

SCHEME OF WORK

3RD TERM LESSON NOTE

WEEKS	TOPICS / CONTENTS . Learning Objectives: By the end of the lessons, students should be able to:
1	Revision of last term's work. Speech work: Diphthong /ei/ , /au/, /ai/, /au/, /ɔi/, /iə/, /eə/, /uə/. Grammar- Verb introduction to Active and Passive voice. Reading and Comprehension: Reading to make meanings from spatial description. Vocabulary development- AIR TRANSPORT. Composition- Expository essay. Literature-in-English- Prose- plot, setting, main characters (themes), characterization. Words of the week: shining, cite, site, sight, advise, advice, juncture, defy, align, erroneous
2	Speech work: Introduction to consonant sounds. Grammar- Active and Passive voice. Reading and Comprehension- Vocabulary Development (Words associated to Fishing). Composition- Elements of writing. Literature-in-English- Prose (Recommended text) Authors narrative technique , characterization subject matter. Words of the week:- Hallelujah, transferred, picknicking, duly, truly in spirit, in fact, at times, playwright, preferred, unforeseen
3	Speech work: Syllables: Words of tow, three, four syllables. Grammar- Active and Passive voice. Reading and Comprehension- (Identification of keywords). Literature-in-English- Prose (Recommended text) Words of the week: Soliloquy, fascinate, auxiliallry, conscience, necessary, restaurant, acquaintance, grammar, interruption, paralleled,
4	Speech work: Syllables Continued. Grammar- Statements and Tag questions. Reading and Comprehension- Vocabulary development. Composition- Argumentative essay. Topic- Tribalism is a better evil than cultism. Literature-in-English- Myths/ Legends. Words of the week: embarrassment, drunkenness, calendar, acquaintance, precede, proceed, gauge, , leisure
5	Speech work: Consonant sounds (continued). Grammar- Differentiating between polar questions and tag questions. Reading and Comprehension. Vocabulary development. Composition: Argumentative essay. Topic- Cultism erodes traditional values in a society. Literature-in-English: Poem. Words of the Week: Consensus, mischievous , misspell, pastime, relevant, separate, their, supersede, they're
6	Speech work: Consonant clusters- /nju:/-new, /dɒgz/-dogs, view /vju:/. Grammar- Exercise on Adverbials. Reading and Comprehension. Vocabulary development. Composition:

	Differences between argumentative and expository essay. Literature-in-English- Drama (recommended text). How to write a short play or story. Words of the week: consensus, mischievous, misspell, pastime, relevant, separate, their, they're, supersede
7	Mid- Term break / Mid-term Test
8	Speech work: Word boundaries,- Linking consonant to vowel, linking consonant to consonant linking vowel to vowel. Grammar- Revision of Nouns and Pronouns. Reading and Comprehension- Reading to identify how a diagram or map clarifies or complements reading materials. Vocabulary development- Spelling drill. Composition- Expository essay. Topic- How to plant a tree. Literature-in-English- Drama (Use simile and metaphor in sentence. Words of the week: until, vacuum, sergeant, preferred, questionnaire, possession, occurrence, millennium, indispensable, harass,
9	Speech work: Contraction between /eθ/ and /iθ/. Grammar- Verbs and Adjectives. Reading and comprehension. Composition (Oral). Literature-in-English – Drama – convert similes to metaphor and vice versa. Words of the week: guarantee, conscientious, amateur, buoyant, experience, beggar,
10	Speech work: Diphthongs: contrasting /uθ/ and /θu/. Grammar: Revision of Nouns and Pronouns. Reading and Comprehension- Vocabulary development. Composition: Revise the four types of essays. Literature-in-English- Figures of speech (i) Euphemism (ii) Pun. Words of the week: foreign, existence, height, library, memento, neighbour, personne, perseverance, publicly, rhythm
11	REVISION. WORDS OF THE WEEK- Receipt, playwright, schedule, superintendent, forty, twelfth, tyranny, paradigm
12	EXAMINATION
12-13	EXAMINATION

REFERENCES

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

WEEK: 1 **DAY:** **SUBJECT:**

DATE: **TOPIC:**

SUBTOPIC: **PERIODS:** **DURATIONS:**

LEARNING OBJECTIVES: At the end of the lesson, students should be able to

1. **Speech work:** Diphthong /ei/ , /au/, /ai/, /au/, /ɔi/, /iə/, /eə/, /uə/
2. **Verb-** Introduction to active voice and passive voice
3. **Reading and Comprehension:** Reading to make meanings from spatial description.
4. **Vocabulary development-** AIR TRANSPORT.
5. **Composition-** Expository essay
6. **Literature-in-English- Prose-** plot, setting, main characters (themes), characterization

KEY VOCABULARY WORDS:

INSTRUCTIONAL MATERIALS: Wall charts, Pictures, Related Online Video, Flash Cards

CONTENT: DIPHTHONGS

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

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

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

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

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

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

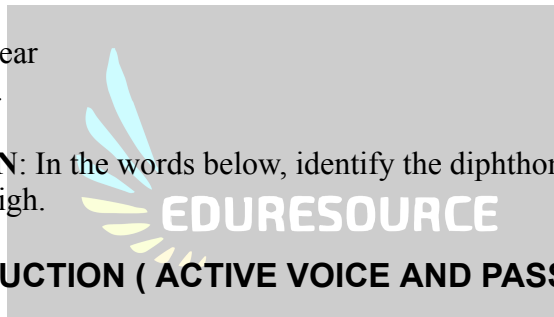
/iə/ as found in hear, beer, here, etc.

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

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

CLASS – WORK / EVALUATION: In the words below, identify the diphthongs:

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



GRAMMAR- VERB – INTRODUCTION (ACTIVE VOICE AND PASSIVE VOICE)

GRAMMAR Verb (Introduction)

CONTENT: Verb

What is a Verb?

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

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

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

Physical Verbs – Definition and Examples

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

Physical Verb Examples

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

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

Mental Verbs – Definition and Examples

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

Mental Verb Examples

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

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

States of Being Verbs – Definition and Examples.

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

States of Being Verb Examples.

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

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

Types of Verbs

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

Action Verbs

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

Transitive Verbs

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

Bolu**killed** a snake.

Intransitive Verbs

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

Jesus **wept**.

The baby **cried**.

Auxiliary Verbs

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

I **am** going to the market.

I **shall** see you tomorrow.

Stative Verbs

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

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

I can **hear** you (right)

(ii) Are you understanding me? (wrong)

Do you understand me? (right)

Modal Verbs

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

Phrasal Verbs

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

Irregular Verbs

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

READING ASSIGNMENT: Verbs

**References: English Grammar
Student Companion**

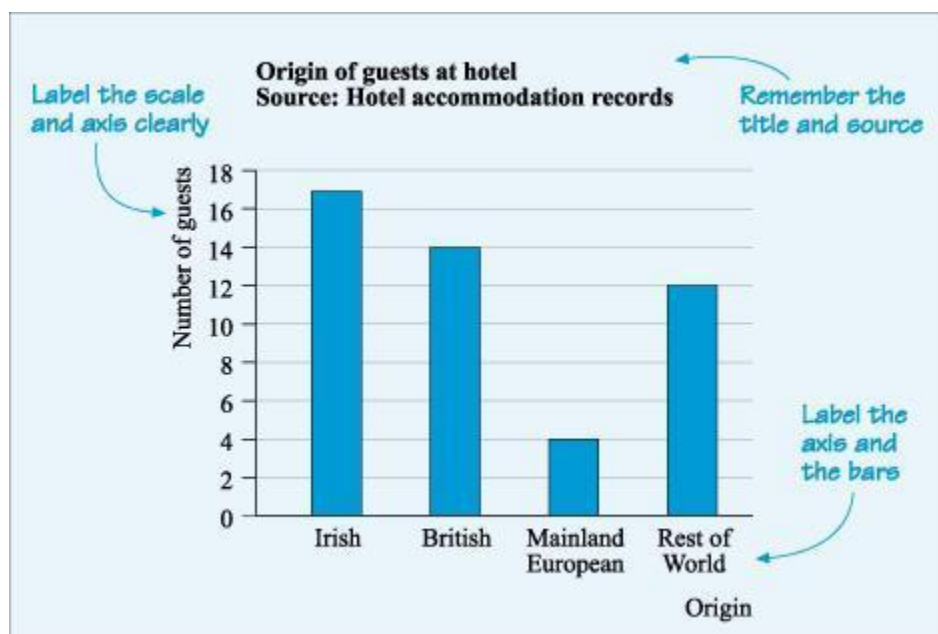
What is reading with spatial description?

If talking about descriptions, this method means that **the writer explains or describes objects as they are arranged in space**. It creates a picture for readers, and the audience's perspective is the viewpoint from which the writer describes what's around.

Topic : Reading for Spatial description e.g; Interpretation of diagrams, maps and sketches.

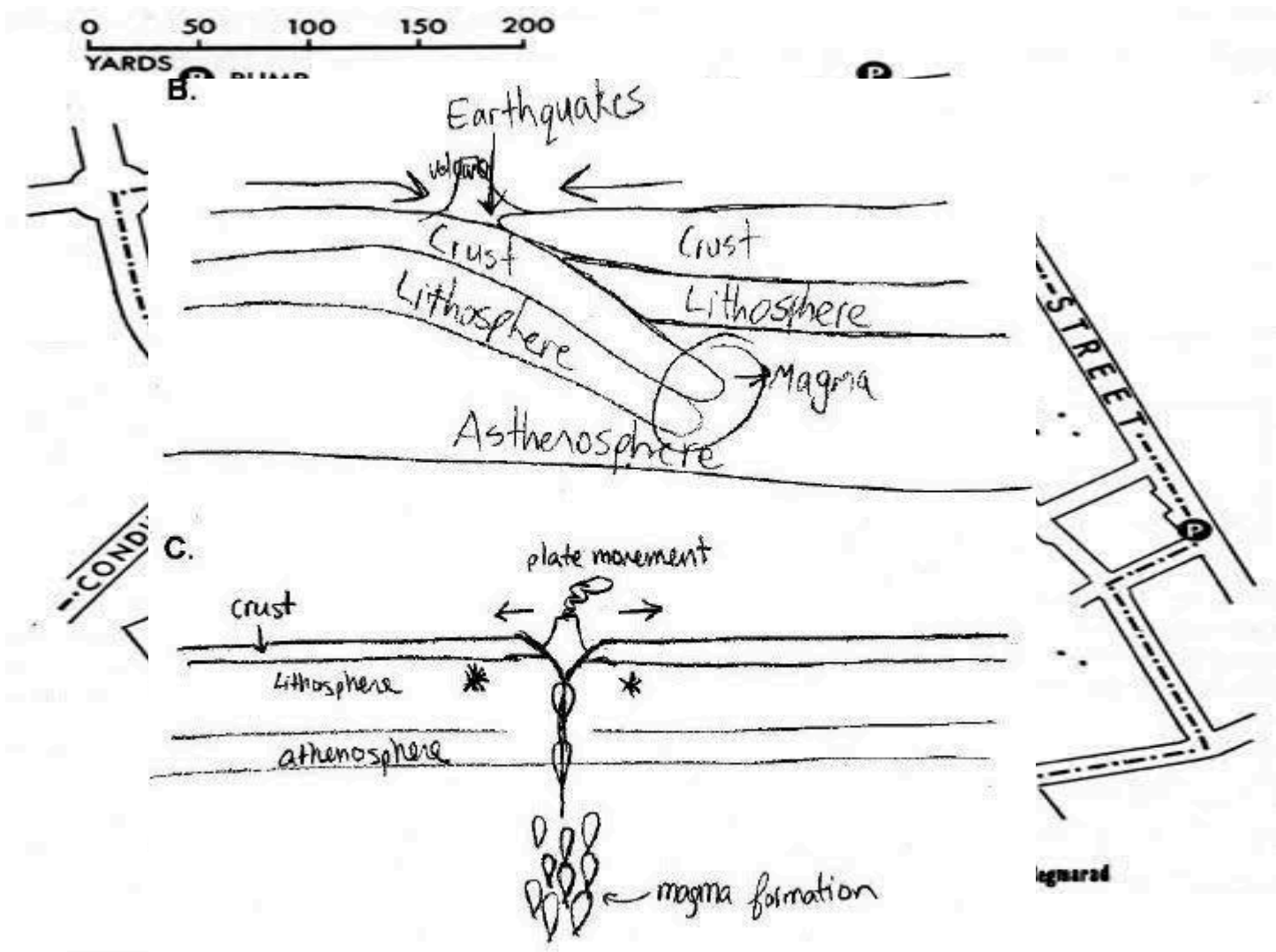
Reading involves more than just real words, images, photographs, graphs, diagram even cartoons, are used to relating messages and ideas.

Graphs gives a great deal of information in smaller spaces than it writing in words.



Diagrams are illustrations of a process or idea. They show relationship among all details in the picture.

A **map** is a diagrammatic representation of an area of land or sea showing physical features like cities, roads, etc.



Sketches are rough or unfinished drawing or painting often to assist in making a more finished picture.

There are so many different types of chart, diagrams and graphs which shows the relationship between two or more sets of ideas. The most common types of graphs you will come across are line graphs, bar graphs and pie chart.

So, if you want to be a strong reader and increase your comprehension , do not skip over diagrams, chart and sketches, they contain important information you need to read them carefully.

TOPIC: VOCABULARY DEVELOPMENT

CONTENT: AIR TRANSPORT

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

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

GENERAL EVALUATION:

1. Describe your favourite sport.
2. Write ten sentences identifying the verbs therein.

WEEKEND ASSIGNMENT:

A. Verbs Exercise

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

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

COMPOSITION – EXPOSITORY ESSAY

TOPIC: COMPOSITION

CONTENT: EXPOSITORY ESSAY

HOW TO PLANT A TREE

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

charcoal utilized as sources of fuel and provision of timber used to provide housing. Moreover, trees support life by providing habitat to different species such as bees, birds, and squirrels.

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

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

Planting of trees saves water. When it rains, the trees soak up and stores water in their surrounding soil preventing water runoff thus, providing sufficient water. Also, they save water through tree shades slowing the process of water evaporation to the atmosphere. Trees prevent water pollution by breaking the direct fall of rainfall to the ground thereby allowing water to flow down to the trunk of the tree. Consequently, the breaking of rainfall facilitates the filtering of water, preventing the carrying of pollutants deposited on ground surfaces to water bodies. Planting of trees creates economic opportunities. Jobs such as fruit harvesting, tree mulching and watering, building, furniture construction and production of materials such as books and paper are created. Trees provide economic benefits. When planted adjacent to buildings and housing, they reduce the need for air conditioning by 40percent by cooling the environment and cleansing the air in the surrounding. Trees also provide value to properties. The presence of trees and adequately maintained landscapes boosts the cost of property by up to 20 percent. Trees also save on the cost incurred in energy by cooling the environment through tree shades and heating the environment by trees minimizing the cooling effects of winds.

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

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

Words of the week: shining, cite, site, sight, advise, advice, juncture, defy, align, erroneous

WEEK: 2 **DAY:** **SUBJECT:**

DATE: **TOPIC:**

SUBTOPIC: **PERIODS:** **DURATIONS:**

LEARNING OBJECTIVES: At the end of the lesson, students should be able to

1. **Speech work:** Introduction to consonant sounds.
2. **Grammar-** Active and Passive voice.
3. **Reading and Comprehension**

4. **Vocabulary Development (Words associated to Fishing)**
5. **Composition- Elements of writing. Literature-in-English- Prose (Recommended text) Authors narrative technique , characterization subject matter**

KEY VOCABULARY WORDS:

INSTRUCTIONAL MATERIALS: Wall charts, Pictures, Related Online Video, Flash Cards

CONTENT: Introduction to Consonant Sounds

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

CLASS / WORK - EVALUATION QUESTION

From the words below, choose the /p/ sound that is not articulated (a) pneumonia. (b) press (c) cupboard (d). receipt (e) psalm

GRAMMAR- ACTIVE AND PASSIVE VOICE

TOPIC: THE USE OF ACTIVE AND PASSIVE VOICE WITH EXAMPLES

CONTENT:

ACTIVE AND PASSIVE VOICES (TO KEEP)

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

EVALUATION

Mixed Exercise on Passive Voice

Rewrite the sentences in passive voice.

1. John collects money. -
2. Anna opened the window. -

3. We have done our homework. -
4. I will ask a question. -
5. He can cut out the picture. -
6. The sheep ate a lot. -
7. We do not clean our rooms. -
8. William will not repair the car. -
9. Did Sue draw this circle? -
10. Could you feed the dog? -

TOPIC: COMPREHENSION: unit 3, page 142.

CONTENT: A Conversation

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

EVALUATION: Read conversation the practice 2 and 4

TOPIC: VOCABULARY: Fishing

CONTENT:

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

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

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

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

Artificial Baits - lures or flies made of wood, plastic, metal, feathers, or similar inert material

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

B

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Bank - The ground next to a body of water.

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

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

Evaluation: Use a dictionary to discover more words

TOPIC: COMPOSITION

CONTENT: ELEMENTS OF DESCRIPTION

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

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

- Quirky details are good – they stand out in the reader’s mind. Do your research and build on a small detail to inform the reader about your characters and locations.

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

MY FAVOURITE TEACHER

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

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

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

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

GENERAL EVALUATION QUESTIONS

1. Effective English, book 1, Page 193. Test for Continuous Assessment.
2. Active and Passive Voice Exercise.

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

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

3. Write a descriptive essay on your favourite pet.

WEEKEND ASSIGNMENT

1. Effective English, book 1. Page 133. Practice.
2. Active and Passive Voice Exercise.

Rewrite the following in the passive voice.

- a. Who wrote this letter?
- b. Somebody cooks meal every day.
- c. He wore a blue shirt.
- d. May God bless you with happiness!
- e. They are building a house.
- f. I have finished the job.
- g. I sent the report yesterday.
- h. She bought a diamond necklace.
- i. Somebody had stolen my pen

Words of the week:- Hallelujah, transferred, picknicking, duly, truly in spirit, in fact, at times, playwright, preferred, unforeseen

WEEK: 3 **DAY:** **SUBJECT:**

DATE: **TOPIC:**

SUBTOPIC: **PERIODS:** **DURATIONS:**

LEARNING OBJECTIVES: At the end of the lesson, students should be able to

1. Speech work: Syllables: Words of two, three, four syllables.
2. Grammar- Active and Passive voice.
3. Reading and Comprehension- (Identification of keywords)
4. Literature-in-English- Prose (Recommended text)

KEY VOCABULARY WORDS:

INSTRUCTIONAL MATERIALS: Wall charts, Pictures, Related Online Video, Flash Cards

CONTENT:

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

Two - syllable Words

LINgerreMAIN
LONdoniDEAL
NUMberexCEED
MAAdamconTAIN

Three - syllable Words

RefuGEE
TRAgedy

Bachelor
draMAtic
Holiday

Four - syllable Words

imPOssible
DEmarcated
capTIvity
ecoNOmic

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

TOPIC: Activities on Active and Passive Voice

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

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

1. At the present time, the oldest house in town ---- (restore) by the Historical Society. When the restoration is finished, the house is sure to be a popular tourist attraction.
2. A: What a beautiful old wooden chest!
B: It ---- (build) by my grandfather over fifty years ago.
3. At one time, the entire world ---- (rule) by dinosaurs. Some dinosaurs ---- (walk) on their hind legs and ---- (stand) as tall as palm trees.
4. Disneyland is a world famous amusement park in Southern California. It ---- (visit) by more than ten million people every year.
5. Many of us take water for granted in our daily lives, but people who live in the desert ---- (not use) water carelessly. To them, each drop is precious.
6. I ---- (not agree) with people who say space exploration is a waste of money.
7. Do you really think that we ---- (invade) by creatures from outer space in the near future?
8. Most insects ---- (live) for less than a year. The common housefly ---- (live) from 19 to 30 days.
9. ---- (you, accept, already) by this university when you heard about the other scholarship?
10. I got into a taxi quickly because I ---- (follow) by two strange men. As soon as I got into the taxi, I ---- (feel) a little safer.

Change the following active sentences into passive voice.

1. I did not beat her.
2. I will never forget this experience.
3. Mother made a cake yesterday.
4. The boy teased the girl.
5. Did she do her duty?
6. The tiger was chasing the deer.
7. She has written a novel.
8. She has learned her lessons.
9. Have you finished the report?
10. The police have caught the thief.
11. My brother has completed the work.
12. Somebody stole my pen yesterday.
13. Our team may win the match.
14. Nurses look after patients.

Topic: Reading to identify key points in a passage

During scanning as well, you can mark keywords in the question as your tendency to match them with similar words in the passage. Since the passages are long and complex, finding out keywords will help you read more efficiently.

1. Find keywords in reading passage

An important part of skimming the passage is underlining keywords. While you are reading the passage, you can identify important keywords in the paragraphs that will also help you to better understand the given information.

At this time, you should underline keywords to understand the paragraph by abstracting important information from it.

You can definitely underline some keywords such as names, locations, facts, figures etc.

For example:

Names (Names of scientists, people etc. involved in the story)

Locations (Town, city, country etc.)

Years or dates (1978, 12th Oct 1982 etc.)

Figures (1.2 million, 20000 etc.)

You may mark any word or phrase which is capitalized e.g. titles of books, event names etc.

The reason behind highlighting these keywords is finding easy reference from the passage. If you have a question referring to the year 1978, it would be easy for you to locate it in the passage if you had already underlined it while reading the passage. Otherwise, you would need to read the whole passage to find where 1978 is mentioned and hence, it would consume your time.

2. Find keywords in reading questions

In the process of scanning i.e. locating answer of the question, you will first need to read the question carefully to find important keywords you can mark and at the same time, to understand meaning of the question.

Keywords you underline are usually nouns, group of nouns, verbs etc. except articles (a, an, the), prepositions (for, in, at etc.) and others.

An extremely important strategy of underlining keyword is to identify the focus of the question, especially in MCQs (Multiple Choice Questions). Focus or stem of the question is a word in the question that will help you to choose the right option. For example, focus or stem is highlighted in the following question:

*Which of the following is **most at fault** for the Titanic disaster?*

- A. *The ship*
- B. *Captain and crew*
- C. *Titanic's owners and builders*
- D. *Standard operating procedure*

TOPIC: LITERATURE

CONTENT: Use of the recommended prose text and poetry

EVALUATION: Study the recommended prose text and poetry

Words of the week: Soliloquy, fascinate, auxiliary, conscience, necessary, restaurant, acquaintance, grammar, interruption, paralleled

WEEK: 4 **DAY:** **SUBJECT:**

DATE: **TOPIC:**

SUBTOPIC: **PERIODS:** **DURATIONS:**

LEARNING OBJECTIVES: At the end of the lesson, students should be able to

1. Speech work: Syllables Continued.
2. Grammar- Statements and Tag questions
3. Composition- Argumentative essay. Topic- Tribalism is a better evil than cultism
4. Literature-in-English- Myths/ Legends

KEY VOCABULARY WORDS:

INSTRUCTIONAL MATERIALS: Wall charts, Pictures, Related Online Video, Flash Cards

CONTENT:

Syllables with great muscular energy are refer to as “stressed” while those produced with less effort are “unstressed”

A stress syllable is indicated by placing stroke at the beginning of the syllable.

RULES GUIDING STRESS PATTERN

There is no rule guiding the stress pattern of word in English, but if a word consists of two syllable, the first syllable is prefix, the second syllable attract stress while the first syllable is unstressed. Examples:

HOstile ConTAIN

You speak English, don't you?

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

The basic structure of a tag question is:

□ *Positive statement = negative tag*

Snow is white, isn't it?

□ *Negative statement = positive tag*

You don't like me, do you?

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

Positive Statement Tag Questions

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

EXAMPLES

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

NOTE:

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

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

Negative Statement Tag Questions

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

Negative Statement

Examples:

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

NOTE:

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

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

Answering Tag Questions

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

EVALUATION:

1. Make five statements, put the tag question and answer before them.
2. Write the correct tag question and responses for the following statements.
 - a. I can never do it.
 - b. We mustn’t tell her.
 - c. He shouldn’t drive so.
 - d. You won’t be late.
 - e. You aren’t English.

GENERAL EVALUATION

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

WEEKEND ASSIGNMENT

1. Effective English. Study the grammar lesson in page 44, then do practice 4 in page 45
2. Write on the Argumentative essay title: Tribalism is a better evil than cultism

TOPIC: COMPREHENSION

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

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

TOPIC: FEATURES OF DRAMA

CONTENT:

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

FEATURES OF DRAMA

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

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

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

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

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

Comparing Myths and Legends

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

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

ARGUMENTATIVE ESSAY ON TRIBALISM IS A BETTER EVIL THAN CULTISM

Tribalism means man supporting his people to who he belongs whether they are right or wrong, oppressing or oppressed; belonging to this group can be due to kith and kin, ethnicity, color, birth place, citizenship, school of thought, or a group of people with common interests.

Tribalism is the feeling of being better than others, and that others are of lower class. Like in George Orwell's *Animal Farm*, where we are exposed to the thought that all animals are equal but some animals are more equal than others. So, that person that has this feeling of tribalism thinks so highly of himself and of those to whom he belongs. This is not to say that such feeling of brotherhood is totally off base. Not at all. But where such fraternity becomes detrimental to unity of the whole, then it becomes corrupt.

In Nigeria, tribalism has become a force that is more ascendant than nuclear bombs. The emergence of Boko Haram in our present day society is rooted in it. Militancy in the Niger Delta is informed by tribal sentiments, the same with the OPC and Bakassi. Tribalism nourishes terrorism. We don't need to look far, that is the root.

The selection of public office holders that have plunged the country into darkness is a twin brother of tribalism in the government circle. In Nigeria, you will find people in high places dolling out contracts to inept contractors because of tribal affinity instead of genuine qualification and competence. The present administration at some point had to face the problem of 'how can a minority group rule over us?' (Note: them, us)

A country should not make some to work extra-ordinarily hard just to get by while some are virtually given the key to the government coffers to enrich themselves at will in the name of 'we are born to rule'. This is one of the major reasons why Nigeria is yet to achieve a true "one Nigeria."

It was tribalism that indirectly engendered the Nigerian civil war and indirectly gives birth to the present evil called "quota system" and step brother called "state of origin." These are direct products, consciously or unconsciously designed out of mediocrity to model the ruin of Nigeria. This fuelled the growth of National inequality and anger of perceived injustice. One of the unfortunate characteristics of tribalism is this unnecessary competition with other tribes.

The Yoruba becomes "us" and the Igbo's and Hausa become "them". The North says power must return to the region as if any tribe has a sole right to occupy the Nigerian seat of power. A Niger Deltan is elected and hell is let loose because he is not from 'our region'.

This in truth is what led to most of our problems and in turn it leads to the most evil of Nigeria traits – religious clashes and most recently terrorism.

The belief in the superiority of one tribe and the weakness of others has led to various untold number of wars in Nigeria.

To prove superiority and to consider other tribes as low-grades is actually wicked. The Igbo man is equal to the Northerner and a Yoruba man is equal to both. That is who we are, people of equal rights and status.

If the Boko Haram insurgence must come to an end, if ethnic clashes must be eradicated from amongst us and if Nigeria must progress beyond what we see, we must deliberately toll the path of being our brothers' keepers. First by realizing that we are brothers. That is if such realization will ever exist. We must move from this thwarted thought line of enthroning evil by our actions and inactions.

We all have a common destiny whether from the north, the south, the east or the west. So it seems. The realization of the fact that we are all victims of economic imperialism and foreign vested interests should prompt and persuade us to educate ourselves by all means of the need for oneness of Nigeria, and realize that geography is no barrier to national cooperation and mutual understanding.

Only in this can we successfully bring to an end the evil of terrorism, militancy, ethnic and religious hostilities. We are all Nigerians.

ANSWER:

Tribalism is a form of **exclusive belief** and can be compared to **racism** and similar **ethnic** and **national prejudices**. We can see how tribalism has led to terrible **conflicts** in Africa, like Rwanda and now Ethiopia. Pride in one's place, tribe and ethnic origin is not in itself a bad thing, as long as it does not lead to **discrimination**, **hatred**, **misunderstanding**, **rejection** or **conflict** with others.

Strong family ties and the "**clan mentality**" of a close-knit family is a form of tribalism, especially when their **moral**, **cultural**, and **political values** are **aligned**. This is an **automatic advantage** as long as the **family** focuses on **developing** together.

Cultism is no worse in my opinion as long as it doesn't lead to **denial** of other **beliefs**, **intolerance** or **discrimination** against others in general. Obviously, **extremely isolated**, **exclusive** and **narrow-minded** forms of cultism can be **dangerous** for individuals and communities. My point is that neither is necessarily better.

The fact that **cults** tend to **simulate** a family structure while **attracting** new members of their actual family is an **automatic deception** for **traditionalists** who value the **nuclear family**, but there are **exceptions** on both sides. There are **dysfunctional families** and generally benign cults.

There are certain **qualities** that an **organization** must have before it can be considered a cult. Most of them involve **coercion** or **manipulation**, so an organization **positive** enough to be considered benign probably shouldn't be called a cult.

Perhaps **tribalism** is only **better** as it creates a **sense** of a **shared community** that **works together**, **shares** and **cares** for one another. This can be **commendable** as long as it doesn't become a "cult" and threatens to harm others.

So while **cults** are generally **bad**, simply by definition of what they are, **family** units are natural and can be **good** or **bad**. Political **tribalism** and **cultism** are **basically** the **same concepts** on a **larger scale**.

TOPIC: VOCABULARY DEVELOPMENT

CONTENT: WORDS ASSOCIATED WITH SICK BAY

Treatment

Medicine

Bed

First aid box
Iodine
Fridge
Plaster
Spirit

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

GENERAL EVALUATION

1. Write on the following features of drama: theme, costumes, audience, stage and playwright
2. Write a composition on the title “ The Most Memorable Day of My Life

WEEKEND ASSIGNMENT

1. Write an argumentative essay on the title: ‘ A Male Child is more useful than a Female Child’
2. Identify moral lessons learnt from a myth or legend you know

Words of the week: embarrassment, drunkenness, calendar, acquaintance, precede, proceed, gauge, , leisure

WEEK: 5

DAY:

SUBJECT:

DATE:

TOPIC:

SUBTOPIC:

PERIODS:

DURATIONS:

LEARNING OBJECTIVES:

At the end of the lesson, students should be able to

1. **Speech work:** Consonant sounds (continued)
2. **Grammar-** Differentiating between polar questions and tag questions.
3. **Argumentative essay. Topic-** Cultism erodes traditional values in a society.
4. **Literature-in-English:** Poem

KEY VOCABULARY WORDS:

INSTRUCTIONAL MATERIALS: Wall charts, Pictures, Related Online Video, Flash Cards

CONTENT:

TOPIC: CONSONANT CONTINUED

CONTENT: Phonetic Symbols of Consonants

1. /ʃ/ as in shit, lashes, fish, etc.
2. /θ/ as in bath, month, anthem, both, etc.
3. /s/ as in snake, sip, seat, axe, etc.
4. /z/ as in zip, zoom, exact, zebra, etc.
5. /ʒ/ as in pleasure, usual, vision, cohesion, etc.
6. /h/ as in hit, hat, behave, etc.

7. /m/ as in man, meat, melt, mud, etc.
8. /n/ as in now, knock, night, etc.
9. /l/ as in low, lack, loom, etc.
10. /j/ as in you, new, use, etc.
11. /w/ as in away, well, warm, etc.

EVALUATION: Give five other examples on each sound.

GRAMMAR –

TOPIC: POLAR QUESTIONS

CONTENT:

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

Examples:

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

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

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

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

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

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

DIFFERENCE BETWEEN A TAG AND POLAR QUESTION

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

EVALUATION: Give answer to the following polar questions.

- a. Are you okay?
- Do you like her?

TOPIC: Comprehension

CONTENT: WHERE THERE IS NO DOCTOR

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

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

TOPIC: Vocabulary Development

Content: Words Related to Kitchen (COOKING)

GLOSSARY OF COOKING TERMS

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

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

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

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

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

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

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

BLEND: To incorporate two or more ingredients thoroughly.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FLAKE: To break lightly into small pieces.

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

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

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

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

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

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

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

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

GRILL: To cook on a grill over intense heat.

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

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

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

LUKEWARM:Neither cool nor warm; approximately body temperature.

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

MEUNIERE:Dredged with flour and sauteed in butter.

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

MIX:To combine ingredients usually by stirring.

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

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

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

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

PEEL:To remove the peels from vegetables or fruits.

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

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

PIT:To remove pits from fruits.

PLANKED:Cooked on a thick hardwood plank.

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

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

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

REDUCE:To boil down to reduce the volume.

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

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

ROAST:To cook by dry heat in an oven.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TOSS:To combine ingredients with a lifting motion.

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

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

Evaluation: Study the terms above and their meanings.

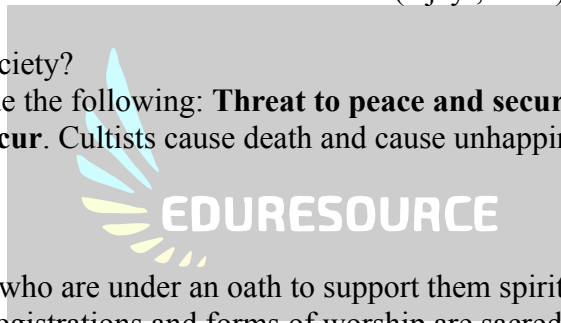
COMPOSITION – ARGUMENTATIVE ESSAY-

What is cultism in the society?

Cultism can be defined as a ritual practice by a group of people whose membership, admission, policy and initiation formalities as well as their mode of operations are done in secret and kept secret with their activities having negative effects on both members and non-members alike (Ajayi, 2015).

What is the effect of cultism in a society?

The consequences of cultism include the following: **Threat to peace and security in campuses and the larger society when intra-cult clashes occur.** Cultists cause death and cause unhappiness to the families affected by their activities.



Cultism is an association of people who are under an oath to support them spiritually, physically and morally. Their admission, registrations and forms of worship are sacred. They have various signs and signals which they use to recognize each other wherever they see each other.

"Heard from the news yesterday about the gruesome murder of five supposed cultist in a university in the south-south region of the country. It made me reminisce my time at the University of Lagos. It was almost annually that students are wounded and killed few weeks to the exam in what was suspected as a cult related attack. It annoys me that youths, who are supposed to be leaders tomorrow are virtually wasting their lives daily. This menace has become a canker-worm

Parents have a lot of role to play in curbing the rate at which cultism is ravaging our societies. Parents have to know that there is more to upbringing a child than money. Most parents waste too much of their time chasing money, leaving their siblings at home to maids.

Capital laws should be enacted for any form of cultism in the society. Anybody found of cultism should be made to face the full wrath of the law. Cultist don't deserve to be pampered or treated with levity, they must be made to face the full wrath of the law

Government has to create enough awareness like it did when HIV/AIDS was on rampage. People that have gotten out of cultism should be encourage to speak out against this menace

Am talking to you today to have a change of heart. Cultism is bad and it is not the way to go. Everyone has various problems he or she is facing, but we shouldn't throw away the baby with the bath water. We should not cut the face

to spite the eye. You can be free from cultism. All you need to do is to believe, have [faith](#), persevere and reach out to necessary authorities. I believe you can do it, take that step today, it's worth

How can we eradicate cultism in our society?

Solutions to Cultism:

Cultism is a menace to [society](#), especially since it involves the youths who are supposed to be future leaders, hence steps should be taken to eliminate it before it leads to the demise and destruction of the community.

Solutions to Cultism:

The following are steps that can be taken to eradicate cultism in our society.

1. **Public Enlightenment:** There should be campaigns by government and non-governmental organizations to educate youth, parents, and other members of society about the ills, and consequences of cultism, through mass media like radio, television, internet, and social media.
2. **Vigilance:** Parents, teachers, and other adults should be vigilant and watchful. They should monitor the youth, the friends they keep, and the activities they are involved in. They should monitor their phones, pictures, types of movies the children watch and music they listen to.
3. **Moral Instructions:** Religion and moral instructions should be given to students of all levels of education. It should be included in the school curriculum. Churches should organize spiritual seminars and workshops for youths.
4. **Legislation:** There should be strict and tough measures against any individual who is involved in cultism. Laws to prohibit students, and also adults, involved in cultism, should be put in place.



Arrested Cultists in Nigeria.

5. Censorship of the Internet and Social Media: Social media should be checked and censored. The type of films and sites children log into should be censored by the government agencies set up to do so, so that children would not be misled with wrong and dangerous information.

TOPIC: Poetry **CONTENT: Poetic Language**

Study the use of Language in the poem below

The Owl and the Pussy-Cat

The Owl and the Pussy-Cat went to sea

In a beautiful pea-green boat:

They took some honey,

and plenty of money

Wrapped up in a five-pound note.

The Owl looked up to the stars above,

And sang to a small guitar,

"O lovely Pussy, O Pussy, my love,

What a beautiful Pussy you are,

You are,

You are!

What a beautiful Pussy you are!"

Contemporary Illustrator: Donna L. Derstine

Pussy said to the Owl, "You elegant fowl,

How charmingly sweet you sing!

Oh! let us be married;

too long we have tarried:

But what shall we do for a ring?"

They sailed away, for a year and a day,

To the land where the bong-tree grows;

And there in a wood a Piggy-wig stood,

With a ring at the end of his nose,

His nose,

His nose,

With a ring at the end of his nose.

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

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

So they took it away, and were married next day

By the Turkey who lives on the hill.

They dined on mince and slices of quince,

Which they ate with a runcible spoon;

And hand in hand on the edge of the sand

They danced by the light of the moon,

The moon,

The moon,

They danced by the light of the moon.

The Owl and the Pussycat - 1871 - by Edward Lear



EVALUATION: Highlight words that provokes mental pictures

GENERAL EVALUATION QUESTIONS

Change the following active sentences into passive voice.

1. I did not beat her.
2. I will never forget this experience.
3. Mother made a cake yesterday.
4. The boy teased the girl.
5. Did she do her duty?
6. The tiger was chasing the deer.
7. She has written a novel.
8. She has learned her lessons.
9. Have you finished the report?
10. The police have caught the thief.
11. My brother has completed the work.
12. Somebody stole my pen yesterday.
13. Our team may win the match.
14. Nurses look after patients.

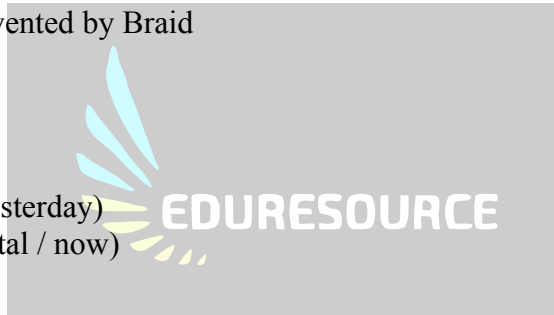
Compose a poem of your own

WEEKEND ASSIGNMENT

A. Make passive sentences using the words given.

Example

1. (TV / invent / Baird) TV was invented by Baird
2. (Pyramids / build / Egyptians)
3. (coffee / grow / in Brazil)
4. (chopsticks / use / in China)
5. (plants / water / every day)
6. (the thief / arrest / policeman / yesterday)
7. (the injured man / take to a hospital / now)
8. (my car / repair / tomorrow)
9. (your letter / send / last week)



B English Workbook Unit 14, No 2 page 35

Words of the Week: Consensus, mischievous, misspell, pastime, relevant, separate, their, supersede, they're

WEEK: 6 **DAY:** **SUBJECT:**

DATE: **TOPIC:**

SUBTOPIC: **PERIODS:** **DURATIONS:**

LEARNING OBJECTIVES: At the end of the lesson, students should be able to

1. Speech work: Consonant clusters
2. Grammar- Exercise on Adverbials
3. Composition: Differences between argumentative and expository essay
4. Literature-in-English- Drama (recommended text). How to write a short play or story

KEY VOCABULARY WORDS:

INSTRUCTIONAL MATERIALS: Wall charts, Pictures, Related Online Video, Flash Cards

CONTENT:

TOPIC: CONSONANT CLUSTERS

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

Consonant Clusters in Initial Positions

splash
fry
drive
plant
scare
cloud



Consonant Clusters in Medial Positions

hindrance
biblical
matriculate
oblation
retrench

Consonant Clusters in Final Positions

neglect
malt
diamonds
engulf
humble

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

GRAMMAR: Adverbials and the present tense

The basic function of adverbials is that of modification. Adverbial modify verbs, adjectives and other adverbs.
Examples

Adverbials as modifiers of the verb.

- i. John ate hurriedly (modifies ate)
- ii. The children were playing in the field (modifies were playing)

As modifiers of adjectives E.g.

- i. We watched a very funny film (modifies funny)
- ii. This work is good enough (modifies good)
- iii. The man is highly intelligent (modifies intelligent)

Other adverb that can modify adjectives are: very, pretty, rather, unusually, quite, unbelievable deeply.

As modifiers of other adverbs. Examples:

- i. Amina cooks really well (modifies well)
- ii. They walked fast enough to get there on time (modifies fast)
- iii. Our new neighbour drinks very heavily (modifies heavily)

ASSIGNMENT

Write five adverbial expressions and states its functions.



TOPIC: COMPREHENSION

CONTENT: Poetry: The Tune of Adaowa

See Effective English. Page 106. Unit 9

EVALUATION: Do the listening lessons.

TOPIC: VOCABULARY DEVELOPMENT

CONTENT: Words Associated with Teaching educators

board

marker

students

school fees

discipline

assignment

EVALUATION: Give more words in relation to the teaching field

ARGUMENTATIVE ESSAY- DIFFERENCES BETWEEN ARGUMENTATIVE AND EXPOSITORY ESSAY

The key difference between argumentative and expository essay is that **an argumentative essay has statistics, facts, and the writer's personal opinions, whereas an expository essay has only information that explains a topic**

What is the Difference Between Argumentative and Expository Essay?

The key difference between argumentative and expository essay is that an argumentative essay has statistics, facts, and the writer's personal opinions, whereas an expository essay has only information that explains a topic. While argumentative essays are biased and subjective, expository essays are unbiased and neutral.

The below infographic presents the differences between argumentative and expository essay in tabular form for side-by-side comparison.

Summary – Argumentative vs Expository Essay

An argumentative essay is a piece of writing through which the writer tries to convince his view to the audience. It is usually written in the first person point of view and includes the writer's opinion on the subject matter. An expository essay, however, is a piece of writing that contains factual information. Unlike argumentative essays, these essays are written in the third person point of view and should not include personal opinions. So, this is the summary of the difference between argumentative and expository essay.

TOPIC: FEATURES OF DRAMA

CONTENT:

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

FEATURES OF DRAMA

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

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

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

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

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

HOW TO WRITE A PLAY

1. Determine your story. Brainstorm a few ideas that translate to the stage. ...
2. Determine the main character. Stage plays are largely character-driven stories. ...
3. Outline your idea. ...
4. Input stage directions. ...
5. Write your acts. ...
6. Use proper formatting. ...
7. Reread and revise. ...
8. Proofread and edit again.

Words of the week: consensus, mischievous, misspell, pastime, relevant, separate, their, they're, supersede

WEEK: 7

MID-TERM BREAK (OPEN DAY – MID-TERM TEST)



WEEK: 8 **DAY:** **SUBJECT:**

DATE: **TOPIC:**

SUBTOPIC: **PERIODS:** **DURATIONS:**

LEARNING OBJECTIVES: At the end of the lesson, students should be able to

1. **Speech work:** Word boundaries,- **Linking consonant to vowel, linking consonant to consonant linking vowel to vowel**
2. **Grammar- Revision of Nouns and Pronouns**
3. **Reading and Comprehension- Reading to identify how a diagram or map clarifies or complements reading materials**
4. **Vocabulary development- Spelling drill**
5. **Composition- Expository essay. Topic- How to plant a tree**
6. **Literature-in-English- Drama (Use simile and metaphor in sentence**

KEY VOCABULARY WORDS:

INSTRUCTIONAL MATERIALS: Wall charts, Pictures, Related Online Video, Flash Cards

CONTENT:

Vowel to consonant linking

When one word ends with a consonant sound, and the following word starts with a vowel sound, the sounds are often linked together. When linking occurs, **the two words flow together and sound like one single word**. Here are some consonant to vowel linking sound examples: an elephant [anelephant]

When one word ends with a vowel sound and the next word begins with a vowel sound, we link the words with a sort of **Y** or **W** sound. It depends on the shape of our mouth **at the end of the first word**.

Lips wide

When the **first word ends** in an *a, e, i* vowel sound [eɪ / i: / aɪ], our lips are wide. Then we insert a **Y** sound at the beginning of the next word:

we write	first word ends with	we say
pay all	/eɪ/	pay _y all
the end	/i:/	the _y end
lie on	/aɪ/	lie _y on

write They all buy at the arcade.

say they_yall buy_yat the_yarcade

Here are some more examples of word pairs that are linked with Y.

- *lay out, may I, say it*
- *he ate, she is, we are*
- *high up, my arm, why ever*

Lips round

When the **first word ends** in an *o, u* vowel sound [əʊ / u:], our lips are round. Then we insert a **W** sound at the beginning of the next word:

we write	first word ends with	we say
go out	/əʊ/	go _w out
too often	/u:/	too _w often

write	You all go out too often.
say	you _w all go _w out too _w often



Here are some more examples of word pairs that are linked with W.

- *no other, show off, grow up*
- *you are, too often, throw it*

When a word ends in a consonant sound, we often move the consonant sound to the beginning of the next word if it starts with a vowel sound.

For example, in the phrase *turn off*...

we write it like this:	turn off
we say it like this:	tur-noff

Remember that it's the **sound** that matters.

In the next example sentence, *have* ends with...

- the letter *e* (which is a vowel)
- but the **sound** *v* (which is a consonant)

So we link the ending consonant sound of *have* to the beginning vowel sound of the next word *a*.

And in fact we have four consonant to vowel links in this sentence:

We write it like this:	Can I have a bit of egg?
We say it like this:	ca- <u>ni</u> -ha- <u>va</u> -bi- <u>to</u> - <u>vegg</u> ?

To understand linking, it is important to know the difference between vowel sounds and consonant sounds. Here is a table of English vowels and consonants:

vowels	a				e				i				o				u								
consonants	b	c	d		f	g	h		j	k	l	m	n		p	q	r	s	t		v	w	x	y	z

The table shows the **letters** that are vowels and consonants. But the important thing in linking is the **sound**, not the letter. Often the letter and the sound are the same, but not always.

For example, the word *pay* ends with:

- the consonant **letter** *y*
- the vowel **sound** *a*

Here are some more examples:

	<i>though</i>	<i>know</i>
ends with the letter	h	w
ends with the sound	o	o

	<i>uniform</i>	<i>honest</i>
begins with the letter	u	h
begins with the sound	y	o



GRAMMAR- TOPIC: REVISION OF NOUNS AND PRONOUNS

A. Identifying Types of Nouns

Identify the nouns in the following sentences

1. No one understands why whales sometimes strand themselves.
2. Since 1989, people in a group called Project Jonah have used an inflatable pontoon to rescue stranded whales and other marine mammals.
3. More than two thousand marine mammals have been helped in recent times.

B. Identifying Types of Pronouns

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

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

5. This is a repellent that drives away predator.



Topic : Reading for Spatial description e.g; Interpretation of diagrams, maps and sketches.

Reading involves more than just real words, images, photographs, graphs, diagram even cartoons, are used to relating messages and ideas.

THEME: READING

DIAGRAMS, MAPS AND SKETCHES

PERFORMANCE OBJECTIVES

Students should be able to;

1. Read and interpret diagrams and maps accurately.
2. Make meaning from the spatial description.
3. Identify how a given diagram clarifies written material.

CONTENT

A concept map is a visual organizer that can enrich students' understanding of a new concept. Using a graphic organizer, students think about the concept in several ways. Most concept map organizers engage students in answering questions such as, "What is it? What is it like? What are some examples?" Concept maps deepen understanding and comprehension.

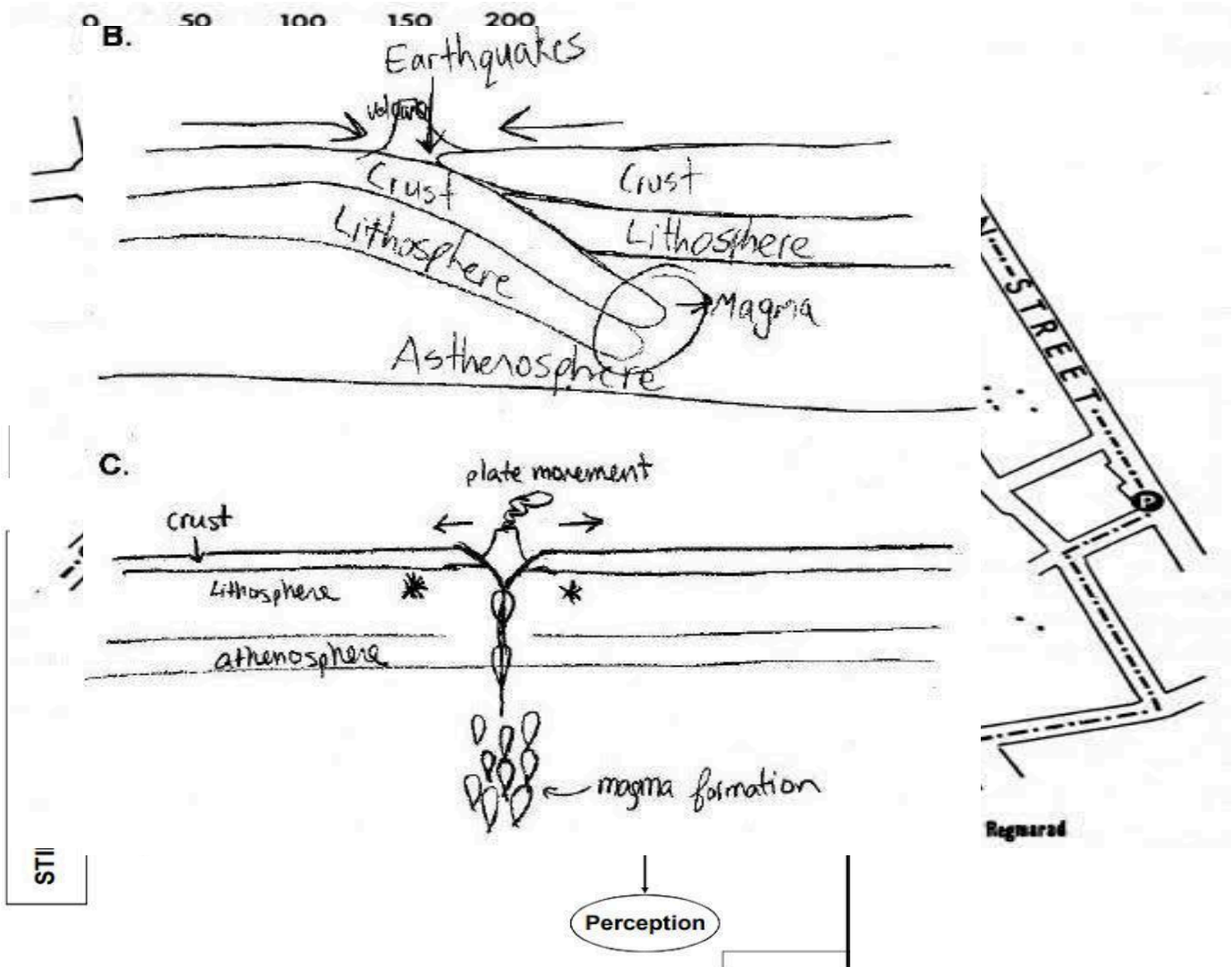
Why use a concept map?

1. It helps students organize new information.
2. It helps students to make meaningful connections between the main idea and other information

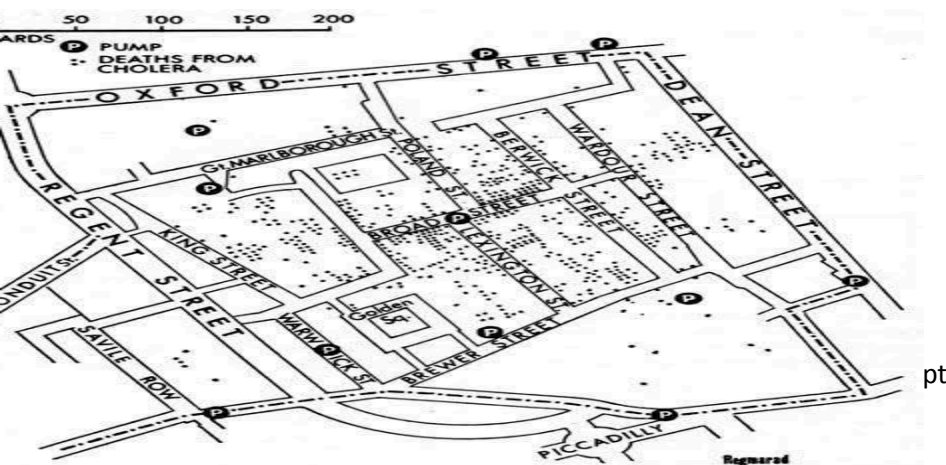
Graphs gives a great deal of information in smaller spaces than it writing in words.



Sketches are rough or unfinished drawing or painting often to assist in making a more finished picture. There are so many different types of chart, diagrams and graphs which shows the relationship between two or more sets of ideas. The most common types of graphs you will come across are line graphs, bar graphs and pie chart.



So, if you want to be a strong reader and increase your comprehension, do not skip over diagrams, chart and sketches, they contain important information you need to read them carefully.



VOCABULARY DEVELOPMENT: SPELLING DRILLS

abbreviation	abscess	absence	abysmal	abdicate
aberration	abeyance	abomination	abrasive	abscond
abstentious	abstinence	abyss	accede	accentuate
accessory	acclimatization	accolade	accelerator	accessible
accessories	accommodation	accompaniment	accumulate	accomplish
accurate	accustomed	achieve	accrue	accustom
acrimony	acumen	addicted	adept	adherent

EVALUATION: Study the spellings words above and rewrite.

GENERAL EVALUATION

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

TOPIC: COMPOSITION

CONTENT: EXPOSITORY ESSAY

HOW TO PLANT A TREE

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

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

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

Planting of trees saves water. When it rains, the trees soak up and stores water in their surrounding soil preventing water runoff thus, providing sufficient water. Also, they save water through tree shades slowing the process of water evaporation to the atmosphere. Trees prevent water pollution by breaking the direct fall of rainfall to the ground thereby allowing water to flow down to the trunk of the tree. Consequently, the breaking of rainfall facilitates the filtering of water, preventing the carrying of pollutants deposited on ground surfaces to water bodies. Planting of trees creates economic opportunities. Jobs such as fruit harvesting, tree mulching and watering, building, furniture construction and production of materials such as books and paper are created. Trees provide economic benefits. When planted adjacent to buildings and housing, they reduce the need for air conditioning by 40percent by cooling the environment and cleansing the air in the surrounding. Trees also provide value to

properties. The presence of trees and adequately maintained landscapes boosts the cost of property by up to 20 percent. Trees also save on the cost incurred in energy by cooling the environment through tree shades and heating the environment by trees minimizing the cooling effects of winds.

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

WEEKEND ASSIGNMENT:

1. Effective English. Page 215, Practice 4.
2. Write A Expository Essay on How to plant a tree.

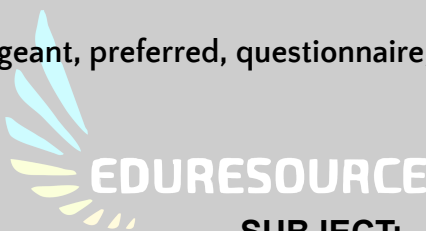
LITERATURE: Use recommended text on drama

USE OF SIMILE AND METAPHORS IN SENTENCES

1. Simile: You are dark as charcoal
Metaphor: You are a dark charcoal
2. Simile: Tunde is as sly as a fox
Metaphor: Tunde is simply a fox
3. Simile: Aremu is as fast as a cheetah on the field
Metaphor: Aremu is a cheetah on the field

EVALUATION: Make more examples of your own

Words of the week: until, vacuum, sergeant, preferred, questionnaire, possession, occurrence, millennium, indispensable, harass



WEEK: 9

DAY:

SUBJECT:

DATE:

TOPIC:

SUBTOPIC:

PERIODS:

DURATIONS:

LEARNING OBJECTIVES: At the end of the lesson, pupils should be able to

1. Speech work: Contraction between /eθ/ and /iθ/
2. Grammar- Verbs and Adjectives
3. Composition (Oral)
4. Literature-in-English – Drama – convert similes to metaphor and vice versa

KEY VOCABULARY WORDS:

INSTRUCTIONAL MATERIALS: Wall charts, Pictures, Related Online Video, Flash Cards

CONTENT:

/Iə/

For this sound, the glide begins with a tongue position for /I/and moves in the direction of /ə/

Example: here, hear, beer, weird.

/eə/

To produce /eə/, the glide begins from the front of the tongue towards the centre. The shape of the

lips is neutral throughout the production. Some words with /eə/ may have a final 'r' in the spelling but the 'r' is not pronounced unless it is followed by another word beginning with a vowel.

Example: hair, hare, their, there, swear

/ʊə/

The production of /ʊə/ involves tongue glide from the position for the production of /ʊ/ towards the position for the production of / /. The shape of the lips changes from rounded to neutral.

Example: boor, poor, sure, tour, yours.

<u>/iə/</u>	<u>/eə/</u>
sheer	share/seer
cheer	chair
fear	fare
beer	bear/bare
tier	tear
deer/dear	dare
peer	pear/pair/pare
here	there

Evaluation: Write out ten pairs for the sounds.

EVALUATION / ASSIGNMENT

From the words lettered A – D, choose the word that contains the sound represented by the given phonetic symbol.

- | | | | | |
|---------|---------|------------|-----------|----------|
| 1. /Iə/ | A. pear | B. near | C. herd | D. marry |
| 2. /eə/ | A. cart | B. face | C. vary | D. idea |
| 3. /aʊ/ | A. low | B. through | C. height | D. about |

- | | | | | |
|---------|----------|--------|---------|----------|
| 4. /əʊ/ | A. board | B. mat | C. stew | D. below |
| 5. /eɪ/ | A. said | B. mat | C. male | D. key |

READING ASSIGNMENT

Oral [English](#) for Schools and Colleges; pg 26 – 28

GRAMMAR – VERBS AND ADJECTIVES

Verb: a word or phrase that describes an action, condition or experience e.g. 'run', 'look' and 'feel'. **Adjective:** a word that describes a noun e.g. 'big', 'boring', 'pink', 'quick' and 'obvious'.

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

- James is careful. He drives .
- The girl is slow. She walks .
- Her English is perfect. She speaks English .
- Our teacher is angry. She shouts .
- My neighbor is a loud speaker. He speaks .

Adjective and Verb Placement: Grammar Rules

Adjectives are usually placed before the nouns they modify, but when used with linking verbs, such as forms of *to be* or “sense” verbs, they are placed after the verb. The latter type of adjective is called a predicative adjective.

In these simple sentences, the adjectives *wild*, *long*, and *furious* follow forms of the verb *to be*:

“Sense” verbs, such as *look*, *seem*, *appear*, *taste*, *sound*, *feel*, or *smell*, also demand a verb + adjective word order:

When Verbs Become Adjectives: Participles

Perhaps you are feeling that the relationship between verbs and adjectives is complicated enough, but consider that verbs can also become adjectives by turning into participles. These are verb forms ending in *-ing* (present participles) or *-ed* or *-en* (past participles) that are used to modify nouns.

The present participle *smiling* is used as an adjective here, as is *cute*.

Washing is acting as an adjective for *machine*.

In both these instances, *broken* is an adjective modifying *washing machine*.

Here, the past participle *engraved* is acting as an adjective modifying *watch*.

TOPIC: LITERATURE

CONTENT: TURNING SIMILES TO METAPHORS IN SENTENCES

TURNING SIMILES TO METAPHORS IN SENTENCES

- Simile: You are dark as charcoal

Metaphor: You are a dark charcoal

2. Simile: Tunde is as sly as a fox
Metaphor: Tunde is simply a fox
3. Simile: Aremu is as fast as a cheetah on the field
Metaphor: Aremu is a cheetah on the field

EVALUATION: Make more examples of your own

Words of the week: guarantee, conscientious, amateur, buoyant, experience, beggar



WEEK: 10 **DAY:** **SUBJECT:**

DATE: **TOPIC:**

SUBTOPIC: **PERIODS:** **DURATIONS:**

LEARNING OBJECTIVES: At the end of the lesson, pupils should be able to

1. **Speech work:** Diphthongs: contrasting /uə/ and /əu/
2. **Grammar:** Revision of Nouns and Pronouns.
3. **Composition:** Revise the four types of essays
4. **Literature-in-English- Figures of speech** (i) Euphemism (ii) Pun

KEY VOCABULARY WORDS:

INSTRUCTIONAL MATERIALS: Wall charts, Pictures, Related Online Video, Flash Cards

CONTENT:

The /uə/ and /əu/ sounds are diphthongs, as they are produced by gliding from one sound to the other.

/uə/: This is produced by gliding from vowel sound /u/ to /ə/. It is almost unnoticed in words, and it appears in words that have “u” before “r”, such as pure, sure.

The /uə/ sound appears in different words, in form of the following letter:

- u- pure, jury,

/əu/ as in go, hoe, home, no, know, coat, goat, rose

/uə/ as in tour, moon, poor, pure, sure, lure

/ʊə/

The production of /ʊə/ involves tongue glide from the position for the production of /ʊ/ towards the position for the production of /ə/. The shape of the lips changes from rounded to neutral.

Example: boor, poor, sure, tour, yours.

Evaluation

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

Reading Assignment: Exam Focus English JSSCE pg. 143 – 145

Grammar: Revision of Some Parts of Speech

Content: Nouns, Pronouns, Verbs, Adjectives.

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

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

A girl was looking for her book.

The book is on the table.

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

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

Examples:

A beautiful woman.

She is beautiful.

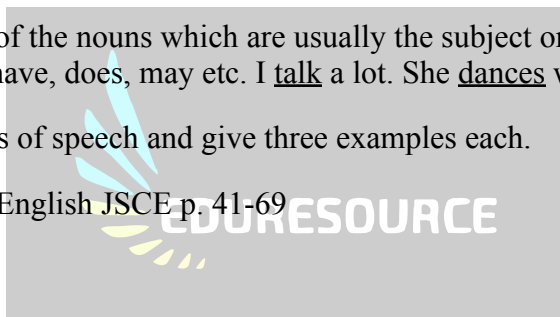
An unkempt hair

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

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

Reading Assignment: Exam Focus English JSCE p. 41-69

1. Topic: Comprehension



Content: Why the Hippo Lives in Water Part 1

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

EVALUATION

Answer the questions which accompany the passage page 21. Effective English J SS 2p 22- 23

D. Topic: Writing

Content: Narrative Essay



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

Features:

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

Writing an Outline for How I Spent My Last Holiday:

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

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

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

LITERATURE: FIGURES OF SPEECH

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

LITERATURE: FIGURES OF SPEECH

CONTENT: Euphemism and Pun

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

Examples: The man had passed on to glory.

Dupe is put in the family way.

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

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

EVALUATION: Give more examples on each.

Words of the week: foreign, existence, height, library, memento, neighbour, personne, perseverance, publicly, rhythm

WEEK: 11 REVISION.

WORDS OF THE WEEK- Receipt, playwright, schedule, superintendent, forty, twelfth, tyranny, paradigm

WEEK 12- 13- EXAMINATION

