cord cod cud

Court cot cut

Forks fox fuck

Port pot -

Sport spot -

Naught not nut

- Song sung

- Lock luck

- Stock stuck

- Cop cup

Evaluation: Write ten words for each sound.

**TOPIC: Parts of Speech**

**CONTENT: Adjectives**

An adjective describes or qualifies a noun or a pronoun.

Example, the ancient house has a gigantic fireplace. Ancient here in this sentence describes the kind of house and gigantic also tells us what kind of fireplace.

**TYPES OF ADJECTIVES**

Articles discuss people and things e.g. a, an, the

Possessive adjectives show that something belongs to somebody or a thing e.g. my, your, our, it, his, her, their. His book is torn.

Demonstrative adjectives point at nouns e.g. These books are very interesting. That book is mine.

Numbers adjectives answer the question how many. E.g. I havethree puppies. Two girls joined our school today.

Interrogative adjectives ask questions e.g. Which book is yours? What time should we go? \

Indefinite adjectives discuss non-specific people or things. They are drawn from the indefinite pronouns e.g. any,many, several ,few etc. Grandfather has been retired for many years now.

**EVALUATION**

Underline the adjective in each sentence or phrase:

1. A strong wind
2. Powerful engines roared.
3. Bring some money.
4. More help is coming.
5. Three girls arrived in Nigeria today.

**TOPIC: Writing – Narrative**

**CONTENT: A Journey I once Made.**

Here are some guidelines to help you write this essay. Remember it is an essay, hence, you must not

number.

* Where did you travel to?
* What is so important or peculiar about the journey?
* Where did you board your vehicle?
* If in a motor park, describe the scenes, arrival and departure of passenger.
* Transport fare, garage touts and police check points.
* Discuss the scene at each stopping points, speed and destination.
* Discuss the conditions of the road.
* Discuss your arrival – welcome greetings, gifts, your stay and departure from the journey
* Give any other details

**EVALUATION**

Write an essay on the topic: A Journey I Once Made

**TOPIC: Literature – Poetry**

**CONTENT: Sweet Sorrow by Pious Oleghe.**

There’s nothing more gladdening than sorrow

At parting,

It indicates a happy yesterday; remove it;

For, of presence absence inverse is

The better that, the worse this;

Nor words nor weeping nor aught amend it,

Saving knowing.

Such sorrow omen, yet a happier tomorrow.

This poem discusses the idea that the sorrow that lovers usually express at parting is not necessarily negative. Rather, it is an avenue to recount good moments experience in the past. Also, parting often provides a chance for making a re-union, which should be made joyful experience.

**EVALUATION**

1. Discuss the use of paradox in this poem.
2. a. ‘Nor word nor weeping nor aught amend it’ means ‘nothing can \_\_\_ A. complement it B. change the situation C. prevent from leaving D. adjust it E. adjust to the situation
3. The poem relies heavily on \_\_\_. A. simile B. paradox C. alliteration D. pun E. repetition
4. The theme of the poem is \_\_\_ A. sorrow B. sadness C. pain D. parting E. home coming
5. Parting indicates a \_\_\_ yesterday. A. happy B. dull C. painful D. unhappy E. sad
6. The statement ‘our past co-dwelling losses meaning ‘means that their past will be \_\_\_ A. futile

B. saddening C. cheering D. peaceful E. worthless

**GENERAL EVALUATION/REVISION QUESTIONS**

Write a poem of six lines (sextet) using appropriate rhyme scheme.

**WEEK EIGHT**

**TOPIC: Word Formation**

**CONTENT**

Review of Prefix and Suffix

Affixes are small word bits like –s, -ed added to the base forms of particular words. Affixes are of two main types: prefix and suffix.

Prefixes are affixes added to the base form of words.

**Examples: Prefix Word Word formed**

Un happy unhappy

Non violent non-violen

Il logical illogical

Im patience impatience

In accurate inaccurate

Dis connect disconnect

Mis calculate miscalculate

Super star superstar

Over eat overeat

Pre independence pre-independence

Post primary post-primary

Suffixes are added to the end of the base forms. Examples:

Suffixes Word Word formed

Ness happy happiness

Ify diverse diversify

En dark darken

Ful spoon spoonful

Al nation national

Ship owner ownership

Or act actor

Ion educate education

Hood child childhood

Less power powerless

**EVALUATION**

Underline the prefixes or suffixes in the following words: counterattack, downwards, subhuman, disappointment, assistant, introduction, clockwise, illiterate, maltreat, hypercautious.

**TOPIC: Speech Work**

**CONTENT: Revising the Sounds: / ae/ and /a:/**

Listen and say the following word

/ ae/ /a:/

Ban barn

Cat cart

Pat part

Hat hart

Bat bart

As ask

Pack park

**EVALUATION**

Write two words for each of these sounds.

**TOPIC: Writing**

**CONTENT: An Account of Outing for School Magazine.**

Study the instruction of p. 228 and write the account of p. 222

**TOPIC: Vocabulary Development**

**CONTENT: Prepositions**

Study the preposition on pp 223-224 and answer the questions on them.

**TOPIC: Literature: Sunrise Poetry**

**CONTENT: Ajantala**

This poem is an ancient Yoruba poem that discusses the mischief of a mysterious child –Ajantala

**GENERAL EVALUATION/REVISION QUESTIONS**

1. Write an essay on the title ‘My Future Ambition’.
2. Give the comparative and superlative form of the following words:

a. soon b. hard c. fast d. early e. beautiful

1. Change the following sentences to past perfect tense,

e.g I eat rice and beans before going to school.

Ans. I had eaten rice and beans before going to school.

Now, do these:

1. Ade sees the plane when it takes off.
2. John and Nash meet with Ade after the programme.
3. My teacher flogs me for coming late.
4. We take the money before my father returns.
5. Bode has finished his work before going home.

**WEEK NINE**

**TOPIC: Grammar**

**CONTENT: Using Despite and Inspite of**

Inspite of,despite and although are used to show a contrast but there are differences in the structures used with them.

After in spite of and despite, a noun or a pronoun is used.

Examples:

1. We enjoyed our camping holiday in spite of the rain.

2. Despite the pain in his leg, he completed the marathon.

3. Despite having all the necessary qualifications, they didn’t offer me the job.

4. In spite of the bad weather, there was a large crowd at the match.

**EVALUATION**

Make sentences with despite and in spite of.

**TOPIC: Speech Work**

**CONTENT: The Letter /dʒ/ and /ʒ/**

**Listen and say these words:**

/dʒ/ /ʒ/

Gin Vision

Joke erosion

Jeep fusion

Jeer leisure

Jest diffusion

Large confusion

Ridge casual

Pudge beige

**EVALUATION**

List five words with each of the sounds.

**TOPIC: Writing**

**CONTENT: Letters to the Press.**

Study the guidelines on p 241 and do the activity therein.

**TOPIC: Comprehension**

**CONTENT: Letter to the press.**

The passage is a formal letter written to Newspaper house by EpanaTaiwo.

Read the passage and answer the questions on it.

**TOPIC: Vocabulary Development**

**CONTENT: Words to do with newspaper**

1. Editorial column: part of a newspaper where the editor or publisher expresses his opinion on a topic or item or news.
2. Articles – pieces of writing on subjects likely to be of interest to readers.
3. Headlines – titles of articles and stories printed in large letters.
4. Layout – arrangement of a printed page.
5. Cartoons – funny drawing usually intend to criticize.