**ENGLISH LANGUAGE JSS 3**

**SECOND TERM**

**SCHEME OF WORK**

|  |  |  |
| --- | --- | --- |
| **WK** | **ASPECT** | **TOPIC** |
| 1 | * Comprehension * Structure * Writing * Speech work * Vocabulary * Development: | Fulani Future: Argument  Expressing Exception using except, except for, but, apart from  Narrative Essay  Consonants \ **θ** \ and \ **t** \  Electricity |
| 2. | * Structure * Writing * Speech Work * Listening Comprehension * Dictation | Conjunctions  Report Writing  Consonant Contrast \ **θ** \ and \ s \  Seed Dispersal  Commonly Mis-spelt Words |
| 3. | * Vocabulary Development * Structure * Writing * Speech Work * Poem | Suffixes: Noun, verb and Adjective derivatives  Interjections  Article Writing  Consonant Contrast \ **ʃ** \ and \ **ʒ** \  In Praise of a Young Man |
| 4. | * Comprehension * Structure * Writing * Speech work * Grammar | Nweze’s Homecoming  Question Tags  Informal Letter  Nasal sounds \ m\ , \ n \and \**ŋ** \  Auxiliary Verbs |
| 5. | * Structure * Writing * Speech work * Dictation * Comprehension | Personal and Possessive Pronouns  Formal Letter  Vowels \ **ɪ** \ and \ **iː** \  Commonly Mis-spelt Words  Solubility |
| 6. | * Vocabulary Development * Structure * Writing * Speech work * Poem | Words Associated with Moral Appraisal  Reflexive and Relative Pronouns  Expository Essay  Vowels **\ɑː** \ and \ **ɜː** \  Empty Head |
| 7. | * Comprehension * Structure * Writing * Speech work * Grammar | Explaining an Idea: Photosynthesis  Indefinite and Reciprocal Pronouns  Descriptive Essay  Vowels \ **ɒ** \, \ **ɔː** \ and \ **ʌ** \  Direct and Indirect Speech |
| 8. | * Vocabulary development * Structure * Speech Work * Grammar | Synonyms and Antonyms  Active and Passive Voices  Revision of The Diphthongs  Phrasal Verbs and Idioms |
| 9-10 | * Literature | Reading of the Recommended Text: “Village Boy’’ |

**WEEK ONE**

**Topic: Comprehension: Fulani Future – Argument**

Summary of the Passage:

The passage delves into the challenges faced by nomads, exploring potential solutions. One suggestion proposes reservations as a solution, though its drawbacks are acknowledged.

Evaluation:

Complete exercise 3 on page 112 of "Effective English for J.S.S 3."

Topic: Structure: Expressing Exception Using "Except For," "But," and "Apart From"

Content:

Exception, denoting exclusion, can be expressed using words like except, except for, but, and apart from.

Examples:

a. They all attended the party except Mary.

b. We come to school every day except Saturday and Sunday.

c. I had nothing on except for my socks.

d. All houses are new except for those two over there.

e. She had no choice but to sign the contract.

f. They have answered all apart from the last question.

g. We are all students apart from Stephen.

Evaluation:

Construct ten sentences expressing exception using "except," "except for," "but," and "apart from."

References:

Oxford Advanced Learner’s Dictionary

Topic: Writing: Narrative Essay

Content:

A narrative essay recounts events or incidents akin to an eyewitness account. It demands creativity, logical sequencing, and use of the simple past tense.

Features of a Narrative Essay:

- Must have a title.

- Should be engaging and persuasive.

- Events must follow a logical order.

- Requires imaginative storytelling.

- Primarily employs the simple past tense.

Evaluation:

Write a 250-word essay on "My Most Memorable Day."

**TOPIC:** Speech Work: Consonants \ **θ** \ and \ t\.

**CONTENT**

Consonants \ **θ** \ and \ t\ are voiceless sounds. However, while consonant \ **θ** \ is described as voiceless dental fricative, consonant \ t \ is known as voiceless alveolar plosive.

**Study and pronounce the pairs of words below:**

\ **θ** \ \ t \

thin tin

thorn torn

threat treat

thigh tie

thinks tanks

pa**th** pat

**EVALUATION**

Produce any ten pairs of your own.

**TOPIC:** Vocabulary Development: Electricity

**CONTENT**

The vocabulary of electricity refers to all the words that are commonly and peculiarly used in the field of electricity. In other words, it refers to words that are associated with electricity.

Study the list of words below:

Volt: This refers to a unit for measuring electricity current.

Electrocution: Killing by the passage of electricity through one’s body.

Solar Energy: Energy from the sun.

Insulation: The act of protecting something with a material that prevents heat, electricity or sound from passing through it.

Electrical Appliances: Devices or machines that use electricity.

Electrician: A person whose job is to connect, repair, etc, electrical equipment.

Socket: A hollow part into which an electric plug is inserted.

Converter: A kind of electrical induction coil.

Generator: A machine that changes mechanical energy to electrical one.

Element: Resistance wire in an electrical appliance.

Switch: Device for making and breaking electric circuit.

Disconnect: To cut or stop current from flowing.

Transformer: Apparatus that increases or decreases the voltage of an electric power supply.

**EVALUATION**

Do practice 3 on page 128 of Effective English bk 3.

**GENERAL EVALUATION/REVISION**

1. Underline the correct verb
2. Neither of the two boys (were, was) successful.
3. Either Joy or Jane (have, has) a clock.
4. The man as well as his daughter (is, are) here
5. Neither they nor I (are, am) lazy.
6. I would leave if I (was, were) you.
7. Split the following sentences into subject and predicate.
8. The use of white boards in remote villages is commendable.
9. Each of them can do it.
10. One of the chickens is dead.
11. Everybody is happy
12. Nobody came.

**WEEKEND ASSIGNMENT**

1. Do Tests for continuous assessment page 124, no. 1 only
2. Write a 70-word story about an escape.

**WEEK TWO**

**TOPIC:** Structure: Conjunctions

**CONTENT**

A conjunction is a word that joins words, phrases or sentences together, eg; for, and, or etc, to show the relationship between them.

There are three types of conjunctions-:. Coordinating conjunctions, subordinating conjunctions and correlative conjunctions.

A. Coordinating conjunctions are used to join similar parts of speech, clauses or sentences of equal value. The most common ones among them are: “and”, “but” and or.

**Examples:**

* + 1. They want John and Mary
    2. Boys and girls sometimes think differently
    3. The women sang and danced
    4. The girls were very beautiful but very rude
    5. You may fry the egg or boil it.

B. Subordinating conjunctions: These are simply called subordinators. They are used to join main clauses to subordinate clauses. Examples of the most common ones among them are: when, where, while, why, although, because, if, since, after, until / till, that, unless, as and in order that.

**Examples:**

* 1. After she finished her work, she took a nap. (showing time).
  2. Emmanuel was sleeping when the telephone rang. (time)
  3. I hid the golden ring where nobody could find it. (place).
  4. They were happy because their mother bought them new toys. (reason)
  5. Although I was angry, I didn’t show it. (concession).

C. Correlative conjunctions are used in pairs; e.g; neither nor, either or, both and , and not only, but also.

**Examples:**

1. Both Kunle and Tinuke are my cousins
2. Either you or Ngozi will be chosen
3. Neither my father nor my mother could answer the questions
4. You may not only sleep but also have your meals here

**EVALUATION**

Do practice exercise seventeen, questions 1&2, page 15 of English Grammar by P.O. Olatunbosun.

**TOPIC:** Speech work: Consonant Contrast \ **θ** \ and \ **s** \

**CONTENT**

Consonant \ **θ** \ is known as a voiceless dental fricative while consonant \ **s** \ is a

voiceless alveolar plosive. In other words, both of them are voiceless sounds, but while

one is a fricative, the other is a plosive. Consider the following pairs of words:

\ **θ** \ \ **s** \

thumb sum

mouth mouse

path pass

throw sow

think sink

thick sick

thing sing

thigh sigh

thin sin

**EVALUATION**

Produce any ten pairs of your own.

**TOPIC:** Listening Comprehension: Seed Dispersal

**CONTENT**

The development of listening skills

**EVALUATION**

The passage gives a description of how most kinds of plant increase their number through seed dispersal.

**EVALUATION**

Do the practice on Listening passage on page131

**TOPIC:** Dictation: Words that are commonly mis-spelt.

**CONTENT**

Some words are commonly mis-spelt for the following reasons:

i. transpositions of letters e.g, “ie” and “ei” as in:

believe ceiling

fierce deceive

field seize

ii. assimilation of a letter as in:

debt ‘b’ is not pronounced

listen ‘t’ is not pronounced

honest ‘h’ is not pronounced

pneumonia ‘p’ is not pronounced

sword ‘w’ is not pronounced

iii. The contemporary convention of shortening some words as in:

Exam - Examination

Libry - Library

Lab - Laboratory

Program - Programme

iv. Some different letters are pronounced alike:

gh f ph ff

cough half graph cuff

g gue

big fatigue

s z

please is \iz\

feasible zebra

ck c k que

cock zinc pink boutique

v. double consonant as in:

committee accommodation

professor

vi. Noun plurals as in:

baby babies

body bodies

wife wives

vii. Word class as in:

Noun verb

Practice practise

Licence license

Advice advise

**EVALUATION**

Correct the following words.

1. Refferred
2. Reservation
3. Segregation
4. Installation
5. Accummulation
6. Boundries
7. Residue
8. Jerminate

**TOPIC:** Writing: Report writing

**CONTENT**

A report refers to a spoken or written account of an event. Thus, report writing is an act of

presenting an account of an event that has taken place in a written form. A report can either be formal or informal.

A formal report is one which is presented as a formal document giving details of an event. E.g; robbery, an accident, the proceedings of a meeting etc. To write a good report, one must:

a. have a good knowledge of the audience or the reader.

b. have a good knowledge of the use of direct and indirect speech forms.

c. pay a close attention to tenses.

**Features of a Formal Report**

i. Writer’s address with date

ii. Receiver’s address

iii. Salutation

iv. Title

v. Text of the report

vi. Writer’s name

vii. (designation).

**Informal Report**: This is a report that is not written for official reasons: When writing an informal report, take note of the following:

* 1. make out an outline to guide you.
  2. report both what you have seen and what others have said.
  3. emphasize the facts but avoid exaggeration
  4. make correct statements or personal remarks without prejudice.
  5. avoid expressions that cannot be found in the dictionary.
  6. give sufficient details of the event.
  7. try as much as possible to add your own contribution either by giving suggestions or offering solutions to problems that may have risen in the report.
  8. pay attention to tenses.

**EVALUATION**

There was a fight between a boy and a girl in your class. The girl was beaten up by the boy such that she fainted and was rushed to the sick-bay. The principal of your school heard about the incident and asked you to write your own report of what actually happened and your contribution as the class-captain.

**GENERAL EVALUATION/REVISION QUESTIONS**

1. Use a pronoun or an adverb as a sub-ordinate conjunction to fill the space in each of the sentence.
2. Ladi is the student \_\_\_\_\_\_\_ solved the problem
3. The book \_\_\_\_\_\_\_\_\_ I read has forty pages.
4. The student \_\_\_\_\_\_\_\_\_ he flogged wept bitterly.
5. She arrived \_\_\_\_\_\_\_\_\_ we expected her.
6. He will eat \_\_\_\_\_\_\_\_\_\_\_ you give him.
7. Fill in the gap with the correct letter(s).
8. privile\_e (g, dg)
9. boyco\_ (t, tt)
10. d\_lapidated (e, i)
11. extra\_dinary (o, or, au)
12. di\_atified (s, ss)

**WEEKEND ASSIGNMENT**

Do tests for continuous assessment nos 1 (1 – 10) and 2(1-5), page 155 of Effective English Bk3

**WEEK THREE**

**TOPIC:** Vocabulary Development: Suffixes: Noun derivatives, Verb derivatives, and Adjective derivatives

**CONTENT**

A suffix refers to a letter or a group of letters added to the end of a word to make or form another word. Derivatives are words that have been developed from other words. Study the following examples to see how nouns, verbs and adjectives are formed by adding suffixes to certain other words.

**NOUN DERIVATIVES**

**Words Suffixes Derivatives**

Child hood Childhood

Neighbour hood Neighbourhood

Friend ship Friendship

Inhabit ant Inhabitant

Shy ness Shyness

Dry ness Dryness

Establish ment Establishment

Nourish ment Nourishment

Teach er Teacher

Sell er Seller

Sail or Sailor

Approve al Approval

**VERB DERIVATIVES**

**Words Suffixes Derivatives**

Dignity ify Dignify

Code ify Codify

Beauty ify Beautify

Popular ize Popularizes

Synthesis ize Synthesize

Terror ize Terrorize

Industrial ize Industrialize

Sympathy ize Sympathize

Dark en Darken

Sad en Sadden

Quick en Quicken

**ADJECTIVE DERIVATIVES**

**Words Suffixes Derivatives**

Faith ful Faithful

Delight ful Delightful

Detriment al Detrimental

Fate al Fatal

Fool ish Foolish

Child ish Childish

Noise less Noiseless

Use less Useless

Care less Careless

Attention ive Attentive

Attract ive Attractive

**EVALUATION**

a. Form five adjectives from the following words:

i. Intention, fruit, watch, educate, use.

b. Form five nouns from the words below:

nourish, dismiss, kind, apply, woman

**TOPIC:** Structure: Interjections

**CONTENT**

Interjections are also known as “Exclamations”. They are words that we normally use when we express strong feelings e.g. Surprise, anger, excitement, joy, disgust, e.t.c.

Exclamations are indicated by exclamation mark (!)

Examples: oh! I have forgotten the name!

Wow! What a day!

What a beautiful woman she is!

How wonderful the message was!

**FORMATION OF EXCLAMATIONS**

An exclamation can be formed from a corresponding sentence or statement.

**Examples:**

They were nice

* 1. How nice they were!
  2. God is wonderful.
  3. How wonderful God is!
  4. You are a kind man
  5. What a kind man you are!

**EVALUATION**

Change the following sentences to exclamations.

* 1. She is a stupid girl

1. The day is beautiful
2. You are a brave hunter.
3. Adisa is a poor man.
4. She is a pretty lady.

**TOPIC:** Poem: In praise of a young man

**CONTENT**

* The subject matter of the poem
* Figure of speech used.

The poem is about praising a young man. It is highly metaphorical analyzing the strength and the might of a young man.

The figure of speech that is used through out the poem is metaphor, comparing the man with a hare, a rope, a lion, a head, and a log.

**EVALUATION**

Compose a poem of about 8 lines in praise of your father.

**TOPIC:** Speech work: Consonant Constrast \ **ʃ** \ and \ **ʒ** \

**CONTENT**

Consonant \ **ʃ** \ is a voiceless palatal-alveolar fricative while consonant \ **ʒ** \ is its voiced counterpart.

Now, study the words below noting the differences in their pronunciations.

\ **ʃ** \ \ **ʒ** \

Pressure treasure

Mission vision

Flash pleasure

Splash camouflage

Mansion casual

Machine occasion

Possession confusion

Attention decision

Aggression garage

Cashew mirage

Sure measure

Auction explosion

Avalanche avenge

**EVALUATION**

Identify the sounds underlined in words below:

Champagne allusion

Vicious

Nation

Conclusion

Measure

Chef

**TOPIC:** Writing: Article Writing

**CONTENT**

An article is an essay you write for publication in a newspaper or magazine. In an article, you may be required to compare and contrast, discuss causes and effects of something or give a thorough definition of something.

**FEATURES OF AN ARTICLE**

i. An article must have a title

ii. Text of the article(body of the article)

iii. Conclusion

iv. Writer’s full name and class.

v. Simple present tense is the dominant tense used in articles.

**Note**: An article may take the form of a descriptive essay, argumentative, essay etc. Therefore, the content and organization of the article should be the same as those of the essay type it is related to.

**EVALUATION**

Write an article for publication in your school magazine on the topic “Indiscipline Among Students”

**GENERAL EVALUATION/REVISION QUESTIONS**

1. Form a noun from each of the following adjectives, silent, intelligent, great, sweet, wise, long, wide, young, true.
2. Change these sentences to exclamations
3. God is good.
4. She is a beautiful girl.
5. The man is brave.
6. The books were interesting.
7. The day is bright

**WEEKEND ASSIGNMENT**

Do practice exercise ten, pages 49&50 (no 3 only) and practice exercise twenty- four on page 98 (1-10) of English Grammar

**WEEK FOUR**

**TOPIC:** Comprehension: Nweze’s Homecoming

**CONTENT**

* + Summary of the passage
  + Evaluation

The passage is all about the preparation made by Ibuza women towards the arrival of their son who was returning from U.K. They all bought the same cotton materials, made it into the same style, dyed and straightened their hair.

**EVALUATION**

Do practice 2, page 127 of Effective English bk. 3

**TOPIC:** Structure: Question Tags.

**CONTENT** There are different types of questions. There are ‘WH’’ questions, Yes/No questions, statement questions, question tags, etc

Question tags are actually a kind of Yes/No question. They are usually attached to the end of a statement. However, in all types of questions, the verb in both the question and the answer must be in the same tense. Question tags are mostly used when you want your listener (s) to agree with you on something. There are rules that govern tag questions and answers. These are:

1. Positive Statement, Negative Tag, Positive Answer.

ii. Negative Statement, Positive Tag, Negative Answer

iii. An auxiliary verb repeats itself in the tag, but main verbs use the appropriate forms of verb ‘Do’

iv. In a complex sentence, the tag is picked from the main clause.

**The following are examples:**

i. She is leaving now, isn’t she? Yes, she is.

ii. You will come back for me, won’t you? Yes, I will.

iii. The children can’t do the sums, can they? No, they can’t.

iv. They have some oranges, don’t they? Yes, they do.

v. Bola can sing very well when she is happy, can’t she? Yes, she can.

**EVALUATION**

Do practice 2 on page 93 of Effective English bk.3

**TOPIC:** Writing: Informal Letter

**CONTENT**

* Definition of an informal letter
* Features of an informal letter.

Informal letters are private or personal letters. They are letters we write to people who are very familiar and close to us, such as our parents, friends, classmates, younger relations, etc.

**Features of an Informal Lette**r

1. The writer’s address with date
2. The salutation
3. The body of the letter
4. i. The introduction

ii. The main points

iii. The conclusion.

1. The ending of the letter/subscript

|  |
| --- |
| Government Great College , |
| P.O. Box 216, |
| Makaliki, Lagos. |
| 10th September,2010. |
|  |
| Dear Janet, |
| The body of the Letter. |
| Yours sincerely,  Bolu. |

**EVALUATION**

Write a letter to your friend who is studying in another country, telling him/her about some problems you are facing in your school and at home, asking him/her to suggest how the problems can be solved.

**TOPIC:** Grammar: Verb phrases- Lexical and auxiliary verbs.

**CONTENT**

A verb phrase comprises a lexical verb and one or more auxiliary verbs. Lexical verbs are also known as main verb while auxiliary verbs are often called helping verbs. A lexical verb can stand on its own and it performs the main action. However, some auxiliary verbs can be used as main verbs, performing the main actions in the sentences in which they occur.

**Consider the following examples**

i. The girl is thinking about her mother

ii. The woman has arrived from Jos.

iii. She and the boy have opened the door

iv. You have broken the pencil

v. I have two eyes

vi. She comes here everyday

vii. I will taste the food first

viii. They must have finished the job by now.

**EVALUATION**

Do practice 1 page 179 of Effective English bk3

**TOPIC:** Speech work: Nasal Sounds \ **m** \, \n \ and \ **ŋ** \

**CONTENT**

There are only three nasal sounds in English – \m\, \n\ and \ **ŋ** \. These three are voiced sounds. However, the places of and the organs involved in their articulation are different. Thus, they are described as:

\m\ bilabial nasal

\n\ alveolar nasal

\ **ŋ** \ \ velar nasal

**Examples of words in which they occur**

\m\ \n\ \ **ŋ** \

sum sun sung

scheme kin king

some son song

yam yawn young

map nap

balm ban bang

more morn monk

gum gun going

slam slant slang

simmer sinner singer

**EVALUATION**

Produce any 5 triple sets of words as in the examples above.

**GENERAL EVALUATION/REVISION QUESTIONS**

1. Complete the following tag questions
2. It is sunny outside, \_\_\_\_\_\_?
3. She doesn’t sing well, \_\_\_\_\_?
4. I saw John and Mary, \_\_\_\_\_\_?
5. They come here often, \_\_\_\_\_\_?
6. There are eight chairs in your room, \_\_\_\_\_\_?
7. Combine much, a little and little with five uncountable nouns.

**WEEKEND ASSIGNMENT**

Do practice exercise eighteen on page 78-79, questions 1&2 of English Grammar by P.O Olatunbosun.

**WEEK FIVE**

**TOPIC:** Structure: Personal and Possessive Pronouns

**CONTENT**

A pronoun is a word used instead or in place of a noun or a noun phrase. E.g;

Ade is coming tomorrow

The boy is coming tomorrow

He is coming tomorrow.

There are different types of pronouns. They are: personal pronouns, possessive pronouns, relative pronouns, reflexive pronouns, etc.

Here, we shall consider Personal and possessive Pronouns.

Personal Pronouns: They are used to refer to persons (and things) and they are of three types.

1. First Person

**Singular Plural**

I go to school every day. We go to school every day.

2. Second Person

**Singular Plural**

You come here every Saturday. You come here every Saturday.

3. Third Person

**Singular Plural**

He/ She /It {goes to the stream every week. They go to the stream every week.

Personal Pronouns also have object and subject forms.

**Consider the box below.**

**Subject form Object form**

I Me

You you (singular& plural forms).

She her

He him

We us

You you

They them

It it

**Possessive Pronouns:** These are also known as genitive pronouns. They show ownership or possession. The following table shows the possessive forms of pronouns in terms of pronominal adjectives and pure pronouns:

|  |  |  |
| --- | --- | --- |
|  | **Singular** | **Plural** |
|  | **Adjective Pronoun** | **Adjective Pronoun** |
| First Person | My mine | Our ours |
| Second Person | Your yours | Your yours |
| Third Person | His his  Her hers  Its its | Their theirs  Their theirs  Their theirs |

**Examples:**

This is my book

This book is mine

That is your pencil

It is yours

These are our bags

They are ours

The chairs are their own

They are theirs

The food belongs to the dog.

The food is its.

**EVALUATION**

Do practice five on page 23 of English Grammar by P.O Olatunbosun

**TOPIC:** Writing: Formal Letter

**CONTENT**

* Definition of a formal letter
* Features of a formal letter

Formal letters are also called official or business letters. They are written to people in their official position. They are people we do not know personally, eg; Local government chairman, commissioners. principal of your school, managers of organizations, etc.

**Features of a Formal Letter**

i. The writer’s address and date

ii. The receiver’s designation and address

iii. Salutation

iv. Subject heading

v. The body of the letter

vi. The conclusion or final paragraph

vii. The ending of the letter/subscript(usually Yours faithfully,)

viii. Writer’s signature and full name.

**Example:**

|  |
| --- |
| Government Great College,  P.O. Box 216,  Makaliki,  Lagos State.  10th October, 2010.  The Chairman,  Makaliki Local Government,  Lagos State.  Dear Sir,  The Urgent Need to Rehabilitate Makaliki- Ota Road  The Body of the letter  Conclusion / Final Paragraph  Yours faithfully,  Signature  Babatunde Talamo. |

**EVALUATION**

Write a letter to the principal of a neighbouring school, inviting their JSS3 students to a debate organized by your club.

**TOPIC: Comprehension: Solubility**

**CONTENT**

* Summary of the passage
* Evaluation

The passage is a science text which gives explanation on what Chemistry is all about.

It also talks about substances that are soluble in water and those that are not:

**EVALUATION**

Do practice 2 on page 144 of Effective English bk.3

**TOPIC:** Speech work: vowels \ **ɪ** \ and \ **iː**\

**CONTENT**

Vowels \ **ɪ** \ and \ **iː**\ are described as spread half-close front vowel and spread close front vowel respectively. However, vowel \ **ɪ** \ is a short vowel while vowel \ **iː** \ is a long one.

**They are present in the words below:**

\ **ɪ** \

‘a’ – village, adage

‘e’ – before, women, English

‘u’- business, busy

‘ei’- foreign

‘ui’- build

‘y’- symbol, lynch,

‘I’- sit, pit, big,

\ **iː**\

“Uay’’- quay

‘ae’ – aesthetic

‘e’ – mete, procedure

‘ee’ – peel, meet

‘ea’ – heat, seat

‘ai’ – machine, prestige

‘ei’ – receive, deceive

‘ie’ – relieve, believe

‘oe’ – foetus, amoeba

‘ui’ – suite

‘eo’ – people

**EVALUATION**

Write the sounds represented by the underlined letter (s) in the following words:

Minute Pig

Guilt kid

Caesar Deceive

Seek People

Myth Seat

**GENERAL EVALUATION/REVISION QUESTIONS**

Use the following pronouns and phrases in sentences.

1. He, him, I, they, them, we, us, she, her.
2. Ada and I, Dele and me, he and she, him and her.
3. Myself, yourself, yourselves, herself, himself, themselves, ourselves.

**WEEKEND ASSIGNMENT**

1. Do practice twenty four (2 only: 1-20) on page 98-100 of English Grammar by P.O Olatunbosun.
2. Write 10 words that are associated with morals appraisal.

**WEEK SIX**

**TOPIC:** Structure: Reflexive and Relative Pronouns.

**CONTENT**

Reflexive pronouns are pronouns that refer to subjects of sentences. They usually end in “self” in their singular forms and in “selves” in their plural forms. E.g;

* 1. The murderer hanged himself (“himself refers to “The murderer”)
  2. The children did the work themselves (“children” refers to “The children)
  3. Tola gave herself to the police (“herself” refers to “Tola”)

The table below shows the reflexive pronouns in their singular and plural forms

**Singular Plural**

First person myself ourselves

Second Person yourself yourselves

Third Person himself } themselves

Herself}

Itself}

Reflexive pronouns are also used to show emphasis, e.g; I myself did not know the answer

(“myself” emphasizes ‘I’)

She did the work herself (“herself” emphasizes ‘she’)

Relative Pronouns usually introduce relative clauses. Relative pronouns show the relationship between relative clauses and the words that precede them. Relative pronouns are: who, whom, whose, which, that, where, when, and how. Consider the following examples;

* 1. The girl who won the prize is my cousin
  2. The man whom I told you about is dead
  3. This is the lady whose car is missing
  4. I saw the boy that killed the python.

**EVALUATION**

Construct a sentence with each of the following pronouns.

Ourselves, whose, which, itself, yourselves, who and myself.

**TOPIC:** Writing: Expository Essay

**CONTENT**

An expository essay is a type of essay in which students are expected to explain a thing or a process in full. In expository essays, facts about situations, descriptions of things are stated as well as judgments.

In expository essay, definitions of terms can be given, comparison of things can be done, causes and effects of something can be discussed, illustrations can also be given, etc.

The dominant tense used in expository essays is simple present tense. Also, every expository essay must have a title.

**EVALUATION**

Write a good essay on the topic “Why students fail examination”

**TOPIC:** Vocabulary Development: Words Associated with Moral aAppraisal

**CONTENT**

By “moral appraisal”, we mean the judgment we place on people’s behaviour whether good or evil. Therefore, words associated with moral appraisal are such words we use to describe people’s behaviour or character. Consider the examples below:

Callous: not caring that other people are suffering.

Generous: being willing to help

Faithful: being loyal

Jealous / envious: being angry because someone has what you wish you had

Stupid / silly: lack of good sense

Rude / impolite / insolent: speaking or behaving in a way that is not polite i.e opposite of generous

Talkative: talking too much

Stingy: synonymous to mean.

**EVALUATION**

Write five words that are associated with moral appraisal and use them in sentences of your own.

**TOPIC:** Speech work: Vowels \ **ɑː** \ and \ **ɜː** \

**CONTENT**

Vowel \ **ɑː** \ is described as a neutral open back vowel and \ **ɜː** \ as a neutral half-close central vowel.

Vowel \ **ɑː** \ takes the following forms:

“a” as in father, pass, vase.

‘ar’ as in car, park, mark.

‘ear’ as in heart

‘er’ clerk, sergeant

‘al’ palm, calm, half

‘au’ laugh, aunt

\ **ɜː** \ takes the forms below:

‘er’ as in germ, verve

‘ear’ as in learn, yearn

‘ir’ as in shirt, skirt

‘ur’ as in burn, turn

‘our’ as in journey, courtesy

**EVALUATION**

Indicate the sounds underlined in the following words:

Fertile cart

Pearl heart

Firm calf

Burden arsenal

**TOPIC:** Poem: Empty Head

**CONTENT**

The poem is talking about someone who doesn’t know anything as he forgets whatever he learns so soon.

The figures of speech used include:

Alliteration- lines 3 and 4

Repetition- lines 1, 5 and II

Personification- line 9, 10, 12 etc.

**EVALUATION**

Learn the poem by heart.

**GENERAL EVALUATION/REVISION QUESTIONS**

Choose the word that has the same consonant or vowel sound (s) as the one underlined.

1. those A. thought B. this C. think D. teeth
2. keep A. quay B. kettle C. kick D. quick
3. low A. loose B. look C. louse D. load
4. change A. cheat B. sharp C. crèche D. chemist
5. /a/ A. teacher B. prove C. battle D. spray
6. /^/ A. bat B. dark C. blood D. blow

**WEEKEND ASSIGNMENT**

i. Write 10 words that are associated with moral appraisal and state their meanings.

ii. Write a good essay on the topic “Pollution In Our Cities’’

**WEEK SEVEN**

**TOPIC:** Comprehension: Explaining an Idea: Photosynthesis

**CONTENT**

The passage explains how green plants, through a process called photosynthesis, make their food. The writer also explains certain limitations which are common to all green plants. Lastly, the writer advises people to devise methods of food production that do not depend on plants as the first link in the chain.

**EVALUATION**

Do practice 2 on page 173

**TOPIC:** Structure: Indefinite and Reciprocal Pronouns.

**CONTENT**

Indefinite Pronouns are those pronouns that don’t refer to specific people or things.

**Below are examples of indefinite pronouns:**

any some all

anybody somebody everybody

anyone someone everyone

anything something everything

none few

nobody little

no one many

nothing several

Note that some indefinite pronouns take singular verbs while others take plural verbs

**Examples**:

Everyone is present

Nobody cares about him

Something is missing somewhere.

Everybody has left for the occasion

Few are needed for the job

Many want to be like her

Also, some indefinite pronouns can be used to show ownership/ possession

**Example:**

That is somebody’s pencil

Don’t steal anyone’s property

His health is everybody’s concern

**Reciprocal Pronouns:** These pronouns are used when the actions of the verbs are shared by two or more people or things. Reciprocal pronouns are of two forms: “Each other” and “one another.”

**Examples:**

My friend and I love each other dearly.

The players congratulated one another on their victory.

Note that “Each other” is used when two people or things shared the action while “One another” is used when more than two people or things are involved.

**EVALUATION**

List the pronouns in the following sentences, stating their types:

i. While I was taking my bath, somebody knocked at the bathroom door which was locked.

ii. John asked himself what he was doing when a thief stole his watch.

iii. To whom was that letter addressed?

iv. Adamu and Sule fought each other yesterday.

**TOPIC:** Speech work: Vowels \ **ɒ** \,**\ɔː**\ and \ **ʌ** \

**CONTENT**

Vowel \ **ɒ** \ is described as rounded open back vowel and it is vowel no 6 in English.

Vowel \ **ɔː** \ is known as rounded half-open back vowel and it is vowel no 7. It is the long counterpart of vowel no 6. Vowel \ **ʌ** \ is described as a short neutral half-open central vowel and it is vowel no 10. Each of these vowels is represented by different letters of the English alphabet.

**Consider the following examples:**

\ **ɒ** \

‘au’ as in laurel, because

‘ow’ as in knowledge

‘ou’ as in cough, trough

‘a’ as in want, what

‘o’ as in cot, pot

\ **ɔː** \

‘a’ as in talk, water

‘oar’ as in board, roar

‘au’ as in laud, caught

‘aw’ as in law, hawk

‘ou’ as in bought, fought

‘or’ as in door, north

‘our’ as in court, bourdon

‘ar’ as in warm, war

\ **ʌ** \

‘o’ as in brother, mother, love

‘oe’ as in does

‘ou’ as in double, tough

‘oo’ as in flood, blood

‘u’ as in just, much, but

**EVALUATION**

identify the sounds represented by the underlined letter (s) in words below.

watch colour daughter

sausage country hot

awe laud money

hoard wharf floral

**TOPIC:** Writing: Descriptive Essay

**CONTENT**

A descriptive essay is an essay in which students are expected to give a vivid description of, for example, an object, a person, an animal, a process, etc.

**Features of a Descriptive Essay**

* + It must have a title
  + It must be written in good paragraphs
  + It must be written in simple present forms of the verbs used.
  + The use of good figures of speech is allowed.
  + The essay should be logical and clear enough to give a mental picture of what is being described to the reader.

**EVALUATION**

Write an essay on the topic “My School Inter-house Sports”

**TOPIC:** Grammar: Direct and Indirect Speech.

**CONTENT**

A direct Speech sentence is a sentence that reports the actual utterance / statement of another speaker or writer without any alteration. A direct speech contains the exact words used by the speaker.

**Features of Direct Speech**

i. After the subject (speaker) and the reporting verb, put a comma.

ii. Put quotation marks before you write the first word of his speech.

iii. Write in capital letter, the first letter of the first word of his speech.

iv. Put the appropriate punctuation mark at the end of the speech, e.g; a full-stop, a question mark or an exclamation mark.

v. Close the speech with quotation marks

**Below are examples of direct speech sentences:**

Akin said, ‘I am a nice boy’.

Analysis: Akin (speaker or subject)

Said (reporting verb)

( ‘) (comes after the verb)

I am a nice boy (the exact words of Akin)

A full-stop (.) is applied because it is a complete statement.

Lastly, a quotation mark is used to close the speech.

**Indirect Speech / Reported Speech**

In reported speech, the exact words of the original speaker are not used. Some changes take place when giving a report using indirect speech sentence.

**Features of Indirect Speech Sentences**

i. After the subject (speaker) and the reporting verb, the reported speech is introduced with conjunction “that”, where appropriate.

ii. All the verbs in the present tense in a quotation must be changed to past tense

iii. All pronouns must be changed to third person.

iv. All words of nearness must be changed to corresponding words of remoteness

**Below are the changes in a tabular form:**

Present Tense Past Tense

am/ is/be was

will would

shall should

have had

has had

**Pronouns**

I he/ she

we They

can could

must had to

**Other changes**

yesterday the previous day / the day before

this week that week

next week the following week

here there

now then

today that day

tomorrow the following / next day

ago before

these those

this that

However, when reporting a universal truth, no changes take place in the reported speech, including the reporting verb. Also, if the reporting verb is in the present or future tense, the verb in the reported speech does not change.

Now, consider the following examples:

Direct speech: He said, ‘We have enough rooms for all of you.’

Indirect speech: The man informed us / told us that they had enough rooms for all of us.

Direct speech: Tade says, ‘We have lectures every Friday.’

Indirect speech: Tade says that they have lectures every Friday.

Direct speech: Our geography teacher said, ‘The earth is spherical’.

Indirect speech: Our geography teacher said that the earth is spherical.

**EVALUATION**

Do practice exercise sixteen of English Grammar for J.S.S, page 71-72 (3 only)

**GENERAL EVALUATION/REVISION QUESTIONS**

1. Change the following sentences from Direct to the Indirect speech.
2. “I am sorry, I was late,” Tolu said
3. “I have never been here before now”
4. “This book isn’t mine”, Kunle said.
5. I was very ill yesterday,” John said
6. Change these sentences to Direct speech.
7. The tutor commanded the student to stop talking.
8. The man asked whether I could come the next day.
9. Mother promised to see me that day.
10. He expressed his sympathy.

**WEEKEND ASSIGNMENT:** Do tests for continuous assessment on pages 155&156 OF Effective English bk3 (nos 2&3)

**WEEK EIGHT**

**TOPIC:** Vocabulary Development: Synonyms and Antonyms

**CONTENT**

Synonyms are words that have almost the same meaning. Study the following examples with the aid of a dictionary:

**Words Synonyms**

holy pious, religious, godly

active dynamics, energetic, fast, quick

callous unfeeling, unsympathetic

law rule, legislation, regulation, statute

educated learned, informed, literate

start begin, commence, initiate

happy glad, pleased satisfied

famous popular, well-known, eminent

own possess, have

feeble weak, faint

show reveal, exhibit

aim purpose, intention, objective, goal

dangerous risky, perilous, hazardous

**Antonyms are words that are opposite in meaning or nearly opposite in meaning**

**Words Antonyms**

quiet noisy, troublesome

start end, stop

empty full

friend foe, enemy

idle busy

famous notorious

accept reject

expel admit

monotony variety

virtue vice

Some antonyms are formed by adding prefixes to the words e.g; im, in, un, il. Di, etc. each of these prefixes means ‘not’

**Words Antonyms**

pure impure

correct in correct

literate illiterate

active inactive

possible impossible

logical illogical

orderly disorderly

lucky unlucky

kind unkind

advantage disadvantage

**EVALUATION**

i. Write a synonym for each of these words: humble, broad, openly, wise, profound, industrious, expensive, modern, buy, and correct

ii. Give the antonyms of the words below:

conceal, clever, best, inferior, approve, feeble, able, allow, callous, invaluable

**TOPIC:** Structure: Active and Passive Voices

**CONTENT**

An active sentence is one in which the subject performs an action or does something. In this case, the sentence follows the normal order of the subject, verb and object or subject and predicate.

**Examples:**

Bola\ kicked\ the ball.

Tunde \visits\ a doctor\ every month.

I\ ate \yam\ yesterday.

The children\ are playing\. Football.

All the sentences above are in the active voice.

A passive sentence is realized when the object takes the position of the subject, i.e when the object is mentioned first before the subject.

Often times, passive sentences are used:

When we do not know the subject or performer of the action, e.g The book was stolen yesterday.

When the subject is not that important:

**Examples:**

The rice is then boiled for twenty-five minutes.

------ when the performer/subject is known by everybody.

The evening news is read at 6pm

**Examples of passive sentences are:**

A song was composed by Tayo

The students were flogged by the teacher

They will be taken home by her.

**Changing Active Sentences to Passive Ones**.

To do this, some changes take place:

i. The active object becomes a passive subject

ii. The active subject becomes agentive adverbial introduced with the preposition ‘by’

iii. An appropriate form of auxiliary ‘BE’ is introduced before the main verb

**Now change the following active sentences to passive ones:**

Active sentence > They sang some songs.

Passive sentence > Some songs were sang by them.

Active sentence > Women prefer smaller cars.

Passive sentence > smaller cars are preferred by women.

Active sentence > His trap has caught a rat.

Passive sentence > A rat has been caught by his trap.

Active sentence > The teacher is flogging the students.

Passive sentence > The students are being flogged by the teacher.

**EVALUATION**

Change the following to passive sentences:

i. He will do the work.

ii. I will have finished the assignment by 4o’clock.

iii. The boy writes two letters every week.

iv. She is writing a letter.

**Change the following to active sentences**

a. The work would have been done by her

b. The ball was kicked by me

c. The novels were written by him

**TOPIC:** Grammar: Phrasal Verbs and Idioms

**CONTENT**

A phrasal verb is a group of words that consists of a verb and a particle, usually a preposition. We must understand that the meaning of a phrasal verb cannot be understood from the meanings of individual words taken in isolation. Rather, it has to be understood from the entire phrase.

**Consider the following:**

turndown > refuse: I turned down his offer.

give in > surrender: we refused to give in to the opponents.

put off > postpone: The meeting was put off till next week.

take to > like: Children take to whoever plays with them

take after > resemble: I take after my mother.

take in > understand: She took in everything the teacher said.

An Idiom is a group of words/ a phrase/ an expression whose meaning cannot be understood from the ordinary meanings of the words consisted in it. In other words, an Idiom is an expression that has a special meaning.

**Example:**

**Idioms meanings**

Fish in troubled waters try to get an advantage from a difficult situation

Not bat an eyelid show no surprise at all

Bite off more than one can chew. try to do what one finds difficult

Put all your eggs in one basket depend on a single plan of action or person for success

Bury the hatchet stop disagreeing with each other

Pick holes in to find the weak points

Kick the bucket die

Lion’s share the largest part

Beat about the bush avoiding the important matter

Nip the crisis in the bud prevent the crisis from developing further

**EVALUATION**

Write the meaning of each of the following:

Bow down.

Come by

Set off

Take aback

Back up

Give up

Countent

Back out

Put out

Hand in

**TOPIC:** Comprehension: Aikin Mata (A play)

**CONTENT**

* + Summary
  + Evaluation

The play is an extract from “Aikin Mata.” It features three characters- the dance leader, Alkali and Magajiya. The play shows how women abolished war by seizing power and control over all the money (kudi) in the land.

**EVALUATION**

Do practice 2 on pages 190&191

**TOPIC:** Speech work: Diphthongs

**CONTENT**

A diphthong is the combination of two vowel sounds produced together with the gliding movement of the speech organs. This means, to realize a diphthong, you glide from the first sound to the second one. There are eight diphthongs in English language.

**They are:**

\ **eɪ** \ as in age, date, make, raid, crane, eight

\ **əʊ** \ as in dough, old, home, go row, crow, toe, sew

\ **aɪ** \ as in buy, rice, cry, tie, height, high

\ **aʊ** \ as in cow, bout, bough, doubt

\ **ɔɪ** \ as in boy, boil, moist, buoy

\ **ɪə** \ as in fear, beer, clear, fierce

\ **eə** \ as in air, bare, fair, share

\ **ʊə** \ as in poor, pure, sure

**EVALUATION**

Indicate the diphthongs represented in the words below

foe \ \

crowd \ \

vain \ \

pair \ \

Island \ \

sow \ \

noise \ \

plough \ \

rear \ \

know \ \

**TOPIC:** Writing: Argumentative Essay

**CONTENT**

An argumentative essay is one in which a candidate presents a subject with the aim of persuading his/ her audience to agree with his/her own point of view against another one. All forms of debate are argumentative essays but not all argumentative essays are debates. We may develop an argument for the following reasons:

i. To prove a point

ii. To present a point of view

iii. To balance the two sides of an issue.

In a debate, your audience determines how you start. There is need for vocative i.e greeting the people that are present, e.g, The Chairman, The Judges, Time-keeper, The Audience, or Ladies and Gentlemen. But, in an argumentative essay that is not a debate, there is no need for the vocative, rather, you write the topic and present your own points in a systematic way.

The language, i.e, your choice of words, must be forceful and convincing. Questions may be asked from the audience, references (allusions) can be made to history, bible, other books etc. Lastly, make sure your final words are as conclusive as possible.

**EVALUATION**

Write to support or oppose the topic “Teachers are better than farmers in a society.

**GENERAL EVALUATION/REVISION QUESTIONS**

1. Use the following phrases in sentences.

has been, have been, is being, will be, will have done, will have been done.

1. Change the following sentences to the passive voice.
2. I am kicking the ball.
3. He has written two letter.
4. He has warned the student
5. They were changing the sentence
6. The boy had written two letters when the rain started.

**WEEKEND ASSIGNMENT**

1. Make a list of ten idioms and give their meanings.
2. Do practice 2 on page 159 of Effective English bk3

**WEEK NINE – TEN**

**LITERATURE**

**Reading of the Recommended Text:** “Village Boy”

Summary of the Text

The story narrates the experience of Joseph Ibe, a typical village boy who has just completed his primary school education and offered admission into a secondary school situated in the city of Enugu.

Joseph is the first of the four children of Ibe and Akueke. Unfortunately for the family, Ibe died when Joseph was only seven years old. Ibe’s death makes life very difficult for Akueke and her children. However, Akueke wants Joseph to go to secondary school. So, she embarks on a journey to Onitsha to ask her own brother for help but her brother is unable to help her at the moment.

So, Akueke and Joseph decide to seek help from Ibe’s brother, a retired policeman. At first, Jude refuses to help, instead, he tries to discourage Akueke and Joseph, saying that Joseph won’t be able to cope. But Akueke is never discouraged by her brother-in-law’s attitude. The following day, Jude sends for them. When they arrive his house, he declares to them that he will help and will continue to help only if Joseph passes very well at the end of the first term. The duo, having agreed with the condition, leave Jude’s house.

On the tenth day of September, Joseph leaves for school. In the school, he comes across different people with different backgrounds and characters, among whom are Adamu,Afam, Philip, Chu-boy, Jegede and some others. Adamu turns out to be Joseph’s best friend as he always stands by him even in times of crises.

Joseph finds it difficult to cope with his work in the first few weeks in school. He fails most of his tests except Math in which he has the highest mark in his class and the teachers complain bitterly about his poor performance. This sets fear in him that he may not be able to fulfil his uncle’s condition. But, with the help of Adamu and Mr.Katchy, the math teacher, Joseph improves in his performance and at end of the first term he discovers that he has done well enough to deserve his uncle’s help.

Themes and Issues in the Novel:

1. Diligence and courage: These themes are exhibited in Joseph who is the protagonist of the story. He is very diligent both at home and at school. He says, ‘I am not afraid of work’ when Afam advises him not to choose Jegede as his house father because he (Afam) believes that jegede will work him to death. Joseph is also very brave. He killed a snake single-handedly.
2. Determination: Akueke strongly determines to send her son to secondary school despite her poverty. Truly, determination helps her realize her goal.
3. Wickedness and selfishness: These are seen in the character of Jude who takes away most of Ibe’s farmlands piece by piece as his own and almost refuses to help his late brother’s son.

Other themes in the novel include laziness, affection.

Major characters:

1. Joseph: He is the central character in the novel. He is the first of the four children of Ibe and Akueke. He has a younger brother, kene and two sisters -Ngozi and Ebele. He is a typical village, very hardworking and courageous. He is also very obedient and truthful.
2. Akueke: She is the wife of late Mr. Ibe and the mother of Joseph. She is an epitome of a loving, caring and exemplary mother. She sells some of her wrappers just to finance her son’s education. She prefers to go hungry to seeing her children suffering or starving. She is also very hard-working. Despite her poor health condition, she still works on her farm.

Adamu : he is Joseph’s friend. Although, he is from a rich home, he is not spoilt or proud. He is very brilliant and helps Joseph to improve in his studies. Adamu , although a Muslim, is never religious bias. His best friend is a Christian. He is really a friend in need who is a friend indeed.

Jude: he is the brother of late Ibe, and an uncle to Joseph. He is a retired policeman. He is very heartless and selfish. He takes away most of his late brother’s farmlands as his own.

Other major characters include: Chu-boy,Kene, Afam, Mr. katchy and so on.

**Narrative Techniques:**

1. The novel is written in the third-person narrative technique. The narrator is an omniscient narrator who tells the story in all its facets.
2. The language is simple: It is very appropriate to portray the message of the novel.
3. The plot is linear: The story line is unhindered. One event leads to the other in a chronological order.
4. Foil characterisation: In the novel, characters are paired and contrasted to bring out moral lessons. For instance, Adamu is the direct opposite of his classmate, Chu-boy. Both of them are from wealthy families, but, while Chu-boy is spoilt and proud, Adamu is not.

Also, Joseph is contrasted with Chu-boy in that while Joseph is very diligent, courageous and truthful, Chu-boy is very lazy, timid and deceitful.

**EVALUATION**

1. Briefly discuss the characters of:

a. Joseph

b. Jude

c. Adamu

1. How does Mr. Katchy Contribute to Joseph’s success?

**READING ASSIGNMENT**

Read “Village Boy’’ by Ifeoma Okoye.

**REFERENCE**

Ifeoma Okoye’s “Village Boy’’