**ENGLISH LANGUAGE SS 1**

**FIRST TERM**

**SCHEME OF WORK**

WEEK 1. PARTS OF SPEECH, NOUN TYPES AND FUNCTION.

WEEK 2. SPEECH WORK-MONOPTHONGS OR PURE VOWELS

WEEK 3. COMPREHENSION, THE DEATH OF IKEMEFUNA-WORD MEANING IN

CONTEXT

WEEK 4. STRUCTURE-ADJECTIVES/ORDER OF ADJECTIVE

WEEK 5. VOCABULARY DEVELOPMENT, WORDS ASSOCIATED WITH

AGRICULTURE

WEEK 6. WRITING AND COMPOSITION – NARRATIVE ESSAY. WEEK 7. ADJECTIVE AND ADVERB USAGE

WEEK 8. COMPREHENSION [READING] – TOPIC SENTENCE, PARAGRAPH AND

SUPPORTING DETAILS

WEEK 9-10. NOUN MEANING AND TYPES

**WEEK 1**

# PARTS OF SPEECH; NOUNS, TYPES AND FUNCTIONS

KEY VOCABULARY:

“Countable noun” “Uncountable noun”(“plural suffix “-s”)

CONTENT:

## Noun – Meaning and Types

A noun is a naming word

## The Noun – Form and Function

Noun has taken the following forms in English

**Proper nouns**: these are names of

i. Persons – Femi,Shola, John etc ii. Places – Ondo, Ibadan, Yaba, Akuree.t.c iii. Days – Sunday, Tuesday, Thursday e.t.c

1. Months – January, February, September et.c
2. Titles – Bobagunwa, Dr, Professor, chief e.t.c

Note: that anywhere the proper noun occurs in a sentence it must start with a capital letter.

1. Common Nouns: These are objects e.g boy, girl, men, women, bro, lion, dog, tigere.t.c.
2. Gerundive Nouns: These can also be called verbal nouns because they are nounsthat are formed from verbs e.g smoking, fighting, dancing, eating e.t.c

e.g (a) The boy is smoking cigarette

(b) Smoking is dangerous to health.

In sentence (a) smoking is used as a verb. But in sentence (b) it is used as a (Gerundive) noun.

1. Abstract Nouns: These are nouns whose manifestations exists in the mind e.g.

Knowledge, beauty, experience, death e.tc

1. Collective Nouns: These are nouns used to refer to a group of persons or objectstogether as one e.g. Crew, Congregation, Mob, battalion, audience e.t.c
2. Countable Nouns: These are nouns that can be counted (count Nouns) e.g Car,tyre, table, chair
3. Uncountable Nouns: are nouns that cannot be counted (Non count nouns) e.g.Water, Salt, rice, beans, ink, cement e.t.c. They are counted in measures e.g A bucket of water, A bag of salt, a cup of tea.

## The Functions of a Noun

1. A noun serves as the subject of the verb e.g.
2. Tunde is going to the market

Tunde is the subject of the verb “is going”

i. Lagos has been described as the Center of excellence.

Lagos is the subject of the verb “has been described”

A noun serves as the object or complement of the verb eg. The boy plays football on the field. Football is the object of the verb plays ii I hate cheating in the examination

Cheating is the complement of the verb hate in the sentence.

EVALUATION:

From the Intensive English by Benson O. Thikpe et.al. (Page 125)

Make the following uncountable nouns

UNCOUNTABLE NOUNS MADE COUNTABLE

Water

Many basing of water

Flour A bag of flour

**ASSIGNMENT**:

Use your dictionary to find the difference in meaning between the following Nouns :

**UNCOUNTABLE NOUNS MADE COUNTABLE**

|  |  |
| --- | --- |
| Work | Works |
| Wood | Woods |

Stone Stones

WEEK 2

# SPEECH WORK, MONOPTHONGS OR PURE VOWELS

**KEY VOCABULARIES**:

Monothongs, Diphthongs, Triphthongs, glide, Long vowel, short vowel **INSTRUCTIONAL MATERIAL**:

A cardboard that shows the labeled parts of the human head.

**PREVIOUS KNOWLEDGE**:

Students are familiar with same speech sounds because they use them unconsciously in the fairly discourse.

**CONTENT:**

## MONOPTHONG

A monopthong is a vowel sound that is made up of one speech sound. It is a single vowel.

Monophthong are also referred to as Pure vowels British English has 12 vowel

monophthongs and they are: / I /, / e /, / /, /Ↄ/, /ə/, /i:/, /a:/, /Ↄ:/, /Ȝ:/, /u:/, /u/, /ᴂ/.

They are divided into long vowels and short vowels.

The long vowels have length mark [:] which is used to show that there is a difference in length as well as vowel quality.

**Diphthong:**

This is a vowel sound that is made up of two speech sound but there is a glide (or movement) from one vowel quality to another and it is pronounced as one. We have a total of 8 diphthongs and they are: /ei/, /i/, /Ↄi/, /əu/, /u/ /iə/, /eə/, /uə/

Bay /bei/ cow /ku/

Buy /bi/ pier /piə/

Boy /bↃi/ pear /peə/ Go /gəu/ poor /puə/

**Triphthongs:**

This is a vowel glide with three distinguishable vowel qualities.

In British English we have 5 triphthongs, formed by adding /ə/ to the diphtohongs /ei/,

/ai/, /Ↄi/, / u/, /əu/ e.g

Layer /leiər/ loyal /lↃiəl/

Liar /l iər/ power /p uər/

Mower /məuər/

EVALUATION: Transcribe the following words

1. Slay /slei/
2. Reign /rei /
3. Safe /seif/
4. Aisle / isl/
5. Wise /w is/
6. Power /p uər/
7. Sour /s uə/
8. Blower /bləuər/
9. Player /pleiə/
10. Layer /leiə/

ASSIGNMENT:

1. Write short explanatory notes in the following types of vowels
   1. Monothongs
   2. Diphthongs
   3. Triphthongs
2. Give their examples in word

**WEEK 3**

**CONTENT:**

Comprehension (Page 3-5)

The Death of Ikemefuna

Word Meaning in context.

One way students can infer a word meaning is from context clues within the text. Students have to learn how to work out the meaning from these clues. One way to unravel these clues is to consider the following questions:

* 1. What do you think the word means considering (a certain Action or event) has happened?
  2. How do you know what the word means (insert the definition)?
  3. What part of the text helps you make this inference?
  4. Where can you find other clues to help you understand?
  5. If you substitute what you think is a similar word, would the sentence still make sense?
  6. Crumbling (verb)- falling
  7. Copiously (Adverb) – abundantly, extravagantly
  8. Clan (noun) – tribe , group
  9. Earshot (noun) – hearing, ear reach
  10. Sheathed (Adjective) – Covered, cased
  11. Effeminate (Adjective) \_ emasculate, unmanly
  12. Outskirt (noun)- fringe

EVALUATION:

Now, reread the comprehension passage and answer question 1-5 correctly

* 1. Okonkwo was eating and drinking palmwine with Okenefuna and Nwoye
  2. The two other people that were with Okonkwo at this time were Okenefuna and Nworo
  3. Ezeudu brought the information that Umuofina has decided to kill Ikemefuna
  4. Ezeudu advices Okonkwo not to bear hand in the death of Ikemefuna because he calls him father
  5. A group of elders from all the nine villages of Unmofia came to Okonkwo’s house the following day
  6. Nwoye went to his mother’s hut and told her that Okenefuma was going home

CONCLUSION:

The students can now give the synonyms of some words while reading a given comprehension passage

ASSIGNMENT:

Give answers or study these words from the passage (word study\_content clues)

* 1. Crunching c. copiously e. fearless
  2. Effeminate d. outskirts f. growled

g. warrior h. trembled (page 6)

Now complete each of these sentences with the right word from the list above

WEEK 4

CONTENT:

# Structure: Adjectives

Adjectives are words that describes or give information about nouns or pronouns For example:

The grey dog barked (Adjective\_ grey) describes the noun dog

The form of an Adjective does not change. It does not matter if the noun being modified is male or female, singular or plural, subject or object. Some Adjectives give us factual information about the noun – age, size, colour e.t.c. (fact adjective- can’t be argued with). Some Adjectives show what somebody thinks about something or somebody – nice, horrid, beautiful e.t.c (opinion Adjectives – not everyone may agree)

## Types of Adjective

1. Numeric Adjectives: six, one hundred and one
2. Quantitative Adjectives: more, all, some, half, more than enough
3. Qualitative Adjectives: colour, size, smell
4. Possessive Adjectives: my, his, their, your
5. Interrogative Adjectives: which, whose, what
6. Demonstrative Adjectives: this, that, those, these

Note the following about comparison of Adjectives

1. The Comparative form of the Adjective denotes a higher degree of the Adjective e.g tall- taller when two people or things are compared
2. The Superlative form (tall-tallest) of Adjectives denotes the highest degree of the

Adjective “tall” when more than people or things are compared

Rules

1. For most Adjectives “er” is added for the comparative form and “est” for the

superlative form. Tall – taller – tallest

1. For Adjectives ending with “e”, “r”, “y” is added for the comparative form and “st” for the superlative form e.g wise – wiser –wisest

Large – larger – largest Nice – nicer – nicest

1. For Adjectives ending with “y” is removed and “ier” is added for comparative formand “iest” for the superlative form e.g lazy – lazier –laziest

Crazy – crazier – craziest

Wealthy – wealthier – wealthiest

1. Usually for longer Adjectives, “more”+ Adjective is used for comparative form and“most” + Adjective is used for Superlative form e .g

Handsome – more handsome – most handsome

Difficult – more difficult – most difficult

1. Irregular Adjectives: There are some irregular Adjectives for which thecomparative and superlative form , follow no particular rule

Good – better – best

Bad – worse – worst

Many – more – most

Little – less – least

## ORDER OF ADJECTIVES

Where a number of Adjectives are used together, the order depends on the function of the Adjective. The usual order is:

Value/opinion Age/temperature Shape Colour Origin Material

ORDER OF ADJECTIVES

Value/opinion Delicious, lovely, charming

|  |  |
| --- | --- |
| Size | Small, huge, tiny |
| Age/temperature | Old, hot, young |
| Shape | Round, square, rectangular |
| Colour | Red, blond, black, pink |
| Origin | Nigerian, Swedish, Victoria, Chinese |

Material Plastic, wooden, golden, silver

Examples:

1. A lovely old red post – box
2. Some small round plastic tables
3. Some charming small silver ornaments

# ADVERBS

Adverbs of certainty express how certain or sure we feel about an action or event

Usage – common Adverbs of certainty

Certainly, definitely, probably, undoubted, surely

Adverb of certainty go before the main verb verb but after the verb “to be”

He definitely left the house this morning

He is probably in the park

With other auxiliary verb, these adverbs go between the auxiliary and the main verbs:

He has certainly forgotten the meeting

He will probably remember tomorrow

Sometimes these adverbs can be placed at the beginning of the sentence:

Undoubtedly, Obafemi Awolowo was a great politician

Be careful with surely: when it is placed ate the beginning of the sentence, it means the speaker thinks something is time, but is looking for combination

Surely you’ve got a bicycle?

## Forms of Adverbs

Many adverbs end in “-ly”. We form such adverbs by adding “-ly” to the adjectives. Here are some examples: quickly, softly, strongly, honestly, interestingly. But not all words that end in –ly are adverbs. “friendly”, for example is an adjective. Some adverbs have no particular form, for example: well, fast, very, never, always, often, still

## TENSES AND RULES

Adjective Adverbs

|  |  |
| --- | --- |
| Dangerous | Dangerously |
| Careful | Carefully |
| Nice | Nicely |
| Horrible | Horribly |
| Easy | Easily |

Irregular forms

Good

Well

Fast

Fast

Hard Hard

## Functions of Adverbs

1. An adverbs adds more information to a verb
2. John speaks loudly. (how does John speak?)
3. Mary lives locally. (where does Mary live? )
4. An adverb adds more information to an adjective
5. He is really handsome
6. An adverb adds more information to another adverbs
7. She drives incredibly slowly
8. An adverbs modifies a whole sentence
9. Obviously, I can’t know everything
10. An adverbs modifies a prepositional phrase
11. It’s immediately inside the door
12. An adverb modifies other verbs
13. The thief acts stupidly (answer the question: how?)
14. The thief never shoots, because he has no gun, (answer the question: why?)
15. The thief robs locally (answer the question: why?)
16. An adverbs modifies other adjectives
17. The thief is extremely stupid
18. This very dumb thief is now jail
19. An adverb modifies other adverbs
20. The thief walks incredibly clumsily
21. The thief acts really stupidly
22. Adverbs also have other functions. You may see them modifying a prepositional phrase
23. The thief was arrested just outside the apartment
24. You may find an adverbs modifying an entire sentence
25. Certainly, the thief chose the wrong profession

WEEK 5

CONTENT

COMPREHENSION – WORD MEANING IN CONTEXT

In any given comprehension passage, words are being used to pass across the intended message. A word is made up of two or more morphemes. A phrase is made up of two or more words and it’s this same phrase in the extended form (with a verb) that will give us clause. From clause to sentence.

Word Meaning in context: The context of usage of any given word in a sentence will determine the meaning of that word.

Sentence: (i) The boy is very sharp (intelligent, clever, smart)

* 1. Ade cuts the orange with a sharp object (smooth edge)
  2. I can’t locate the bank of the river (edge)
  3. I will be in the bank in the next five minutes (financial institution)

**ASSESSMENT**: From the new Oxford Secondary English course for Senior Secondary School (SS1) by Ayo Banjo et. al. flip to page 2-3 (Answer question (a), (b), (c) and (g)

(f) What is word meaning in context? Give 5 examples in sentence

**ASSIGNMENT**: In your own words, explain the following

Morpheme

Word

Phrase/group

Clause

Sentence

**MORAL INSTRUCTION**: All students must understand the fact that Jesus is the perfect and fulfilled word of God. He fulfilled the word of God when He comes to dwell among us.

WEEK 5

CONTENT:

# WORDS ASSOCIATED WITH AGRICULTURE (pg 19 –Nosec)

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **Words** | **Transcription And stress placement** | **Word meaning and Sentence usage** |
| 1 | Irrigation Irrigate | /Iri’geiʃn/ – noun Irrigate /irigeit/ – verb | To supply land or crops with water exp. By means of secially constructed channels or pipes Sentences: Irrigation has greatly increased the area of cultivable land. |
| 2 | Implements | /’impliməntz/  – noun | A tool; a piece of equipment e.g farm implements Sentence: Man’s earliest Implements were carved from stone and bone. |

3 Cereals /’siəriəl/ – Any of various types of grass producing edible

noun grains e.g wheat, rye, barley, Sentence: Cereals are sold here

ASSESMENT: (NOSEC PAGE 20) (i) Study these words which are also associated with farming: seeds, seedlings, yam seeds, yam-sets, stashing, pruning, transplanting, axe, bulldozer, crop rotation, bush-burning, subsistence farming – find out more of them.

ASSIGNMENT: Give the following information about the following words (i) Transcription

(ii) Stress placement (iii) Meaning (iv) Sentential usage

Pruning

Bulldozer

Transplanting

Crop-rotation

**WEEK 6**

**CONTENT:**

# WRITING NARRATIVE ESSAY

A Narrative essay is a writing in which a story is told. Every body tells a story – The Introductory Paragraph.

From the narration – The next middle paragraph seeing as the body of the narration, narrate the events of the day that support the claim in the introductory paragraph, of a bad day.

## Content of a Narration

Your essay at this stage should be up to 400 words. A narration can contain Factual or

Fictitious (imagined) stories, or a combination of the two – Qualities of a Good narration

1. It must contain clear, and interesting introduction
2. Well developed middle section
3. Plots are narrated sequentially, and well-laid out paragraph

**ASSESSMENT:** (Writing Practice) – Write what you will say on any of the two questions bellow – follow the guideline in earlier examples:

1. You were present when two students fought in the School – Tell your school counselor how it happened
2. Write on any ceremony you have celebrated with your family.

**WEEK 7**

# STRUCTURE – ADJECTIVE AND ADVERB USAGE

**CONTENT**: Introduction – An Adjective is a word that qualifies or modify a noun or pronoun. E.g Peacock is a bird – Peacock is a Beautiful bird and it is similar to possessive pronoun e.g. My, yours, his, hers, our, theirs, its. But thy word modifies the noun to function as an Adj. What, and which

Sentence – Which places are to be visited during our tour? (iii) Demonstrative Adj. are used to point out e.g that, this, these, those, what (iv) Numeral Adj. reveals the number of the nouns (Definite Number – Cardinal – Ordinal) (Indefinite – some, few,.

Descriptive Adj – are used to reveal quality or sort of a noun e.g. big, good, beautiful.

Adverb is a word or set of words that modifies verbs, adjectives or other adverbs e.g. slowly, very, especially, quickly, badly.

**ASSESSMENT**: Explain the following types Adjectives or your own words:

1. Adjective of Definite number
2. Adjective of indefinite number

**ASSIGNMENT:** Use the following types of Adverbs in sentences

Adverb of frequency e.g daily, often

Adverb of reason

Adverb of concession Adverb of manner Adverb of place.

WEEK 8

COMPREHENSION (READING)

The following should be done in reading to make a note:

1. Read with a goal in mind – This could be what you want to learn about, what essay

you’re writing, an exam you’re revising for, and so on.

1. Learn to skip over irrelevant passages
2. Point at your place in the page
3. Avoid reading “aloud” in your head
4. Underline key phrases, pupils read to identify the keywords – The keyword is a word that is used as a pattern to decode an encrypted message.

TOPIC SENTENCE: This is a sentence that states the topic of its paragraph. Paragraph – Paragraph is one of several distinct submissions of a text intended to separate ideas; the beginning is usually marked by a new indented line – The supporting details are a small part that can be considered separately from the whole.

ASSESSMENT: Identify the topic/theme of this passage – Sprains are injuries to the ligaments which hold the joints together. Sprains occur when the ligaments are over stretched. The joints most frequently sprained are the wrists and ankles.

ASSIGNMENT: NOSEC (page 5-6) Read the following passage carefully and identify the topic/theme – Anything that can cause a body at rest with some mass to more over a distance is force. We apply force if we want to open a door, more a chair or push a car.

**WEEK 9 – 10**

# NOUN – MEANING AND TYPES

A noun is a naming word and it takes the following forms:

1. Proper Noun – Names of Persons, places, days, months, titles, events
2. Common Nouns denotes in common to every person of the same kind
3. Gerundive nouns – are also called verbal nouns e.g. smoking, fighting,
4. Abstract nouns – are nouns that are unseen but represented by ideas, feelings, concepts e.t.c.
5. Collective nouns denote a number of persons or things taken together but spoken of as one e.g. herd, army, crowd, audience. vi. Countable nouns and uncountable nouns.

Functions of a Noun: The noun an function as the subject of a verb, it can function as the object or complement of a verb.

ASSESSMENT: From the intensive English by Benson. U. Oluikpe et. al (Page 125) Make the following uncountable Nouns countable

Uncountable Nouns Made Countable

Water

Many begins of water

Flour A bag of flour

ASSIGNMENT: Use your dictionary to find out the difference in meaning between the following nouns: work – works, wood – woods, Give five examples (each) – for the following nouns and use them in sentences: (a) Gerundive noun (b) Proper noun.

MORAL INSTRUCTION: The master of heaven and earth give man the distinct assignment of naming all the things that had been created. Hence, man’s necessity and needs are even now being given names for identification and uniqueness.