

JSS ONE FIRST TERM ENGLISH LANGUAGE SCHEME OF WORK

| WEEK | TOPIC | CONTENT |
|------|----------|---|
| 1. | READING | Reading for main ideas from selected passage. |
| | WRITING | Meaning, types and features of composition: Narrative, descriptive, Argumentative and Expository. |
| | GRAMMAR | Noun: types and features |
| | SPEAKING | Introduction to speech organs |
| 2. | READING | Reading for supporting ideas from selected passages e.g. in order words, for example |
| | WRITING | Elements of composition |
| | GRAMMAR | Noun: Types and features (Continuation) |
| | SPEAKING | Speech sounds: monophthongs/pure vowels, diphthongs, consonant |
| 3. | READING | Reading to differentiate between main and supporting details. |
| | GRAMMAR | NOUN: Singular and plural nouns |
| | WRITING | Arrangement of ideas in logical sequence: introduction, body and conclusion. |
| | SPEECH | Vowel sounds |
| 4. | READING | Reading for maximum retention and recall. |

| | | |
|----|---------|--|
| | WRITING | Outline of a story highlighting main and supporting ideas. |
| | GRAMMAR | Verbs: Examples and types |
| | SPEECH | Vowels /æ/ and /a:/ sounds |
| 5. | READING | Reading to answer specific questions on contemporary issues |
| | WRITING | Mechanics of writing: punctuation – colon, full stop, question marks, apostrophe and semi-colon. |
| | GRAMMAR | Verb tense: present tense, past tense and future tense; making sentences with tenses. |
| | SPEECH | Vowels /i/ and /i:/ sounds |
| 6. | READING | Reading for vocabulary Building: Using context clues to determine meaning of unfamiliar words |
| | WRITING | More on punctuation marks: ellipsis, parenthesis, comma and dash. |
| | GRAMMAR | Adjectives: types, positions and functions |
| | SPEECH | Vowels /o/ and /ɔ:/ sounds |
| 7. | READING | Reading to understand the author's mood. E.g. anger, doubt, disappointment, excitement etc |
| | WRITING | Letter writing – format/features of letters/ types of letters |
| | GRAMMAR | Adverbs: types, positions and functions |

| | | |
|-----|-------------|--|
| | SPEECH | Vowels /U/ and /U:/ sounds |
| 8. | READING | Reading to follow direction in written communication |
| | WRITING | Formal letter: letter of congratulation. |
| | GRAMMAR | Prepositions: types and functions |
| | SPEECH | Vowels /e/ and /ɜ:/ sounds |
| 9. | READING | Reading for vocabulary building/development: Synonyms and antonyms |
| | WRITING | Argumentative essay: cellular phones should be allowed in schools. |
| | GRAMMAR | Adverbials: (frequency, manner, intensifiers |
| | SPEECH | Vowel /ə/ sound |
| 10. | READING | Reading to answer specific questions from passages |
| | WRITING | Descriptive essay: My school |
| | GRAMMAR | The simple sentence: subject and predicate |
| | SPEECH | Vowel /ʌ/ sound |
| 11. | REVISION | |
| 12. | EXAMINATION | |

Subject: English Speech

Week 1

Topic: Introduction to Speech Organs

The various organs which are involved in the production of speech sounds are called speech organs (also known as vocal organs). The study of speech organs helps to determine the role of each organ in the production of speech sounds. They include the lungs, the vocal folds, and most importantly the articulators.

1. The Lungs

The airflow is by far the most vital requirement for producing speech sound since all speech sounds are made with some movement of air. The lungs provide the energy source for the airflow. The lungs are the spongy respiratory organs situated inside the rib cage. They expand and contract as we breathe in and out air. The amount of air accumulated inside our lungs controls the pressure of the airflow.

2. The Larynx & the Vocal Folds

The larynx is colloquially known as the voice box. It is a box-like small structure situated in the front of the throat where there is a protuberance. For this reason, the larynx is popularly called the Adam's apple.

The vocal folds are like a pair of lips placed horizontally from front to back. They are joined in the front but can be separated at the back. The opening between them is called the glottis. The glottis is considered to be in open state when the folds are apart, and when the folds are pressed together the glottis is considered to be in close state.

3. The Articulators

Articulators transform the sound into intelligible speech. They can be either active or passive. They include the pharynx, the teeth, the alveolar ridge behind them, the hard palate, the softer velum behind it, the lips, the tongue, and the nose and its cavity.

(i) The Pharynx: The pharynx lies between the mouth and the food passage, that is, just above the larynx. It is just about 7cm long in the case of women and 8cm long in the case of men.

(ii) The Roof of the Mouth: The roof of the mouth is considered as a major speech organ.

It is divided into three parts:

a. The Alveolar Ridge/Teeth Ridge: The alveolar ridge is situated immediately after the upper front teeth. The sounds which are produced touching this convex part are called alveolar sounds. Some alveolar sounds in English include: /t/d/.

b. The Hard Palate: The hard palate is the concave part of the roof of the mouth. It is situated on the middle part of the roof.

c. The Velum or Soft Palate: The lower part of the roof of the mouth is called the soft palate. It could be lowered or raised. When it is lowered, the air stream from the lungs has access to the nasal cavity. When it is raised the passage to the nasal cavity is blocked. The sounds which are produced touching this area with the back of the tongue are called velar sounds. For example: /k/g/.

(iii) The Lips: The lips also play an important role in the matter of articulation. They can be pressed together or brought into contact with the teeth. The consonant sounds which are articulated by touching two lips each other are called bilabial sounds. For example, /p/ and /b/ are bilabial sounds in English. Whereas, the sounds which are produced with the lip to teeth contact are called labiodental sounds. In English, there are two labiodental sounds: /f/ and /v/.

(iv) The Teeth: The teeth are also very much helpful in producing various speech sounds. The sounds which are made with the tongue touching the teeth are called dental sounds. Some examples of dental sounds in English include: /θ/ð/.

(v) The Tongue: The tongue is divided into four parts:

a. The tip: It is the extreme end of the tongue.

b. The blade: It lies opposite to the alveolar ridge.

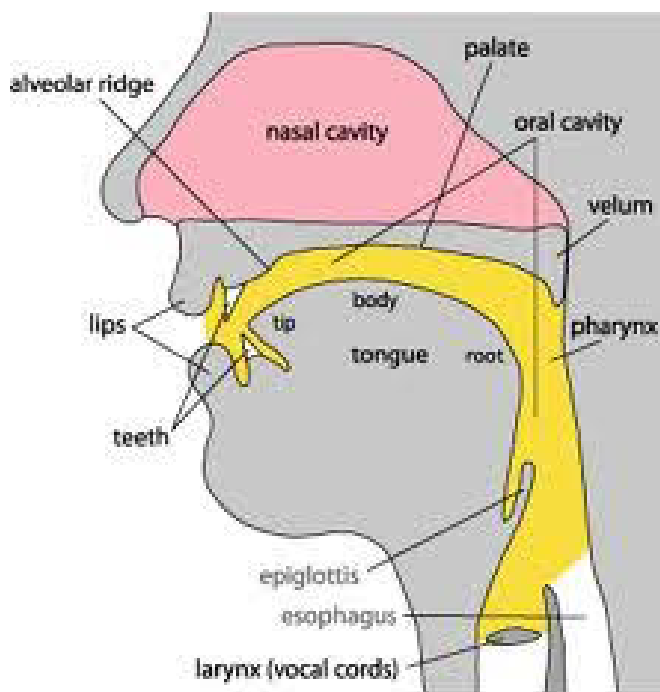
c. The front: It lies opposite to the hard palate.

d. The back: It lies opposite to the soft palate or velum.

(vi) The Jaws: Some phoneticians consider the jaws as articulators since we move the lower jaw a lot at the time of speaking. But it should be noted that the jaws are not articulators in the same way as the others. The main reason is that they are incapable of making contact with other articulators by themselves.

(vii) The Nose and the Nasal Cavity: The nose and its cavity may also be considered as speech organs. The sounds which are produced with the nose are called nasal sounds. Some nasal sounds in English include: /m/n/ŋ/.

The Speech Organ



Week Two

Topic: Speech Sounds

English speech sounds are realized from the English alphabetical system which is made up of twenty-six consonants (26) letters. These letters are divided into two: vowels and consonants. There are five (5) vowel letters (a, e, i, o, u) but these can be variously used to realize twenty-five (25) vowel sounds. These twenty-five vowel sounds are divided into twelve (12) monophthongs, eight (8) diphthongs and five (5) triphthongs. The remaining twenty-one (21) consonant letters are used to realize twenty-four (24) consonant sounds.

The classification of the English speech sounds can be seen below:

Monophthongs

| | | | |
|--------------------|---------------------|-------------------|--------------------|
| i: sheep | ɪ ship | ʊ good | u: shoot |
| e bed | ə teacher | ɜ: bird | ɔ: door |
| æ cat | ʌ up | ɑ: far | ɒ on |

DIPHTHONGS

aɪ (try, my, I, high) **eə** (where, there, stair) **aʊ** (how, now, cow)
eɪ (may, day, they) **ɪə** (here/hear, beer) **əʊ** (no/know, load)
ɔɪ (boy, toy, Troy) **ʊə** (poor, tour, moor)

TRIPHTHONGS

aɪə (fire, tired, flyer) **aʊə** (hour/our, power, tower)

eɪə (player, mayor) **əʊə** (lower, widower)

ɔɪə (loyal, royal)

Consonants

| | |
|-------|---|
| /p / | <u>P</u> ea, o <u>p</u> en, a <u>pp</u> le, s <u>top</u> |
| /t / | <u>T</u> oe, t <u>i</u> e, b <u>utt</u> er, b <u>u</u> t, t <u>w</u> elve, <u>T</u> homas, <u>T</u> hailand |
| /k / | <u>C</u> ap, <u>k</u> ing, s <u>oc</u> cer, l <u>oc</u> ker, <u>ac</u> he, m <u>ilk</u> , <u>c</u> omic |
| /b / | <u>B</u> ee, j <u>ob</u> , r <u>ub</u> ber, a <u>br</u> oad |
| /d / | <u>D</u> oe, <u>d</u> og, a <u>dd</u> ress, t <u>od</u> ay, a <u>d</u> ore, a <u>dd</u> |
| /g / | <u>G</u> ap, b <u>ig</u> ger, <u>gh</u> ost, <u>g</u> uest, b <u>ag</u> , a <u>g</u> o |
| /f / | <u>F</u> at, o <u>ff</u> er, <u>ph</u> oto, l <u>au</u> gh, s <u>uff</u> , o <u>ff</u> en |
| /v / | <u>V</u> at, n <u>ev</u> er, w <u>av</u> e, o <u>f</u> , l <u>ov</u> e, r <u>iv</u> er, <u>y</u> ote |
| /θ / | <u>Th</u> ing, <u>th</u> ree, s <u>ometh</u> ing, e <u>ar</u> th, m <u>ath</u> s, <u>th</u> ought |
| /ð / | <u>This</u> , <u>th</u> en, <u>oth</u> er, <u>with</u> , s <u>unbat</u> he, b <u>reat</u> he, w <u>eat</u> her, c <u>loth</u> es, <u>th</u> ey |
| /s / | <u>S</u> ip, <u>s</u> ad, c <u>l</u> ass, <u>pl</u> ace, <u>s</u> cience |
| /z / | <u>Z</u> ip, z <u>er</u> o, z <u>oo</u> , n <u>os</u> e, e <u>as</u> y, b <u>us</u> y, t <u>im</u> es |
| /ʃ / | <u>Sh</u> ip, <u>s</u> ugar, <u>mach</u> ine, <u>Ch</u> icago, n <u>ati</u> on, o <u>ce</u> an, E <u>ng</u> lish, R <u>uss</u> ia |
| /ʒ / | M <u>ea</u> sure, t <u>el</u> ev <u>is</u> ion, p <u>le</u> asure, g <u>ar</u> age |
| /h / | <u>H</u> at, <u>wh</u> o, <u>h</u> ill, b <u>eh</u> ave, <u>h</u> ead |
| /tʃ / | <u>Ch</u> in, t <u>ea</u> cher, <u>ch</u> air, f <u>ut</u> ure, q <u>uest</u> ion, <u>wh</u> ich |
| /dʒ / | <u>G</u> in, j <u>aw</u> , p <u>ag</u> e, m <u>aj</u> or, l <u>ed</u> ge, v <u>ill</u> age, a <u>g</u> e |
| /m / | <u>M</u> ap, a <u>ut</u> umn, <u>comb</u> , <u>sm</u> oke, <u>fil</u> m, I'm |
| /n / | <u>N</u> ap, <u>kn</u> ow, d <u>inn</u> er, <u>gon</u> e, l <u>ist</u> en |
| /ŋ / | <u>Hang</u> , s <u>ing</u> , b <u>an</u> k, f <u>ing</u> er, <u>th</u> ing |
| /l / | <u>L</u> ed, c <u>all</u> , w <u>hist</u> le, h <u>elp</u> , f <u>in</u> al, s <u>low</u> |
| /r / | <u>R</u> ed, <u>w</u> rong, c <u>arrot</u> , f <u>ar</u> away, <u>w</u> riting |
| /w / | <u>W</u> et, <u>wh</u> en, <u>one</u> , l <u>ang</u> uage, q <u>u</u> ick, s <u>qu</u> are, a <u>ware</u> |
| /j / | <u>Y</u> et, <u>few</u> , <u>c</u> ure, v <u>iew</u> , <u>e</u> uro, <u>used</u> , <u>un</u> iversity |

Triphthongs

Consonants

Week Three

Topic: Vowel Sounds

The English vowel sounds are speech sounds produced by shaping the oral cavity (mouth) so as to allow free passage of air from the lungs through the mouth. The airstream from the lungs flows freely without any obstruction, but the tongue moves to modify the flow of air and the lips are also shaped to affect the type of vowel being produced. For instance, in the production of the consonant sound /t/ in “tall”, the air is obstructed by placing the tongue on the teeth ridge and blocking the free flow of air. However, in the production of the vowel sound /i:/ in team, the air flows freely without obstruction. This is why vowel sounds are called oral sounds- that is, voiced sound.

Classification of Vowel Sounds

Generally speaking, there are twenty-five (25) vowel sounds in the English sound system. They are however grouped into three. The first group consists of twelve (12) monophthongs or pure vowels, the second group is made up of eight (8) diphthongs, while the last group is the triphthongs which are five (5) in number.

The Monophthongs or Pure vowels are the speech sounds that use a single phonetic symbol to represent an oral sound, and which is articulated in a single position in the oral cavity.

| | | | |
|-------------|--------------|------------|-------------|
| i: sheep | ɪ ship | ʊ good | u: shoot |
| e bed | ə teacher | ɜ: bird | ɔ: door |
| æ cat | ʌ up | ɑ: far | ɒ on |

A Diphthong is realized when a vowel articulation begins at one point and ends at another. Such articulations are called diphthongs and they are usually represented using two vowel sounds, indicating the beginning and the end points of articulation. A

diphthong is therefore a sequence of two vowel sounds within the same syllable.

| DIPHTHONGS | | |
|------------------------------|---------------------------------|---------------------------|
| aɪ (try, my, I, high) | eə (where, there, stair) | aʊ (how, now, cow) |
| eɪ (may, day, they) | ɪə (here/hear, beer) | əʊ (no/know, load) |
| ɔɪ (boy, toy, Troy) | ʊə (poor, tour, moor) | |

| TRIPHTHONGS | |
|---------------------------------|-------------------------------------|
| aɪə (fire, tired, flyer) | aʊə (hour/our, power, tower) |
| eɪə (player, mayor) | əʊə (lower, widower) |
| ɔɪə (loyal, royal) | |

A Triphthong is a glide from one vowel to another and then to a third, all produced rapidly without a pause in between the vowels.

Week Four

Topic: Vowels /æ/ and /a:/

Vowel /æ/

To articulate the sound, the mouth is more open. The front of the tongue is raised and the rims make a slight contact with the back upper molars. The following letters are used to realize the sound:

'a'- bat sat hand lamp damn marry gadget tobacco album alibi chasm...

'ai'- plait plaid

'i'- impass

Vowel /a:/

This is a long vowel sound which is articulated with jaws considerably separated and the lips neutrally open. There is no contact with the upper molars. The following are used to realize the sound:

'a'- pass brass class last after chance cast amen father banana shan't can't...

'ar/aar/aarh'- bark remark embark radar bazaar catarrh archaic shark...

'ear'- heart hearth hearken...

'er'- clerk sergeant derby...

'al'- calm palm half calf almond...

'au/ua' – aunt laugh guava

'uar'- guard

'augh'- draughts

'oi/oire'- repertoire reservoir abettoir chamois bourgeois...

Minimal Pairs for Vowels /æ/ and /a:/

| | |
|-------------|-------------|
| /æ/ | /ɑ:/ |
| at | Art |
| ant | Aunt |
| pat | part |
| pack | park |
| Ham | harm |
| Back | bark |
| Am | arm |

Week Five

Topic: Vowel /ɪ/ and /i:/

Vowel /ɪ/

This is a short vowel and to articulate it, the position of the tongue is nearer the centre than to the front of the teeth and the tongue is relaxed. Letters used in realizing the sound include the following:

'ɪ'- sit with simple which novice malice quilt...

'y'- city rhythm lorry only synonym myth cyst merry...

'e'- pretty bucket college refund negate bonafide epitome poem aborigine...

'ed'- wanted shouted needed sounded painted grounded sighted...

'ie'- ladies countries sieve babies ferries reverie...

'a'- village cottage courage lineage manage private...

'ui'- build guinea guillotine guild guitar biscuit...

'ay'- Monday Tuesday Wednesday...

'ei'- counterfeit sovereign forfeit surfeit...

'u'- business busy minute lettuce

'ice/ime/ite'- favourite cowardice famine granite intestine masculine feminine...

'oe'- oesophagus

'o'- women

'ey'- monkey turkey money storey trolley...

'ai'- captain chaplain plantain

'ia'- marriage carriage

'ee'- toffee coffee levee...

Vowel /I:/

This vowel is produced by raising the front of the tongue behind the front of the lower teeth. The lips are spread with the tongue tensed and the rims making contact with the upper molars. The following letters or group of letters are used to realize the sound:

'ee'- breeze degree meet sleep freedom screen need squeeze...

'e'- he we complete compete secrete eke me mediocre genius mete stampede...

'ie'- belief grief niece shield priest relieve brief piece siege field...

'ea'- beat creature cream treason knead bleak creak...

'ei'- conceive deceive receipt ceiling protein caffeine...

'ey'- key donkey geyser...

'uay' – quay

'eo'- people feoff

'i'- machine police prestige magazine kiosk physique elite routine...

'oe'- foetus oestrogen amoeba phoenix subpoena oedipal...

'ui'- suite mosquito

'ae'- orthopaedic vertebrae anaemia paediatrics antennae aegis...

Minimal Pairs for Vowels /i/ and /i:/

| /i/ | /i:/ |
|--------------|--------------|
| Sin | Seen |
| Bin | Been |
| Sick | Seek |
| Hill | Heal |
| Pill | Peel |
| Mill | Meal |
| Chick | Cheek |

Week Six

Topic: Vowels /ɒ/ and /ɔ:/

Vowel /ɒ/

The articulation of this short vowel is done with wide open jaws and slight open lip rounding. No contact is made between the tongue and upper molars. The following are used to realize the sound:

'o'- God lot bronze gone bother solid cost flock holiday...

'a'- was watch swan yacht wasp want squat fiancé swap...

'ow'- knowledge acknowledge

'ou'- cough trough

'au'- because sausage laurel Austria cauliflower

'e'- entourage ensuite encore entrepreneur enroute...

Vowel /ɔ:/

This is a long vowel sound and its articulation is similar to that of the short // sound. The following are used to realize the sound:

'or'- horse chord torch sword thorn corn forty Lord ...

'aw'- raw lawn paw draw jaw law claw saw dawn...

'ough'- bought sought fought ought nought...

'au/augh'- caught cause pause launder caustic applaud...

'all/alk'- all wall talk chalk balk walk gall...

'a/ar'- water eard quart bald thwart halt appal...

'o'- thorax glory story storey oral choral...

'ore'- before forecast core more tore whore adore...

'oa/oar'- board hoard soar boar hoarse oar coarse...

'oor'- floor door...

'our'- court source your four pour mourn...

Minimal Pairs for Vowels /ɒ/ and /ɔ:/

| | |
|--------------|---------------|
| /ɒ/ | /ɔ:/ |
| Cot | Court |
| Rod | Roared |
| Cod | Chord |
| Stock | Stalk |
| Box | Balks |
| Shot | Short |
| Wan | warn |

Week Seven

Topic: Vowels /u/ and /u:/

Vowel /u/

This short vowel sound is produced with the tongue nearer to the centre of the oral cavity. The tongue is lax while the lips are closely but loosely rounded. The following are used to realize the sound:

'u'- put full pull bush push sugar bull cushion butcher...

'o'- wolf bosom woman...

'oo'- wood stood foot fool pool good book took look...

'ou'- would could should courier...

Vowel /u:/

This is a long sound and its articulation is similar to that of the /u/ sound. However, the position

of the tongue is higher and the tongue is more tensed than in the former. The lips are also closely rounded. The following are used to realize the sound:

'oo'- brood food mood hoodlum tool cool school moon loose roost...

'o'- who do whom move lose whose prove ...

'ou'- group troupe wound soup coup souvenir...

'ew'- chew dew jewel few news stew...

'ui'-juice cruise fruit bruise suit...

'ewe'- ewe

'iew'- view

'eau'-beauty

'oe'- shoe canoe

'ough'- through

'eu/ueue'- feud queue neutral...

'ue'- due cue argue blue glue....

'oeu'- manoeuvre

'wo'- two

'oo/oo'- woo moo taboo cartoon shampoo saloon too...

'u'- June abuse nude duty rule refuse rude salute

Week Eight

Topic: Vowel /e/ and /ɜ:/

Vowel /e/

To articulate this sound, the front of the tongue touches the lower teeth in a raised position. The

lips are loosely spread and slightly wider apart, while the rim of the tongue makes a slight contact with the upper molars. The following are used to realize the sound:

'e'- bed pretend regal commend lend bet...

'ea'- head meant threat realm weapon pleasant peasant breakfast...

'a'- many any...

'ay'- says

'ie'- friend

'u'- bury

'ai'- said again against...

'eo'- Geoffrey leopard jeopardize...

'ue'- guess guest...

'ieu'- lieutenant

'ei'- leisure heifer...

Vowel /3:/

This is a long sound which is articulated with the central part of the tongue raised. The lips are neutrally spread and no firm contact is made between the tongue and the upper molars. The following are used to realize the sound:

'ir'- girl firm birthday stir whirl...

'er'- serve herd reserve desert germ confer...

'ear'- heard earth earn pearl early rehearse...

Err/urr/yrrh: purr err myrrh...

'or'- word worm work worse worship...

'our'- journey courtesy scourge adjourn...

'eur'- connoisseur saboteur...

'olo'- colonel

'ieu'- milieu

'ere'- weres

Minimal Pairs for Vowels /e/ and /ɜ:/

| /e/ | /ɜ:/ |
|-------|--------|
| bed | bird |
| ten | Turn |
| head | heard |
| death | dearth |
| | |
| | |
| | |

Week Nine

Topic: Vowel /ə/

This is a weak vowel sound that usually occurs and is used to represent unaccented (unstressed) syllables. It is referred as the schwa sound. In articulating the sound, the tongue is in a central position and the lip in neutral position. The following are used to realize the sound:

'er'- mother leather founder starter perhaps superman...

'or'- doctor calculator governor factor minor rector...

'ou'/'our'- famous generous rumour odour labour colour...

'iou'- precious conscious gracious delicious...

'eou'- righteous...

'oar'- cupboard..

'ure'- figure furniture pressure structure culture seizure ...

'e'- open ripen sharpen dampen happen...

'ar'- particular grammar steward mortar bursar beggar...

'ough'- thorough borough...

'a'- about among around sofa above miracle around madam...

'o'- carrot collate second pilot occur obey wisdom contain ...

'oi'- senior junior tortoise

'yr'- zephyr martyr...

'eur'- amateur chauffeur grandeur...

'eo/ei'- surgeon foreigner pigeon...

'u'- litmus support column gerund submit bonus campus...

'l'-possible invisible terrible divisible permissible...

're'- metre meagre centre Aacre theatre...

'ur'- survive surprise surmount pursue surround...

'io'- nation portion mission session lotion duration...

Week Ten :

Vowel /ʌ/

This is a short vowel sound which is articulated with jaws considerably separated and the lips neutrally open. There is no contact with the upper molars. The following are used to realize the sound:

'u'- sun punch jump cut much just usher culprit...

'o'- son done oven some dove love cover above tongue...

'ou'- country couple touch rough cousin southern...

'oo'- blood flood

'oe'- does

ENGLISH GRAMMAR

NOUNS

TYPES OF NOUNS

Specific Objectives: At the end of this lesson I should be able to

1. Define Nouns
2. Give the types nouns
3. Identify the types of nouns
4. Identify the features of a noun

A noun is a part of a sentence that identifies the places, things, ideas, people, events and other objects.

A noun is a naming word.

Types of Nouns

1. **Common noun:** refers to a noun that is speaking about something general or universal. Common nouns are used to describe something generic. Some examples of common nouns are student, doctor, author etc.
2. **Proper noun:** is the opposite of common noun. Proper nouns are used to identify specific people, places or things and they are always indicated by capitalizing the first letter of the words.

Some examples of proper nouns are:

Abuja
Barbie
London

Note: Common nouns name general people, places, things and ideas while proper nouns name specific people, places, things or ideas. As shown below

| Common Nouns | Proper Nouns |
|--------------|--------------|
| President | Barack Obama |

| | |
|---------|---------------|
| Teacher | Mrs. Emmanuel |
| Brother | Joe |

3. **Abstract Nouns:** these are nouns that cannot be seen or touched but we can feel them, they also show our emotion E.g. Happy, Joy, Sorrow etc.

4. **Collective Nouns:** refers to groups of people or things E.g. Audience, Family, Team etc.

5. **Concrete Noun:** is a noun which refers to people and things that exist physically and can be seen, touched, heard or tasted. Examples include Dog, Tree, Beach, etc.

Features of a Noun

Nouns can be described by four important grammatical characteristics or features, Which are;

1. Gender
2. Number
3. Person
4. Case

1. **Gender:** these refer to the sex (human or animals) if it is significant.

a. **Masculine gender:** refers to males E.g. Boy, Man, Lion etc.

b. **Feminine gender:** refers to females (both animals and human) E.g. Mary, Girl etc.

c. **Neuter gender:** refers to inanimate objects E.g. table, chair etc.

2. **Number:** refers to singular or plural forms of nouns. E.g. boy – boys

3. **Person:** is determined by who is being referred to, the objects or ideas. Person is important for choosing pronouns. Pronouns may have any of these three persons which include

a. First person: includes the writer (I/We)

b. Second person which includes the reader and excludes the writer (you)

c. Third person excludes both the writer and the reader

(he/she/it/they)

4. Case: A noun case shows its relationship to other elements in the sentence. The three cases are nominative, objective and possessive.

1. The possessive case usually use an apostrophe (for plural) or 's (for singular) E.g. The baby's hat.

2. Nominative or subjective case is the case used for a noun that is the subject of a verb. E.g. The boy' eats food (boy) is the subject of the verb 'eats'. 'Boy' is the subjective case.

3. The objective case refers to when a noun or pronoun is used as an object. The object may be direct object, indirect object, or object of preposition. E.g. Rigo prepared Lunch. The noun 'Lunch' is the object of the verb 'prepared'. Lunch is the objective case.

VERBS TYPES

Specific objectives: at the end of the lesson I should be able to

1. Define verbs
2. Identify the types

Verbs are words use to get others to perform some actions or carry out some activities and vice versa. You use verbs to describe to others what you are doing and vice versa. They are therefore called 'action words' or 'doing words'

Types of verbs

Verbs are of different types and functions in sentences. The following are the main verb types in English language.

1. Main or lexical verbs
2. Auxiliary verbs (helping verbs)
3. Finite and non-finite verbs
4. Transitive and intransitive verbs
5. Active and passive verbs
6. Regular and irregular verbs.

1. **Main verbs:** are those verbs that can stand on their own in sentences. They do not need the help of another verb to make a sentence meaningful. A main verb directly tells you what the subject of a sentence does. Main verbs are also called lexical verbs they can be in present, or past tense forms. Here are some examples; Cook, see eat

- a. My Mother cooks well. (Present tense)
- b. I saw the teacher (Past tense)

2. **Auxilliary verbs:** are used with other verbs to make meaningful sentences. They are also called helping verbs Here are some examples.

He will come today

Note: the following verbs are often used as auxiliary verbs forms of the verb 'be' am, is, be, being, been, was, were.

- Forms of verb 'have' (have, has, has)
- Forms of verb 'de' (do, does, did)

3. Transitive and Intransitive verbs

3a. Transitive verb: is a verb that needs objects to complete itself, it passes its action from subject to object.

Example: He slapped the girl

3b. Intransitive verb: does not need object to complete itself. It does not pass its action from subject to object.

E.g. she slept off

4. Regular and Irregular Verbs

4a. Regular verbs: are those verbs that form their past tense and past participle by adding 'd' or 'ed'.

Some examples of regular verb

| Verb | Past Tense | Past Participle |
|--------|------------|-----------------|
| Clean | Cleaned | Cleaned |
| Ban | Banned | Banned |
| Accept | Accepted | Accepted |

4b. Irregular Verbs: does not form their past tense or past participle by adding 'd' or 'ed' such as:

| Verb | Past Tense | Past Participle |
|-------|------------|-----------------|
| Drive | Drove | Driven |
| Know | Knew | Known |

5. Action verbs: are used to refer to actions. Most verbs you will find are action verbs.

List of Action verbs

Run, Swim, Help, Ignore etc.

VERB TENSE

PRESENT PERFECT, PAST PERFECT AND FUTURE PERFECT TENSE

Specific Objectives: At the end of this lesson I should be able to:

1. Define Tense
2. Explain Perfect Tense
3. Explain the Present perfect, past perfect and future perfect tense
4. Use them

A tense shows the time an action takes place which could be present, past or future.

Perfect tenses talk about those actions that are already done/completed in the time while we are speaking about them.

Example 'Ira had gone to the movies'. Here, 'had gone' refers that Ira already went to the movies in the past, and the action is already completed while we are speaking about it.

Types of Perfect tenses

- a. Present perfect tense
- b. Past perfect tense
- c. Future perfect tense

a. The Present perfect tense: shows that an action is completed but that it still has some importance in the present time. It is formed using **(has/have + past participle of the verb)**

Examples

He has never visited me

We have missed the train

b. Past perfect tense: is used to talk about something that happened in a time before a particular time in the past.

It is formed using **(had +past participle of the main verb)**

Example

I had driven out before he came in.

Note: Present perfect tense can be used with "just" to show that the action has very recently been completed.

Example

They have just bought their tickets

Past perfect tense:

shows an action that began before another action in the past and continued up to the time of the second action perhaps even beyond that time.

Example

Ashraf had known my brother for two years when I met him

c. Future perfect tense: refers to completed action in the future. When we use this tense we are projecting ourselves forward into the future and looking back at an action that will be completed some time later than now.

It is formed using (will + have + past participle)

Example

- You will have finished your report by this time next week.
- I will have been here for six months on June 23rd.

ADJECTIVES

Specific Objectives: At the end of this lesson I should be able to:

1. Define adjectives
2. Identify the types of adjectives
3. Identify the different types in sentence

Adjectives are words that modify nouns, pronouns and other adjectives. It tells us more about a noun or pronoun.

Example

He is fast.

The word 'fast' is an adjective that describes the pronoun 'he'

Types of Adjectives

1. **Descriptive Adjectives:** is a (qualitative) word which describes nouns and pronouns. These adjectives provide information and attribute to the nouns/pronouns they modify or describe. Descriptive adjectives are also called **qualitative adjectives**.

Examples

I am hungry

I saw a flying Eagle

2. **Quantitative Adjectives:** provides information about the quantity of nouns/pronouns. This type belongs to the question category of 'how much' and 'how much'

Examples

- I have three children

- I have 20 Naira in my wallet

3. **Proper Adjectives:** are the adjective form of proper nouns. When proper nouns modify or describe other nouns/pronouns, they become proper adjectives.

Proper adjectives are usually capitalized as proper nouns are

Examples

- American cars are very strong.

- I love Chinese buffet

4. Demonstrative Adjectives: refers to something or someone. They include the words: (this, that, these, those).

Examples

- This car is mine.
- Those flowers are heavenly.

5. Possessive Adjectives: indicates ownership. It suggests the belongingness of something to someone/something.

Some of the most used possessive adjectives (my, his, her, our, their, your).

Examples

- Her books are interesting
- My car is parked outside

6. Interrogative Adjectives: asks a question. An interrogative adjective must be followed by a noun or a pronoun. The interrogative adjectives are: (which, what, whose).

- Which phone do you use?
- Whose car is this?

ADVERBS

An Adverb is a word that modifies verbs, adjectives and other adverbs. It tells when, where, and how an action is performed or indicates the quality or degree of the action. Many adverbs end in -ly but some words which end in -ly (such as friendly) are not adverbs

Examples

- He is running fast
- The old man walks slowly

Types of Adverbs

1. **Adverb of place:** Indicate place of the action in the sentence. They answer the question where?

Some common adverb of place are here, there, upstairs, sideways, in the field, etc.

Example:

- He plays in the field.

2. **Adverb of manner:** indicates how or the process of the action in the sentence. They answer the question how?

Some common adverb of manner are quickly, nicely, tirelessly etc.

These adverbs usually end in ly

Example

- Mike is walking slowly

3. **Adverb of frequency:** indicate how often or frequency of the action in the sentence.

They answer the question how frequently or often is the action performed. Some common adverb of frequency are: always, never, occasionally, seldom etc.

Example

- He always gets a good result.

4. **Adverb of time:** tells us when a thing is done or when a thing happens. Some common adverb of time since, before, after, when etc.

Example

- I arrived since 1pm.

PREPOSITIONS

Specific Objectives

At the end of this lesson I should be able to

1. Define preposition
2. Identify them
3. Identify the types

Prepositions are words that show relationship between a noun and other words in a sentence. It is a word or group of words used before a noun, pronoun or noun phrase to show direction, time, place, or location or to introduce an object.

Some examples of prepositions are in, at, on, of, to etc.

Types of preposition

1. **Prepositions for Time:** (E.g at, on, in) these prepositions are used to refer to time in the following ways.

- i. in (a) _____ for particular time of a day, month or year
e.g. in the evening
in the third week of April
(b) to a century or a specific time in past or future etc.
e.g. in the 20th Century
in the ancient days etc.
- ii. On _____ refers to dates, a day or particular days
e.g. on Sunday
on 15th April
on Independence day

2. **Prepositions for place:** (e.g. on, at, in)

These are used to refer to different types of places e.g.

'in' is mostly used for a place having some sort of (physical) or

e.g. in a school

in England

'on' is usually used for surface of something

e.g. on the table

on a wall

'At' : is usually used for a specific place

e.g. At a bustop
At the door

3. Prepositions for direction: (e.g. into, to, through, towards)

E.g. she threw the letter into the river
he will go to London

4. Prepositions of manner: describes the way anything happens. Some
examples of such preposition are (by, like, with, on, etc.)

Examples

- They go to school by bus
- He played like champions

5. Prepositions of measure: show the quantity of something with someone or
something

Examples (by, of)

- He sells the cloth by metres
- I bought four kilos of meat

ADVERBIALS

At the end of the lesson I should be able to

1. Define adverbials
2. Give examples
3. Identify the types

Adverbials are words that give more information about a verb. They can be a single word (angrily, here) or phrases (at home, in a few hours) and often say how, where, when, or how often something happen or is done, through they can also have other uses.

In simple terms, adverbials are words and sentences that act as adverbs in sentences.

Types of Adverbials

1. **Adverbials of manner:** shows 'how' an action happened, it answers the question 'how'

Examples

- He ran as quickly as possible
- She can speak French like a native

2. **Adverbials of time**

Show 'when' an action takes place

Examples

- She has been living in this house for over twenty years
- She starts work at nine thirty.

3. **Adverbials of place:** Show where an action take place. It answer the question take place. It answers the question where?

Examples

- The cat was under the table
- I met him at the railway station.

4. **Adverbials of frequency:** answer the question how often?

Such as

- We hardly have parties at time
- We see each other once in a week

5. **Adverbial of reason:** answer the question 'why'

- He joined boxing classes to learn self-defence

THE SIMPLE SENTENCES

Specific objective: at the end of the lesson I should be able to

1. Define sentence
2. Define simple sentence
3. Identify simple sentences

A sentence is a group of words that contain a subject and a predicate and makes complete sentence

e.g. Mary copies very fast
Subject Predicate

A simple sentence contains a subject (a person or thing performing an action) and expresses a complete thought as an independent clause.

An independent clause contains a subject and a predicate and expresses a clear meaning on its own.

A simple sentence contains a subject and a verb and expresses a single, complete thought.

Simple sentence structures can contain punctuation, such as commas, a period, exclamation mark or a question at their end.

Examples of simple sentence

1. The train was late
 Subject Predicate
2. We travelled for vacation
 Subject Predicate

English comprehension

Week One (1)

Topic : Reading for main ideas in a given passage.

The main idea of a paragraph is the primary point or concept that the author wants to communicate to the readers about the topic. Hence, in a paragraph, when the main idea is stated directly, it is expressed in what is called the *topic sentence*

How to Find the Main Idea

Finding the main idea is critical to understanding what you are reading. It helps the details make sense and have relevance, and provides a framework for remembering the content. Try these specific tips to pinpoint the main idea of a passage.

1) Identify the Topic

Read the passage through completely, then try to identify the topic. Who or what is the paragraph about? This part is just figuring out a topic like "cause of World War I" or "new hearing devices;" don't worry yet about deciding what argument the passage is making about this topic.

2) Summarize the Passage

After reading the passage thoroughly, summarize it in your own words in one sentence. Pretend you have just ten to twelve words to tell someone what the passage is about—what would you say

3) Look at the First and Last Sentences of the Passage

Authors often put the main idea in or near either the first or last sentence of the paragraph or article, so isolate those sentences to see if they make sense as the overarching theme of the passage. Be careful: sometimes the author will use words like but, however, in contrast, nevertheless, etc. that indicate that the second sentence is actually the main

Week Two (2)

Topic : Reading for supporting ideas from selected passage

A paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author wants you to know about the concept of that paragraph.

When authors write they have an idea in mind that they are trying to get across. This is especially true as authors compose paragraphs. An author organizes each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it.

A writer will state his/her main idea explicitly somewhere in the paragraph. That main idea may be stated at the beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is the ***topic sentence*** of that paragraph.

The topic sentence announces the general theme (or portion of the theme) to be dealt with in the paragraph. Although the topic sentence may appear anywhere in the paragraph, it is usually first – and for a very good reason. This sentence provides the focus for the writer while writing and for the reader while reading. When you find the topic sentence, be sure to underline it so that it will stand out not only now, but also later when you review.

Week Three (3)

Topic: Reading to differentiate between main and supporting details.

A paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author wants you to know about the concept of that paragraph.

When authors write they have an idea in mind that they are trying to get across. This is especially true as authors compose paragraphs. An author organizes each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it.

What are some examples of supporting details?

Arguments, evidence, and direct examples are all supporting details that will help you make claims and prove your points. Supporting details strengthen the validity of thesis statements, and help persuade the reader to take interest in what you communicate.

Part of that is distinguishing main ideas from supporting details. The main ideas show you the key points in the text. The supporting details show you why the writer believes the main ideas. Understanding both of these things is an important part of understanding the text as a whole.


Supporting Details. What are supporting sentences? They come after the topic sentence, making up the body of a paragraph. What do they do? They give details to develop and support the main idea of the paragraph.

Week four(4)

Topic: Reading for maximum retention and recall

An essential reading skill is the ability to keep something that you have read in your memory (retention) and remember something that you have read or learned (recall). To do these two things in the best possible (maximum) way, some strategies are needed. A powerful reading technique you can use is the **SQ3R**. The acronym **SQ3R** stands for five sequential techniques that can be used to engage in the intensive reading of a passage or book. It allows a reader to extract the maximum amount of benefit from a reading exercise.

Reading Techniques



An essential reading skill is the ability to keep something that you have read in your memory (retention) and remember something that you have read or learned (recall). To do these two things in the best possible (maximum) way, some strategies are needed. A powerful reading

technique you can use is the **SQ3R**. The acronym **SQ3R** stands for five sequential techniques that can be used to engage in the intensive reading of a passage or book. It allows a reader to extract the maximum amount of benefit from a reading exercise.

SQ3R:

is a five-stage active reading technique meaning Survey, Question, Read, Recall and Review.

SQ3R:- is a five-stage active reading technique meaning Survey, Question, Read, Recall and Review.



1. Survey :-

To survey a book, scan (read through quickly) the contents, introduction, chapter introductions and chapter summaries. This act will let you get an overview (short description) of What the book is about. You can also form your own opinion about the subject.



2. Question:-

Ask questions on the passage or book and make a note of them. Write down any question that comes to mind as you survey a book or passage. Finding answers to these questions may help you better understand the book.



3. Read :-

Read the book or passage in detail taking care to understand the issues or points raised. The reading should not be too fast. While reading you can take note of vital facts.



4. Recall:-

After reading, run through the details or sections in your mind several times. Separate the relevant from the irrelevant.



5. Review:-

You can do a review of a book or passage by:

- a. Reading the document again
- b. Expanding your notes
- c. Discussing the materials with your classmates
- d. Teaching it to someone else.


Week Five (5)

Topic: Reading to answer specific questions.

How to answer specific questions

Step 1: Read the questions

It may seem backwards to read the questions first. But it actually isn't. Reading the questions first tells you what you need to look for in the unseen text you have been given.



Step 2: Unpack the questions

Make sure you read the questions a couple of times so that you know what to look for.

Questions will come in several varieties:

Multiple choice

You are given a question or statement and 4-5 possible responses to choose from

Questions asking you to retrieve information from the text

For example, "The narrator of the text has two friends, what are their names?"

Questions asking you to relate information from different parts of the text

For example, the text may include difficult words that students likely won't know. This information will be in a footnote or other part of the document. Students will need to be able to relate this information together.

Questions asking you to finish a statement

For example, "In the text, Joanna works as a _____."

Questions asking you to identify a technique and/or its effect

For example, "What is the effect of Donna's observation that Eli had 'eye's like a lion'?"

Questions asking you to interpret the text and provide analysis of it

For example, you may be asked to explain why a character does a certain action or has a certain response to things.

You should learn to identify these different types of questions by familiarising yourselves with the format and, also, learning the key verbs used in these questions.

Once you've memorised the picture, make a mental note of the information you need to find.

Step 3: Read the text

Now you know what you need to answer, you are ready to read the text they are about.

When you read the text, you need to be mindful of the time. You don't want to rush it, but you also don't want to skim read.

You want to be aware of the amount of time you to read the text. If you have enough reading time, you should read the text twice after you've read the questions.

As you read, you need to read to:

Understand the meaning of the text as a whole, and

Find the information the questions are asking for.

If you have the time to read the text more than once, aim to **read the text the first time to understand it.**

Then, **read the text the second time to find what the question is asking you for.**

Week Six (6)

Topic: Reading for vocabulary development

Sup topic: Sport(words associated with sport)

Sport

A human activity involving physical exertion and skill as the primary focus of the activity, with elements of competition or social participation where rules and patterns of behavior governing the activity exist formally through organizations and is generally recognized as a sport.

arena

The arena was full of excited spectators cheering on their team.
a level area for holding sports events, surrounded by seats for spectators

amateur

The Olympic Games were originally for amateur athletes only.
engaged in something, like playing sports, without payment; non-professional

athlete

Most professional athletes spend hours every day in training.
a person who trains for and competes in a sport

athletics

There are some very good runners on our athletics team.
'track and field' events of running, jumping, throwing, etc.

award

All the members of the winning team were awarded a gold medal.
to give someone something as a reward for high achievement

beat

Italy beat France to win the 2006 FIFA World Cup.
to defeat someone in a game or a competition

captain

The captain usually leads his or her team onto the field.
the leader of a team

catch

A wicketkeeper in cricket must be very good at catching the ball.
to grab and hold something that has been thrown

champion

The boxer Muhammad Ali was World Heavyweight Champion three times.
a top-rated, highly successful player

cheer on

The fans made a lot of noise cheering on their team.
to shout encouragement to a team or a player

coach

Players should carry out their coach's instructions during a game.
a person who trains and directs an athlete or a sports team

compete

Over 10,000 athletes will compete in the Olympic Games.
to take part in a contest or a competition

competition

The English Premiership League is one of the world's top football competitions.
an organized event in which people compete to win

competitor

Each competitor in a golf tournament must record his or her own score.
a person who takes part in a competition or a sporting contest

contest

Do you know who won this year's figure skating contest?
a game or event in which people compete to win

fan

Sometimes the umpire of a tennis match has to tell noisy fans to be quiet.
a person who supports a particular sport, team or player

field

How many players are allowed on the field during a baseball game?
a piece of land marked out for a sports contest e.g. hockey field

final score

Today's basketball game was very close. The final score was 84 to 82.
the score at the end of a game

fitness

I exercise at the gym every day for fitness and good health.
the condition of being physically fit and healthy

goal

Jimmy got the ball, ran down the pitch, and then scored the best goal of the game.

an instance of scoring in a ball game by getting the ball into a target such as between goal-posts, through a hoop, or into a net.

gym / gymnasium

Our gym has a lot of new exercise equipment, including running machines and cycling machines.

a room or building equipped for physical exercise

manager

Liverpool sacked their manager after they lost eight of their previous ten games.

the person in charge of a sports team

medal

Every athlete's dream is to win a gold medal at the Olympic Games.

a piece of engraved metal given to signify an achievement or an honor

object

The object of the game of football is to score more goals than the opponents.

the thing you want to get or achieve; what you aim to do

offside

Forwards have to learn how to avoid being caught in an offside position.

In an illegal position ahead of the ball (in football, rugby, hockey, etc.)

opponent

Roger Federer's opponent in the Wimbledon final was Rafael Nadal.

the person one competes against in a contest or a game; rival

pass

A defender tries to pass the ball to a forward in a good position to score.

to throw or kick the ball to another player on one's own team

penalty

The penalty for abusing a referee is usually a one-match suspension.

a punishment imposed on a player or team for breaking the rules of a sport

player

How many players are on the court during a doubles match in tennis?

a person who plays a sport

practise

(U.S. spelling: practice)

Professional golfers spend hours every day practising their shots.
to repeatedly do something in order to develop one's skill

professional

Tiger Woods has been a professional golfer since he was 20 years old.
a person whose paid occupation is playing a sport

record

Do you know who holds the world record for the men's 100 metres?
the best performance that has been officially measured and noted

referee

The referee saw a foul, blew his whistle and awarded a free kick.
a sports official with authority to make rulings during a contest

rules

In several sports there is an offside rule, and it's often difficult to explain.
the laws or regulations that govern how a game or sport is played

score

Do you know how to keep score in badminton?
the number of points a competitor or team earns during a game

serve

Serving the ball is one of the most important skills in sports like tennis.
to hit the ball to begin play (in tennis, table tennis, squash, volleyball, etc.)

shoot

In basketball, players try shoot from outside the 3-point line to score the extra points.
to kick, hit, or throw the ball in an attempt to score a goal (in soccer, hockey, basketball)

Week Seven (7)

Topic: Reading to understand the author's mood

Mood is the feeling you get while reading a story. This could be happiness, sadness, darkness, anger, suspicion, loneliness, or even excitement. You can think of mood as the atmosphere of the story.

To describe mood, you should think about the setting and the language used by the

author. In the opening story, we saw the setting as dark and the weather angry. The narrator used language that created fear, such as cold and black.

The mood of a story can change how we identify the thesis and the characters. For example, if we read a short story about a lovable nanny, we would expect positive words like cheerful, loving, and caring. However, we could take that same idea of a nanny and make it more of a horror story by changing the atmosphere with aggravated, cold, and enraged. We have the same character, but the author's message and description is much different.

Week Eight(8)

Topic: Reading for vocabulary development

Sub topic: Synonyms and Antonyms

Synonym Examples A-G

Working with synonyms can make your writing more varied and help expand your vocabulary. Build your vocabulary with these synonyms words.

ability - capability, competence, skill

achieve - attain, accomplish, realize, reach

angry - furious, irate, livid

appreciate - cherish, treasure, value

baffle - bewilder, confuse, perplex, puzzle

beautiful - attractive, pretty, lovely, stunning

cold - chilly, chilled, wintry

create generate, make, produce

cute - adorable, delightful, endearing

develop - enlarge, evolve, expand, grow

different - dissimilar, distinct, unusual

difficult - grueling, hard, strenuous

effective - functional, operational, successful

happy - content, joyful, mirthful, upbeat

hardworking - diligent, determined, industrious, enterprising

hate - abhor, loathe, detest, despise

honest - honorable, fair, sincere, trustworthy

however - nevertheless, nonetheless, yet

hypocrisy - duplicity, falseness, deceit

knowledge - awareness, comprehension, understanding

lazy - idle, lackadaisical, lethargic, indolent

love - attachment, **deep affection, paramour**

lucky - auspicious, fortunate, fortuitous

mean - unfriendly, unpleasant, bad-tempered, difficult

more - additional, further, supplemental

money - cash, currency, capital, funds

Examples of Antonyms: Types of Opposite Words

Antonyms are words that have contrasting, or opposite, meanings. Like so much of the English language, the word antonym is rooted in the Greek language. The Greek word anti means "opposite," while onym means "name." Opposite name – that makes sense! Use examples of antonyms to help you choose the most appropriate word every t

Types of Antonyms

Since the English language is so complex, people may disagree about which words truly have opposite meanings. However, there are three main types of antonyms.

Examples of Complementary Antonyms

Complementary antonyms are exact opposites that have no middle ground. For example, "off" is always the opposite of "on" – there's no other possibility for its antonym.

Examples of complementary antonyms include:

off – on

night – day

entrance – exit

exterior – interior

true – false

dead – alive

push – pull

pass – fail

Relational Antonyms Examples

Relational antonyms describe opposite words as they relate to each other. One word can't exist without the other. For example, a doctor with no patients can't be a doctor; a predator with no prey is not a predator.

Other examples of relational antonyms include:

above – below

servant – master

borrow – lend

give – receive

buy – sell

instructor – pupil

Examples of Graded Antonyms

Graded antonyms deal with levels of comparison, and they can be two words on a scale. Many are relative terms, which can be interpreted differently by different people. For example, "sad" and "happy" are relative antonyms, because someone can be quite sad or quite happy, or mildly sad and mildly happy.

Examples of graded antonyms include:

young – elderly

hard – easy

happy – wistful

wise – foolish

fat – slim

warm – cool

early – late

fast – slow

dark – pale

Examples of Antonyms Created With Prefixes

Sometimes you don't need to search for another word entirely. It's possible to create an antonym simply by adding a prefix to the word, typically prefixes that mean "not" or "without."
Adding Dis-

Some examples of antonyms created by adding the prefix dis- ("away from") are:

agree – disagree

appear – disappear

belief – disbelief

honest – dishonest

Adding In-

Adding the prefix in-, meaning "not," can make the following opposites:

tolerant – intolerant

decent – indecent

discreet – indiscreet

excusable – inexcusable

Week Nine (9)

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*

Week 10

Topic: Revision

English Composition

Week One

Topic: Meaning and Types of Composition

A composition is the way a writer arranges his words and sentences to produce a coherent and meaningful work. This is also defined as the activity of writing.

Writing a composition involves planning. A plan helps you to organize your ideas very well. It also serves as a basic outline of your composition.

How to Plan a Composition

Study the topic carefully.

Spend some time brainstorming on the subject.

Write down your thoughts about the topic.

To avoid irrelevant points, form an outline and stick to it.

An outline is the main points you want to write about.

Every composition must be written in paragraphs.

Types of Composition

Basically, there are four(4) types of composition and they are:

Narrative Composition: This is also known as **Narrative Essay**. It is an essay in which you tell the story or give an account of what has happened. The story could be a true one or it could be one that you only made up. Example: How I Spent My Summer Holiday, A Journey I will Never Forget.

Descriptive Composition: This is also called **Descriptive Essay**. It is one written to give the reader a mental picture of a person, place or object. That is to say, giving a descriptive essay on a person, place or object, the reader should be able to have a good picture of the person, place or object in his or her mind. Example: Myself, My School.

Expository Composition: This can also be called **Expository Essay**. It is an organized piece of prose which explains a specific topic or set of ideas to a defined audience. Example: How to Prepare My Favourite meal, How My Best Game is Played.

Argumentative Composition: This can also be called **Argumentative Essay**. It is an

essay written to prove that one opinion is superior to some other opinion. In other words, it is an essay written to persuade the reader to accept one opinion and reject some other opinion. Example: The Dry Season is Preferable to the Rainy Season in Nigeria.

Week Two

Topic: Elements of Composition

Elements of composition refer to those things that make up a piece of writing.

The main elements of composition are: the introduction, body, and conclusion. In a standard short essay, five paragraphs can provide the reader with enough information in a short amount of space. For a research paper or dissertation, however, it is essential that more than five paragraphs are present in order not to overwhelm the reader with too much information in one paragraph.

Introduction:

Must contain an attention grabber for the reader or at least make the essay sound interesting, may begin with a quote about the particular topic.

Ensure that the introduction moves from the general to the specific in regards to the topic.

Provides the reader with a “road map” of the essay in a logical order.

At the end, there should be what is called a thesis statement, arguably the most important component of the introduction.

The thesis statement states the aim of the paper and may give insight into the author’s examples and evidence.

Body:

Includes the evidence and support of the topic in addition to the author’s ideas.

Paragraphs must include a topic sentence which relates the discussion back to the thesis statement.

Logical ordering of ideas: 3 types of order: 1. Chronological order—order of time, good for narratives. 2. Spatial order—good for descriptions of locations; top to bottom. 3. Emphatic order—least important to most important; most common for college writing.

Ensure that transition sentences are present to create a good flow to the essay.

Include substantial examples and evidence to support your argument and remember to cite, cite, cite!

Make sure each example is relevant to your particular topic.

Conclusion:

This section should wrap all of your arguments and points.

It should restate the main arguments in a simplified manner.

Ensure that the reader is left with something to think about, particularly if it is an argumentative essay.

Always remember to allow time to rewrite the first draft of your essay and, then, to proofread it before turning it in.

Week Three

Topic: Arrangement of Ideas in Logical Sequence.

Arrangement of ideas in logical sequence refers to organising your ideas properly to provide a comprehensive writing/ essay.

A house is built brick by brick, first the walls are built and then the roof is laid. You can not put up the roof before the walls are built. Thus, in a paragraph you cannot skip from one idea to the next without arranging_them_properly and in a particular order.

Ideas can be arranged in the following ways:-

(i) chronological order

This means that ideas have to be presented as they occur in time. Omitting an important event and then going back to it later can be very confusing.

(ii) order of importance:

The writer can begin with the most important idea first and then lead to the least important idea.

OR

The writer can begin with the least important idea and then lead to the most important idea.

Order of importance is helpful in convincing the reader of a particular point of view.

(iii) order of climax

The writer can build suspense leading to climax. In this the climax i.e. the most important idea is put last. Whatever order the writer chooses it is important that the sentences in the paragraph are arranged in a logical sequence.

(iv) logical connection between ideas:

Transition words provide connection between sentences. The most obvious transition words are number words such as:—Firstly, Secondly, Thirdly etc.

Kindly note that these words are avoided by more experienced writers. Transition words are also used to express the order of arrangement chosen by the writer. Therefore, there can be transition words which mean each of the following — Time, Physical Order, Order of Importance, Similar Ideas, Different Ideas, Conclusion.

Activity

Arrange the following sentences in logical order:

1. He carried a big bag on his left shoulder.
2. He had hair which stood up all over his head like a porcupine
3. His nails were long and black.
4. He looked as if he were over hundred years old.
5. He had hair all over his face and also on his nose.
6. His eyes kept dancing here and there.
7. He kept on shrugging his shoulders again and again.

8. He kept on nudging the person sitting next to him.
9. He was wearing red pajamas and a long yellow karat.
10. He had a big tattoo of a spider on his arm.
11. He kept on scratching his head.
12. He had long yellow teeth protruding out of his mouth.
13. He was wearing ten necklaces.
14. He had a small puppy in a bag. The puppy kept on barking but the man did nothing to stop him.
15. He had applied kajal to his eyes which made him look strange and weird.

Week Four

Topic: Outline of a Story: Highlighting Main and Supporting Ideas.

Writing an outline simply means picking out the main points in a story/passage. When you read a story or a passage, it is important to discover the main points raised in the story or passage. This, unlike summary, involves picking out the happenings or processes in a story or a passage.

Guidelines to Writing an Effective Outline

Read through the story/passage carefully.

Jot down the main points.

Arrange what you have jotted down in sequential order and write in paragraphs.

Write the introduction and conclusion to the story/passage if not already given.

Indent your paragraphs. Indenting means leaving 2-3cm space from the margin before

writing.

Remember to start a sentence with a capital letter and end it with an appropriate punctuation mark.

Main Idea and Supporting Details of a Story

The main idea of a story is the primary point or concept that the author wants to communicate to the readers about the topic.

Supporting details provide information to clarify, prove or explain the main idea. These details demonstrate the validity of the main idea. They often list parts, aspects, steps or examples of the main idea. Sometimes, they may list the causes of it, effects from it, or ways in which it shows itself to be true.

Week Five

Topic: Mechanics of Writing: Punctuation.

In composition, writing mechanics are the conventions governing the technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations. Getting your main points together can be a challenge, and one solution is to put together a draft of main ideas before writing.

Punctuation is the use of standard marks and signs in writing to separate words into sentences, clauses, and phrases in order to clarify meaning. The marks or signs are called punctuation marks. Punctuation marks are signals to readers. When you speak, you can pause, stop, or change your tone of voice to make your meaning clear. You cannot do this when you write. When writing, you must use punctuation marks such as commas and question marks to make your meaning clear.

There are 14 punctuation marks that are commonly used in English . They are the full stop, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis. Following their correct usage will make your writing easier to read and more appealing. **Some of the Punctuation marks include:**

1. Full stop (.): It is placed at the end of declarative sentences, statements, thought to be complete and after many abbreviations.

As a sentence ender: Jane and Jack went to the market.

After an abbreviation: Her son, John Jones Jr., was born on Dec. 6, 2008.

2. Question mark (?): It is used to indicate a direct question when placed at the end of a sentence.

When did Jane leave for the market?

3. Semicolon (;): It is used to connect independent clauses. It shows a closer relationship between the clauses than a period would show. Example;

John was hurt; he knew she only said it to upset him.

4. Colon (:): It has three main uses. The first is after a word introducing a quotation, an explanation, an example, or a series.

He was planning to study four subjects: politics, philosophy, sociology, and economics.

The second is between independent clauses when the second explains the first, similar to a semicolon: Example;

I didn't have time to get changed: I was already late.

The third use of a colon is for emphasis:

There was one thing she loved more than any other: her dog.

5. Apostrophe ('): It is used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters. Examples of the apostrophe in use include:

Omission of letters from a word: I've seen that movie several times. She wasn't the only one who knew the answer.

Possessive case: Sara's dog bit the neighbor.

Plural for lowercase letters: Six people were told to mind their p's and q's.

Week Six

Topic: More on Punctuation Marks.

6. The ellipsis : It is most commonly represented by three periods (. . .) although it is occasionally demonstrated with three asterisks (***) . The ellipsis is used in writing or printing to indicate an omission, especially of letters or words. Ellipses are frequently used within quotations to jump from one phrase to another, omitting unnecessary words that do not interfere with the meaning.

Omission of words: She began to count, "One, two, three, four..." until she got to 10, then went to find him.

Within a quotation: When Newton stated, "An object at rest stays at rest and an object in motion stays in motion..." he developed the law of motion.

7. Parentheses () : They are curved notations used to contain further thoughts or qualifying remarks. However, parentheses can be replaced by commas without changing the meaning in most cases. Example;

John and Jane (who were actually half brother and sister) both have red hair.

8. Comma: The comma is used to indicate a short pause. The comma is used to show a separation of ideas or elements within the structure of a sentence. Additionally, it is used in numbers, dates, and letter writing after the salutation and closing.

Direct address: Thanks for all your help, John.

Separation of two complete sentences: We went to the movies, and then we went out to lunch.

Separating lists or elements within sentences: Suzi wanted the black, green, and blue dress.

Separation of numbers, dates and address: I was born on 9th August, 1990 in Lucknow, Uttar Pradesh.

Addressing a person: "Yes, Sir."

Separating two persons, things or other elements: I meant Raj, not Robin.

Direct quotations: She said, "I'm sorry."

9. Dash: It is used to separate words into statements. There are two common types of dashes: en dash and em dash.

En dash: Twice as long as a hyphen, the en dash is a symbol (–) that is used in writing or printing to indicate a range, connections or differentiations, such as 1880-1945 or Princeton-New York trains.

Em dash: Longer than the en dash, the em dash can be used in place of a comma, parenthesis, or colon to enhance readability or emphasize the conclusion of a sentence. For example, She gave him her answer – No!

Whether you put spaces around the em dash or not is a style choice. Just be consistent.

Activity

Punctuate the following sentences correctly.

1. I know what you want
2. You dont know me well do you
3. Do you recall my name my address my job my passion
4. . What I can't believe you did this to her
5. I knew what would happen if we went there but we had to go anyway
6. Do you remember what we used to do when we played together as childhood friends
7. In summer its way too hot around here
8. We had pizza beef steak onion rings and diet coke at the dinner
9. You are the right person for the job arent you
10. Stop you cant go any further

Week Seven

Topic: Letter Writing

A letter is a written message that can be handwritten or printed on paper. It is usually sent to the

recipient via mail or post in an envelope. Letter writing is the act of communication by writing one's request, ideas, opinions, etc to somebody.

Types Of Letter Writing

Letter writing can be classified into three types:

1. Informal Letters
2. Semi- formal Letters
3. Formal Letters.

Informal Letter

Informal letters are also known as personal letters. Such types of letters are usually written to relatives, family, friends, or acquaintances. These letters may or may not have a concrete reason for writing. The aim of writing informal letters is to create a personal memoir. It need not adhere to any formalities or follow any set pattern.

Features of an Informal Letter

1. Address
2. Date
3. Salutation
4. Body of the letter
5. Complimentary closure
6. Sender's name .

Semi-formal Letter

A semi-formal letter is a type of letter that you write to someone you know, but do not share cordial relationship with. A semi-formal letter is also used in non-formal relationship, but which requires polite and respectful approach (e.g. a school teacher, school principal, etc.). Semi-formal letter is in-between formal and informal letter, meaning it is written in more polite tone compared to informal letter.

Features of a Semi-formal Letter.

Writer's address

Date

Salutation/Greeting (Dear Sir/Madam, Dear Mrs Lucky, Dear Uncle Chris)

The Body

Complimentary closure

Name.

Formal Letters

A formal letter is one written in a formal and ceremonious language and follows a certain stipulated format. Such letters are written for official purposes to authorities, dignitaries, colleagues, seniors, etc and not to personal contacts, friends or family. A variety of letters that fall within the category of formal letters are –

Business letters

Official letters

Social letters

Circular letters

Employment letters

Features of a Formal Letter

Sender's address

Date

Receiver's address

Subject

Salutation

Body of the letter

Complimentary closure

Signature line: sender's name, signature and designation.

Week Eight

Topic: Formal Letter: Letter of Congratulations

A letter of congratulations is a formal message in which you congratulate someone for a notable achievement.

Tips for Writing a Formal Congratulation Letter

A formal congratulation letter is written to celebrate a person who has reached a milestone. It could be congratulating an individual for getting a new job, finishing a university program, retiring successfully, or getting a promotion.

The following tips are handy when writing a letter of congratulation:

Your letter should have a polite and professional tone.

The letter should successfully depict your emotions. The words and phrases used should be compelling enough to impact the recipient significantly.

Your letter should be concise and straightforward – no need to include unnecessary details. Remember, this letter aims to congratulate an individual.

Be genuine in your letter. Do not exaggerate.

Appreciate the individual for their hard work and the impact they have made in your life.

Activity

Write a letter to the director of your school, congratulating him on the success of the last graduation ceremony of the school.

Week Nine

Topic: Argumentative Essay

An argumentative essay is a piece of writing that uses factual evidence and logical support to convince the reader of a certain way of thinking.

Argumentative essays don't have to be aggressive or combative. Rather, it gets its name from the style of arguing, whereby the writer presents sufficient research to both support their own claim and invalidate opposing perspectives. When you're writing an argumentative essay, remember that the goal is to show that your thesis is the only logical conclusion.

Basic Structure of an Argumentative Essay

The simple five-paragraph format that suits most short essays are:

1. Your first paragraph is your introduction, which clearly presents your thesis, sets up the rest of the essay, and maybe even adds a little intrigue.
2. Your second, third, and fourth paragraphs are your body, where you present your arguments and evidence, as well as refute opposing arguments. Each paragraph should focus on either showcasing one piece of supporting evidence or disproving one contradictory opinion.
3. Your fifth and final paragraph is your conclusion, where you revisit your thesis in the context of all preceding evidence and succinctly wrap up everything.

Activity

Write your claims for or against the topic: Cellular Phones Should be Allowed in Schools(Not less than 250 words).

Week Ten

Topic: Descriptive Essay (My School).

Descriptive essay is one written to give the reader a mental picture of a person, place or object. That is to say, giving a descriptive essay on a person, place or object, the reader should be able to have a good picture of the person, place or object in his or her mind. Example: Myself, My School.

Descriptive Essay Structure

Descriptive essays can vary, depending on what you're describing. This essay structure can help

you describe most things, though, thoroughly and easily.

Introduction: Introduce the topic you're describing, and give a quick over view of what it is.

Thesis statement: This is where you'll outline your description of the topic. You'll go into more detail in the main body.

Main body: This can be taken by three separate paragraphs. The first paragraph can focus on a detailed description of the topic itself. The second will cover the environment surrounding the topic. Finally, the third topic will focus on a sensual and emotive description, which covers how the topic affects those interacting with it.

Conclusion: this will draw all your points together, without introducing anything new.

How to Write Descriptive Essay

First, look into the topic you've been given. At first, it may seem quite dry, but you can broaden the idea with some creative writing.

Gather any evidence you plan to use. Descriptive essays don't require as much research as others, but you'll still need to back up your points.

Write an outline, using the example above. Write in bullet points, and lay out what you're going to say.

Write your essay. You can fill in the blanks on your outline, and you'll find that it's much easier to write using this method.

Proofread and edit. Before you hand it in, give your essay a read through for any errors you've made.

Activity

Write a comprehensive essay on the topic: My School (Not less than 250 words).