JSS3 ENGLISH STUDIES LESSON NOTES

FIRST TERM

WEEK 1

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Recall and correctly pronounce key vowel and consonant sounds from the previous term.
2. **Grammar:** Define, identify, and categorize all eight parts of speech in sentences.
3. **Reading & Comprehension:** Define and apply the reading technique of **scanning** to locate specific information quickly.
4. **Composition:** Identify the features of an informal letter and write a well-structured letter on a given topic.
5. **Literature:** Clearly differentiate between fiction and non-fiction and provide examples of various non-fiction genres.

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1. SPEECH WORK

Topic: Revision of Speech Sounds (Vowels and Consonants)

A. Introduction

Speech work (Phonology and Phonetics) is the study of how sounds are produced and used in a language. A clear understanding of speech sounds is the foundation for correct pronunciation and effective communication. This week, we will revise the key sounds from JSS2.

B. Vowel Sounds (Revision)

Vowel sounds are produced with no obstruction in the vocal tract. They are the nucleus of every syllable. English has 20 vowel sounds, divided into monophthongs (pure vowels) and diphthongs (glide vowels).

1. Monophthongs (Pure Vowels - 12) These sounds have a single, consistent quality.

- **Front Vowels:**
  - /iː/ as in s**ea**t, f**ee**t, m**e**
  - /ɪ/ as in s**i**t, h**i**t, b**i**n
  - /e/ as in s**e**t, b**e**d, m**e**n
  - /æ/ as in s**a**t, c**a**t, m**a**n
- **Central Vowels:**
  - /ɜː/ as in b**ir**d, sh**ir**t, f**ur**
  - /ə/ (schwa) as in **a**bout, teach**er**, doct**or** (the most common, weakest sound)
  - /ʌ/ as in c**u**t, b**u**s, s**u**n
- **Back Vowels:**
  - /uː/ as in sh**oe**, bl**ue**, f**oo**d
  - /ʊ/ as in b**oo**k, p**u**t, c**ou**ld
  - /ɔː/ as in c**augh**t, d**oor**, l**aw**
  - /ɒ/ as in c**o**t, h**o**t, p**o**t
  - /ɑː/ as in f**a**ther, c**ar**, h**ar**d

2. Diphthongs (Glide Vowels - 8) These sounds are a combination of two pure vowels, involving a glide from one to the other within the same syllable.

- /eɪ/ as in s**ay**, p**ai**n, f**a**te
- /aɪ/ as in m**y**, b**uy**, h**igh**
- /ɔɪ/ as in b**oy**, c**oi**n, t**oy**
- /əʊ/ (UK) or /oʊ/ (US) as in g**o**, n**o**, r**oa**d
- /aʊ/ as in n**ow**, h**ou**se, c**ow**
- /ɪə/ as in h**ere**, n**ear**, f**ear**
- /eə/ as in h**air**, **air**, th**ere**

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- /ʊə/ as in p**oor**, t**our**, s**ure**

C. Consonant Sounds (Revision)

Consonant sounds are produced with some obstruction or blockage of airflow in the vocal tract. We will focus on the sounds that often cause confusion.

- **The 'th' sounds (Dental Fricatives):**
  - **/θ/ (Voiceless):** Air passes between the tongue and top teeth. No vocal cord vibration.
    - Examples: **th**in, **th**ink, ma**th**, pa**th**, **th**under
  - **/ð/ (Voiced):** Same mouth position, but the vocal cords vibrate.
    - Examples: **th**is, **th**at, mo**th**er, fa**th**er, brea**th**e
- **The 'sh' and 'j' sounds (Palato-Alveolar):**
  - **/ʃ/ (Voiceless):** The "sh" sound.
    - Examples: **sh**oe, **sh**ip, wa**sh**, na**ti**on, ma**ch**ine
  - **/ʒ/ (Voiced):** The "zh" sound, often found in the middle of words.
    - Examples: plea**s**ure, trea**s**ure, mea**s**ure, televi**si**on, bei**g**e
  - **/tʃ/ (Voiceless):** The "ch" sound.
    - Examples: **ch**urch, **ch**air, wa**tch**, ca**tch**
  - **/dʒ/ (Voiced):** The "j" or "soft g" sound.
    - Examples: **j**udge, **j**am, **g**iant, a**g**e, bri**dg**e

D. Pronunciation Drill

Say the following pairs aloud, paying attention to the different sounds:

- /iː/ vs /ɪ/: l**ea**ve / l**i**ve
- /æ/ vs /ʌ/: c**a**t / c**u**t
- /θ/ vs /ð/: **th**igh / **th**y
- /ʃ/ vs /tʃ/: **sh**oe / **ch**ew
- /ʒ/ vs /dʒ/: vi**si**on / le**gi**on

E. EVALUATION (SPEECH WORK)

1. Say the word "treasure." Which sound does the 's' represent: /s/, /z/, /ʃ/, or /ʒ/?
2. Which vowel sound is in the word "put": /u:/ or /ʊ/?

F. ASSIGNMENT (SPEECH WORK)

1. Write five words for each of these sounds: /eɪ/ (as in *say*) and /aɪ/ (as in *my*).

2. GRAMMAR

Topic: Revision of the Eight Parts of Speech

A. Introduction

The parts of speech are categories that words are grouped into based on their **function** in a sentence. Understanding them is the key to building and analyzing sentences.

1. Noun

- **Definition:** A word that names a person (Sade), animal (goat), place (Lagos), thing (book), or idea (love).
- **Types:**
    - **Proper:** Specific names (capitalized). E.g., *JSS3, Mr. Ade, Nigeria*.
    - **Common:** General names. E.g., *school, teacher, country*.
    - **Abstract:** Ideas, feelings, qualities (cannot be touched). E.g., *honesty, fear, courage*.
    - **Concrete:** Things that can be touched. E.g., *desk, water, smoke*.
    - **Collective:** A name for a group. E.g., *flock, crowd, committee, government*.
    - **Countable:** Can be counted. E.g., *three chairs, many boys*.
    - **Uncountable:** Cannot be counted (no plural). E.g., *rice, information, advice*.
- **Functions:** Subject, Object, Complement.

2. Pronoun

- **Definition:** A word used **in place of** a noun to avoid repetition.
- **Types:**
    - **Personal:** *I, you, he, she, it, we, they, me, him, her, us, them*.
    - **Possessive:** *My, your, his, her, its, our, their, mine, yours, hers*.
    - **Reflexive:** *Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.
    - **Demonstrative:** *This, that, these, those*.

- **Interrogative:** *Who, what, which, where, when, whose*.
- **Relative:** *Who, which, that* (introduces a clause).

3. Verb

- **Definition:** A word that shows an **action** (run, jump) or a **state of being** (is, are, feel). It is the most important word in a sentence.
- **Types:**
  - **Transitive:** Requires a direct object. E.g., *She **wrote** <u>a letter</u>.*
  - **Intransitive:** Does not require an object. E.g., *He **slept**.*
  - **Linking:** Connects the. subject to a noun or adjective. E.g., *He **is** <u>a doctor</u>. She **seems** <u>happy</u>.*
  - **Auxiliary (Helping):** Helps the main verb.
    - *Primary:* be, have, do. E.g., *I **am** running. He **has** eaten.*
    - *Modal:* can, could, may, might, will, would, shall, should, must. E.g., *You **must** study.*

4. Adjective

- **Definition:** A word that **modifies** (describes or limits) a noun or pronoun. It answers: *What kind? How many? Which one?*
- **Examples:** *a **tall** building, **three** goats, the **blue** sky, a **beautiful** girl.*
- **Degrees:** Positive (*tall*), Comparative (*taller*), Superlative (*tallest*).

5. Adverb

- **Definition:** A word that modifies a **verb**, an **adjective**, or **another adverb**. It answers: *How? When? Where? How often? To what extent?*
- **Types & Examples:**
  - Manner: He ran **quickly**.
  - Time: We will leave **tomorrow**.
  - Place: She looked **around**.
  - Frequency: I **never** see him.

- Degree: It is **very** hot.

6. Preposition

- **Definition:** A word that shows the **relationship** between a noun/pronoun (its object) and another word in the sentence.
- **Examples:** *The book is **on** the table. He went **to** the store. She is **in** the room. He sat **under** the tree.*

7. Conjunction

- **Definition:** A word that **joins** words, phrases, or clauses.
- **Types:**
  - **Coordinating (FANBOYS):** *For, And, Nor, But, Or, Yet, So*. (Joins equal parts).
  - **Subordinating:** *because, while, although, if, when, since*. (Joins a dependent clause to an independent one).
  - **Correlative:** *either...or, neither...nor, not only...but also*.

8. Interjection

- **Definition:** An exclamatory word that shows strong emotion and is grammatically separate from the sentence.
- **Examples:** *Ouch!*, *Wow!*, *Alas!*, *Oh no!*, *Hurray!*

B. Practice Exercise

Identify the part of speech for *each* word in the following sentence: "Wow! The young boy ran quickly to the new school and he met his teacher."

- *Wow!* (Interjection)
- *The* (Adjective - Article)
- *young* (Adjective)
- *boy* (Noun)
- *ran* (Verb)

- *quickly* (Adverb)
- *to* (Preposition)
- *the* (Adjective - Article)
- *new* (Adjective)
- *school* (Noun)
- *and* (Conjunction)
- *he* (Pronoun)
- *met* (Verb)
- *his* (Pronoun - Possessive)
- *teacher* (Noun)

C. EVALUATION (GRAMMAR)

1. Identify the part of speech for the underlined word in this sentence: "He ran **very** fast."
2. What part of speech is the word "love" in the sentence "Love is a strong feeling"? (Hint: It's a noun, but what *type* of noun?)
3. Name two coordinating conjunctions (FANBOYS) and use one in a sentence.

D. ASSIGNMENT (GRAMMAR)

1. Write one original sentence for each of the eight (8) parts of speech. In each sentence, underline the word that represents that part of speech.
    - *Example (for Noun):* I bought a new <u>book</u>.
2. **(Challenge)** Read the short paragraph below and identify all the **prepositions** and **adjectives**. List them in two separate columns.
    - "The old woman lived in a small, green house near the busy market. She was very kind to the little children, and she often gave them sweet oranges from a big basket."

3. READING & COMPREHENSION

Topic: Scanning for Main Points *(and its difference from Skimming)*

A. Introduction

Good readers use different strategies for different tasks. You do not read a novel the same way you read a phone directory. **Scanning** and **Skimming** are two essential "speed reading" strategies.

- **Clarification:** The topic mentions "Scanning for main points." This is a common confusion.
    - The technique for finding **main points** or the general idea (gist) is **SKIMMING**.
    - The technique for finding **specific details** (like a name, date, or number) is **SCANNING**.
    - This lesson will focus on **SCANNING**, as it is a distinct skill.

B. What is Scanning?

Scanning is the process of moving your eyes quickly over a text to find a *specific piece of information*. You are not reading every word.

Analogy: Imagine you are looking for your friend's name in a list of 100 students. You don't read every name; you let your eyes "scan" for the *specific name*.

C. How to Scan Effectively

1. **Know Your Target:** Be very clear on what you are looking for *before* you start. Is it a name? A date? A number? A keyword?
2. **Use Keywords:** Focus only on the keywords related to your target.
3. **Move Your Eyes Quickly:** Do not read in a straight line. Move your eyes in a zig-zag or "S" pattern down the page.
4. **Ignore Everything Else:** Your goal is to find *one thing*. You must ignore all other information, even if it seems interesting.
5. **Stop and Read:** Once your eye catches the keyword or information you want, stop scanning and read the sentence around it to confirm it's what you need.

D. Practical Scanning Exercise

Instructions: Read the questions *first*. Then, scan the passage below to find the answers as quickly as possible. Time yourself!

Questions (Read these first):

1. What is the full name of the organization?
2. In what year was it founded?
3. How many member states does the organization have?
4. Where is its headquarters located?
5. What is the name of the current Secretary-General?

Passage:

The Economic Community of West African States (ECOWAS)

The Economic Community of West African States (ECOWAS) is a regional political and economic union of fifteen countries located in West Africa. This union was established on 28 May 1975, with the signing of the Treaty of Lagos. Its mission is to promote economic integration across the region.

The organization has a total of **15 member states**. These are Benin, Burkina Faso, Cape Verde, Cote d'Ivoire, The Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, and Togo.

ECOWAS also serves as a peacekeeping force in the region. The headquarters of the ECOWAS Commission is located in **Abuja, Nigeria**. The current Secretary-General, who was appointed in 2022, is Dr. Omar Alieu Touray from The Gambia.

Answers (Found by scanning):

1. The Economic Community of West African States
2. 1975 (or 28 May 1975)
3. 15
4. Abuja, Nigeria

5. Dr. Omar Alieu Touray

E. EVALUATION (READING & COMPREHENSION)

1. What is the main difference between skimming and scanning?
2. In which of these situations would you use SCANNING: (a) deciding if you want to read a book, or (b) finding a phone number in a directory?

F. ASSIGNMENT (READING & COMPREHENSION)

1. Find any page from your science textbook. **Scan** the page to find the following: (a) a number or date, (b) a word written in bold, and (c) a person's name (if any). Write down what you find.

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4. COMPOSITION

Topic: Informal Letter – Letter to My Best Friend on My Plan for the Academic Session

A. Introduction

An **informal letter**, or personal letter, is a letter you write to someone you know well, such as a friend, sibling, or parent. The tone is casual and conversational, like you are talking to them.

B. Features and Format of an Informal Letter

An informal letter has a specific, though relaxed, format.

1. **Writer's Address:**
    - Written at the top-right corner.
    - Do not write your name here.
    - *Example:*

      Government Secondary School, P.M.B. 102, Abuja, F.C.T.
2. **Date:**
    - Written just below your address.
    - *Example:* 6th September, 2025.
3. **Salutation (Greeting):**
    - Written on the left side, after skipping a line.
    - It is casual and ends with a comma.
    - *Example:* Dear Kunle, or Dearest Titi,
4. **Body of the Letter:**
    - This is the main message, organized into paragraphs.
    - **Paragraph 1 (Introduction):** Start with greetings, ask about your friend's well-being, and state the purpose of your letter.
    - **Paragraph 2-4 (Main Points):** Discuss the main topic. In this case, your plans for the new JSS3 session.

- **Paragraph 5 (Conclusion):** Conclude your letter, send greetings to their family, and say you hope to hear from them.

5. **Complimentary Close:**
    - Written at the bottom, on the right side. It is followed by a comma.
    - *Example:* Yours sincerely, or Your friend, or Best wishes,
6. **First Name:**
    - Written just below the complimentary close.
    - *Example:* David (or your first name only).

C. Planning for the Prompt

Topic: Your plans for the new academic session (JSS3).

- **Brainstorming:** What are your plans?
    - **Academic:** Pay more attention in Maths, improve my Basic Science score, read one novel every two weeks, aim for top 3 in the class, prepare for BECE.
    - **Social:** Join the Debate Club, be more friendly.
    - **Sports:** Try out for the school football team.
- **Outline for the Body:**
    - **Para 1:** Greet Kunle. Ask how his holiday was. Mention that you are happy to be in JSS3, the final year.
    - **Para 2:** Tell him your main academic plan. "My main goal this year is to take my studies more seriously, especially for the upcoming BECE. I have made a personal timetable. I plan to dedicate two extra hours every night to Mathematics and English."
    - **Para 3:** Tell him your co-curricular plans. "I am not just focusing on books! I have also decided to join the Literary and Debating Society. You know I've always wanted to improve my public speaking."
    - **Para 4:** Ask about his plans. "What about you? What are your own goals for this session? Are you still planning to be the school's Time-Keeper?"
    - **Para 5:** Conclude. "I have to stop here for now. Send my greetings to your parents. I hope to read from you soon."

D. EVALUATION (COMPOSITION)

1. What two items are written at the top-right corner of an informal letter?
2. What is the correct complimentary close for an informal letter: (a) Yours faithfully, or (b) Your friend,?

E. ASSIGNMENT (COMPOSITION)

1. Write the full informal letter (as described in today's lesson) to your best friend, explaining your plans for the new academic session. Your letter should be at least 150 words long and must follow the correct format.

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5. LITERATURE IN ENGLISH

Topic: Introduction to Fiction & Non-Fiction

A. Introduction

Literature is the broad term for written works. All literature can be divided into two main categories: **Fiction** and **Non-Fiction**.

B. Fiction

- **Definition:** Fiction is any creative work, chiefly in a narrative form, that describes events and people that are **not real**. It is based on the **imagination** of the author.
- **Purpose:** To entertain, to explore ideas, to comment on the human condition through imaginary stories.
- **Keywords:** Imaginary, "made-up," created.
- **Examples:**
    - **Novels:** *Things Fall Apart* by Chinua Achebe
    - **Short Stories:** "The Lottery" by Shirley Jackson
    - **Plays (Drama):** *The Lion and the Jewel* by Wole Soyinka
    - **Myths, Legends, Fables, Fairy Tales.**

C. Non-Fiction

- **Definition:** Non-fiction is any text or creative work that is based on **facts, real events, and real people**. The author claims to be writing the **truth**.
- **Purpose:** To inform, to educate, to persuade, to explain, to describe.
- **Keywords:** Factual, "real," informational, verifiable.

D. Key Differences (Fiction vs. Non-Fiction)

Feature	FICTION	NON-FICTION
Basis	Imagination	Fact and Reality
Author's Intent	To entertain, explore ideas	To inform, educate, persuade

Characters	Imaginary (even if based on real people)	Real People
Events	Made-up	Verifiable, historical
Truth	Explores emotional truth ("what if")	Claims to be factually true

E. Examples and Types of Non-Fiction

This is a very broad category. Here are some of the most common types:

1. **Biography:**
    - A factual story of a real person's life **written by someone else**.
    - *Example:* A book about the life of Nelson Mandela, written by a historian.
2. **Autobiography:**
    - A factual story of a real person's life **written by that person themselves**. (Auto = self).
    - *Example: Long Walk to Freedom* by Nelson Mandela; *Ake: The Years of Childhood* by Wole Soyinka.
3. **Memoir:**
    - Similar to an autobiography, but it focuses on *one specific period, event, or theme* in the author's life, not their entire life story.
    - *Example: Becoming* by Michelle Obama (focuses heavily on her time in the White House).
4. **Textbooks:**
    - Your *New General Mathematics* or *Integrated Science* books are non-fiction. Their purpose is to educate.
5. **Essays:**
    - A short written work on a specific subject (e.g., an argumentative essay on "The Importance of Education").
6. **Journalism / News Reports:**
    - Articles in newspapers or on websites that report on real, current events.
7. **Diaries and Journals:**
    - A personal, day-to-day account of a person's life.
    - *Example: The Diary of a Young Girl* by Anne Frank.

8. **Speeches:**
    - Written transcripts of famous public addresses (e.g., Martin Luther King Jr.'s "I Have a Dream" speech).

F. EVALUATION (LITERATURE)

1. Is *The Diary of Anne Frank* an example of fiction or non-fiction? Why?
2. What is the main difference between a biography and an autobiography?

G. ASSIGNMENT (LITERATURE)

1. Define "Biography" and "Autobiography" in your own words. Then, name one famous person and write who you would *want* to read a biography about.
2. Find a news report (non-fiction) from a newspaper or website. Write one paragraph summarizing what it is about. Then, write a second paragraph explaining *how* you know it is non-fiction, using the keywords from the lesson (e.g., "it is based on facts," "it uses real names and places").

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WEEK 2

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Identify, recognize, and correctly pronounce the schwa sound /ə/ in various word positions.
2. **Grammar:** Use the correct verb/adjective + preposition combinations to express a variety of emotions.
3. **Reading & Comprehension:** Define and apply the reading technique of **skimming** to find the main idea or gist of a passage.
4. **Composition:** Understand the purpose of a pen-pal letter and write a well-structured introductory letter.
5. **Literature:** Define poetry and identify basic elements of poetic analysis, such as stanza, rhyme scheme, and simple figures of speech.

1. SPEECH WORK

Topic: The Schwa Sound /ə/

A. Introduction

The schwa /ə/ is the most common vowel sound in the English language. It is a very short, "lazy," unstressed vowel sound. It is the sound you hear in:

- **a**bout
- comput**er**
- doct**or**
- penc**il**

The schwa sound is never in a stressed syllable. This is why it's often called a "weak" vowel. Its symbol /ə/ looks like an upside-down 'e'.

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B. Identifying the Schwa

The most confusing part of the schwa is that it can be represented by *any* vowel letter (a, e, i, o, u). You must listen for the sound, not look at the spelling.

- **'a' can be /ə/:**
  - **a**bout, **a**go, **a**rise, ban**a**na, sal**a**d
- **'e' can be /ə/:**
  - t**e**l**e**phone, probl**e**m, synth**e**sis, moth**e**r
- **'i' can be /ə/:**
  - penc**i**l, eas**i**ly, cous**i**n
- **'o' can be /ə/:**
  - **c**omputer, p**o**lite, lem**o**n, **c**ondition
- **'u' can be /ə/:**
  - s**u**pport, s**u**ccess, alb**u**m, foc**u**s

C. Pronunciation Drill (Word Positions)

Listen to and say these words. Note the short /ə/ sound in the unstressed syllable.

- **Beginning: a**bove, **a**go, **a**gree, **a**head
- **Middle:** fam**i**ly, mem**o**ry, choc**o**late, ev**e**ry
- **End:** doct**or**, teach**er**, mot**or**, schol**ar**, fig**ure**

D. EVALUATION (SPEECH WORK)

1. What is the schwa sound? Is it a strong or weak sound?
2. Identify the schwa sound in these words. Is it at the beginning, middle, or end?
   - (a) banana
   - (b) teacher
   - (c) police

E. ASSIGNMENT (SPEECH WORK)

1. From your English textbook, find and write down ten (10) words that contain the schwa sound /ə/.
2. Underline the letter(s) that make the schwa sound in each word (e.g., comput**er**).

2. GRAMMAR

Topic: Expressing/Describing Emotions (Verb/Adjective + Preposition)

A. Introduction

In English, we often use specific prepositions to connect verbs or adjectives to the *object* of our feelings. Using the correct preposition is essential for sounding natural. These combinations are called collocations.

B. Common Emotion Collocations

Here is a list of common adjectives and verbs used to express emotions, followed by the prepositions they require.

- **about** (used for a situation, topic, or event)
    - **worried about:** I am *worried about* the exam.
    - **sad about:** He was *sad about* the bad news.
    - **happy about:** Are you *happy about* your new class?
    - **excited about:** The children are *excited about* the holiday.
    - **angry about:** She is *angry about* the broken window.
    - **nervous about:** I am *nervous about* my speech.
- **of** (used for the source of the fear or pride)
    - **afraid of:** My little brother is *afraid of* the dark.
    - **scared of:** Are you *scared of* snakes?
    - **proud of:** The principal is *proud of* the JSS3 students.
    - **tired of:** I am *tired of* listening to his excuses.
    - **ashamed of:** He was *ashamed of* his bad behaviour.
- **with / at** (often used when the object is a person)

    - **pleased with:** The teacher is *pleased with* my work.
    - **disappointed with:** I am *disappointed with* your performance.
    - **angry with / at:** My father was *angry with* me for coming home late.
    - **satisfied with:** Are you *satisfied with* your results?
- **by / at** (used for the thing that causes a sudden feeling)
    - **surprised by / at:** We were *surprised by* his sudden arrival.
    - **shocked by / at:** The world was *shocked by* the news.
    - **amazed by / at:** She was *amazed at* the beautiful painting.

C. Practice Exercise

Fill in the blanks with the correct preposition:

1. The boy is afraid ___ the big dog.
2. My mother is proud ___ my results.
3. We are all excited ___ the class party.
4. The teacher was angry ___ the noisy students.
5. I am worried ___ my sick friend.

(Answers: 1. of, 2. of, 3. about, 4. with/at, 5. about)

D. EVALUATION (GRAMMAR)

1. Which preposition correctly follows the adjective "proud"?
2. When do we usually use "worried about"? (a) For a person, or (b) For a situation?
3. Complete the sentence: "I was surprised ___ the loud noise."

E. ASSIGNMENT (GRAMMAR)

1. Write five original sentences describing five different emotions. Each sentence must use a correct verb/adjective + preposition combination from the lesson.

3. READING & COMPREHENSION

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Topic: Skimming for Specific Information

A. Clarification: Skimming vs. Scanning

In Week 1, we learned **Scanning**, which is searching for *specific details* (like a name or date). The scheme for this week says "Skimming for specific information." This is slightly confusing. The true definition of **Skimming** is reading quickly to get the **general idea** or **gist** of a passage.

We will focus on the true definition of **SKIMMING**.

B. What is Skimming?

Skimming is a high-speed reading technique used to get a general overview of a text. You are not reading every word, but looking for the main ideas.

Analogy: Skimming is like watching a 2-minute movie trailer. You don't see the whole movie, but you get a very good idea of what the story is about.

C. How to Skim Effectively

1. **Read the Title and Subheadings:** These tell you the main topic.
2. **Read the Introduction:** The first paragraph usually introduces the main idea.
3. **Read the First Sentence of Other Paragraphs:** This is the *topic sentence*, and it often summarizes the paragraph's main point.
4. **Read the Conclusion:** The last paragraph often summarizes the entire passage.
5. **Look for Key Words:** Let your eyes drift over the text, looking for bold words, names, dates, and keywords.

D. Practical Skimming Exercise

Instructions: Skim the passage below in 30 seconds. Then, answer the question.

The Importance of Bees

Bees are one of the most important insects on our planet. Many people think of bees only as pests that can sting, or as producers of honey. However, they are much more than that. Their role as pollinators is critical to our food supply.

Pollination is the process of moving pollen from one part of a flower to another, which fertilizes the plant so it can produce fruit or seeds. While some plants are pollinated by wind, many of the world's most important crops rely on insects. Bees are by far the most efficient pollinators, responsible for pollinating over 90 different types of fruits, vegetables, and nuts.

Unfortunately, bee populations around the world are in serious decline. This is due to a combination of factors, including pesticide use, habitat loss, and climate change. If this trend continues, it could lead to a massive food crisis.

In conclusion, the humble bee is a vital part of our ecosystem. We must take serious steps to protect these essential insects to ensure our own survival.

Question (Found by skimming): What is the general idea (gist) of this passage? (a) Bees make delicious honey. (b) Bees are vital for pollinating our food, but they are in danger. (c) Pesticides are the main cause of problems in the world.

(Answer: (b) - This covers the main idea of the whole passage, not just one part.)

E. EVALUATION (READING & COMPREHENSION)

1. In your own words, what does it mean to "skim" a text?
2. Why would you skim a textbook chapter *before* reading it in detail?

F. ASSIGNMENT (READING & COMPREHENSION)

1. Find a newspaper article (or a long article from any textbook).
2. Skim it (do not read it in detail).
3. Write one single sentence that summarizes the main idea (gist) of the entire article.

4. COMPOSITION

Topic: Writing to a Pen-pal

A. Introduction

A **pen-pal** (or pen-friend) is a person you get to know by sending letters or emails. Often, a pen-pal lives in another city or country, and you exchange information about your lives, cultures, and interests.

Writing to a pen-pal is a type of **informal letter**. Therefore, it must follow all the rules of informal letter writing we revised in Week 1.

B. Format (Revision)

1. **Writer's Address** (Top right)
2. **Date** (Below the address)
3. **Salutation** (Left side, e.g., *Dear Kofi,*)
4. **Body** (The main letter, in paragraphs)
5. **Complimentary Close** (Bottom right, e.g., *Your friend,*)
6. **First Name** (Below the close)

C. Content of a First Letter to a Pen-pal

Your first letter is very important. Its goal is to **introduce yourself** and **ask questions** to encourage a reply.

- **Paragraph 1: Introduction**
    - Start with a friendly greeting.
    - Explain *who you are* and *how you got their name* (e.g., "My teacher, Mr. Bello, gave me your name as part of a school pen-pal program.")
- **Paragraph 2: About You**
    - Give details about yourself: your age, your class (JSS3), and your family (e.g., "I am 14 years old and I am in the final year of Junior Secondary School. I have two brothers and one sister.")
- **Paragraph 3: Your Home and Hobbies**

    - Describe your town or city and your school.
    - Talk about your hobbies and interests (e.g., "I live in Lagos, which is a very big and busy city in Nigeria. My school is large... My favourite hobbies are playing football and reading adventure novels.")
- **Paragraph 4: Ask Questions**
    - This is very important! Ask your pen-pal questions about their life. This shows you are interested in them.
    - (e.g., "What is your country, Ghana, like? What is your school like? What are your hobbies? What is your favourite food?")
- **Paragraph 5: Conclusion**
    - End the letter politely.
    - (e.g., "I have to stop here. I am looking forward to hearing from you. Please write soon.")

D. EVALUATION (COMPOSITION)

1. What is a pen-pal?
2. Is a letter to a pen-pal a formal or informal letter?
3. What is the most important goal of the *first* letter to a pen-pal?

E. ASSIGNMENT (COMPOSITION)

1. Imagine you have been given the name of a new pen-pal named **Alex** who lives in **Accra, Ghana**. Write your first letter to Alex. Introduce yourself, your life in Nigeria, and your hobbies. Remember to ask questions to encourage a reply. (Your letter should be at least 150 words).

5. LITERATURE IN ENGLISH

Topic: Poetry Analysis

A. Introduction

Poetry is a form of literature that uses the sound, rhythm, and meaning of language to create vivid images and express deep emotions. Unlike prose, poetry is often written in a compact form, using lines and stanzas.

B. Basic Elements of a Poem

To analyze a poem, we look at its building blocks:

1. **Stanza:** A stanza is a group of lines that form a unit in a poem. It is like a "paragraph" in prose.
    - **Couplet:** A stanza with 2 lines.
    - **Tercet:** A stanza with 3 lines.
    - **Quatrain:** A stanza with 4 lines (the most common).
2. **Rhyme:** The repetition of similar sounds at the end of lines.
    - **Rhyme Scheme:** The *pattern* of rhyme in a stanza. We use letters (A, B, C, D) to mark the rhyme scheme.

C. Poetic Devices (Figures of Speech)

Poets use figures of speech to make their writing more powerful and descriptive.

1. **Simile:** A comparison between two different things using the words **"like"** or **"as"**.
    - *Example:* He is **as tall as** a giant. The moon shines **like** a diamond.
2. **Metaphor:** A direct comparison that states one thing *is* another thing (without using "like" or "as").
    - *Example:* He **is** a giant. The moon **is** a diamond.
3. **Personification:** Giving human qualities, feelings, or actions to an inanimate (non-living) object.
    - *Example:* The sun **smiled** at us. The angry wind **shouted** through the trees.

D. Practice Analysis

Let's analyze this simple poem:

Twinkle, twinkle, little **star**, (A) How I wonder what you **are**. (A) Up above the world so **high**, (B) Like a diamond in the **sky**. (B)

- **Stanza:** This is a **Quatrain** (4 lines).
- **Rhyme Scheme:** The first two lines rhyme (*star/are*), so they are both 'A'. The next two lines rhyme (*high/sky*), so they are both 'B'. The rhyme scheme is **AABB**.
- **Poetic Device:** "Like a diamond in the sky" is a **Simile**.

E. EVALUATION (LITERATURE)

1. What is the difference between a simile and a metaphor?
2. What is a "Quatrain"?
3. What figure of speech is used in this sentence: "The trees danced in the wind"?

F. ASSIGNMENT (LITERATURE)

1. Read the short poem below:

   The sky is dark, the night is **nigh**, (A) The moon has risen way up **high**. (A) The sleeping world is soft and **still**, (B) Awaiting dawn upon the **hill**. (B)

2. Answer the following questions:
   - (a) How many stanzas does this poem have?
   - (b) What is the rhyme scheme of the poem?
   - (c) Write down one example of personification from the poem.

WEEK 3

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Define and correctly apply word stress in two-syllable words and use rising and falling intonation for questions and statements.
2. **Grammar:** Define adverbs of frequency and correctly place them in sentences.
3. **Reading & Comprehension:** Identify reference words (like pronouns) and understand how they create meaning in a passage.
4. **Composition:** Plan and write a compelling narrative story that illustrates the meaning of a given proverb.
5. **Literature:** Define prose and identify the core elements of prose analysis (Plot, Character, Setting, Theme).

1. SPEECH WORK

Topic: Stress and Intonation

A. Introduction

Stress and Intonation are the "music" of the English language. They convey meaning just as much as the words themselves.

- **Stress:** The emphasis or "punch" given to a specific syllable in a word.
- **Intonation:** The rise and fall of the voice when speaking (the "melody").

B. Word Stress

In English, not all syllables are pronounced with the same force. One syllable is always stressed (louder, longer, higher pitch).

- **One-Syllable Words:** The whole word is stressed (e.g., CAT, RUN, FAST).
- **Two-Syllable Words:**

- Many nouns and adjectives stress the **first** syllable.
  - TEA-cher, TA-ble, PRE-sent, HAP-py
- Many verbs stress the **second** syllable.
  - a-BOUT, be-GIN, ex-PORT, pre-SENT
- **Changing Stress:** Sometimes, the stress changes the word's meaning and function.
  - RE-cord (Noun - a music disc) vs. re-CORD (Verb - to write down)
  - OB-ject (Noun - a thing) vs. ob-JECT (Verb - to disagree)

C. Intonation

Intonation is the "tune" of your voice. It changes the meaning of a sentence.

1. **Falling Tone (** $\searrow$ **)**
   - The pitch of the voice falls at the end.
   - **Use:** For statements and commands.
     - It is raining. $\searrow$
     - My name is John. $\searrow$
     - Open your book. $\searrow$
   - **Use:** For "Wh-" questions (What, Where, When, Why, Who).
     - What is your name? $\searrow$
     - Where are you going? $\searrow$
2. **Rising Tone (** $\nearrow$ **)**
   - The pitch of the voice rises at the end.
   - **Use:** For Yes/No questions (questions that can be answered with "yes" or "no").
     - Are you coming? $\nearrow$
     - Is that your book? $\nearrow$
     - Did you do your homework? $\nearrow$

D. Pronunciation Drill

- **Stress:** Say these words, stressing the bold syllable:
  - **FA-ther**, **MO-ther**, **WA-ter**
  - **a-GAIN**, **po-LICE**, **be-LOW**

- **Intonation:** Say this sentence as a statement (falling) and then as a question (rising).
    - You are a student. $\searrow$
    - Are you a student? $\nearrow$

E. EVALUATION (SPEECH WORK)

1. What is the difference between stress and intonation?
2. What kind of intonation (rising or falling) do we use for a Yes/No question?
3. Say the word "happy." Which syllable is stressed? (First or second?)

F. ASSIGNMENT (SPEECH WORK)

1. Write these five words and underline the stressed syllable in each: paper, begin, student, about, object (as in, "a thing").
2. Write one statement and one Yes/No question, and mark them with the correct intonation arrow ($\searrow$ or $\nearrow$).

2. GRAMMAR

Topic: Adverbs of Frequency

A. Introduction

An **adverb** modifies a verb, adjective, or another adverb. An **Adverb of Frequency** is a specific type of adverb that answers the question: **"How often?"**

B. The Scale of Frequency

We can place adverbs of frequency on a scale from 100% (all the time) to 0% (never).

- **100%: Always** (e.g., *I always brush my teeth at night.*)
- **90%: Usually** / **Generally** (e.g., *I usually walk to school.*)
- **70%: Often** / **Frequently** (e.g., *We often play football.*)
- **50%: Sometimes** (e.g., *I sometimes eat rice for breakfast.*)
- **30%: Occasionally** (e.g., *We occasionally visit our grandmother.*)

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- **10%: Seldom** / **Rarely** (e.g., *He rarely speaks in class.*)
- **0%: Never** (e.g., *I have never been to London.*)

C. Placement in a Sentence (The Rules)

The position of the adverb is very important.

Rule 1: Adverbs of frequency go **BEFORE** the main verb.

- Subject + **Adverb** + Main Verb
- *Example:*
    - She **never** <u>eats</u> meat. (NOT: She eats never meat.)
    - They **often** <u>watch</u> television.
    - I **sometimes** <u>forget</u> my pen.

Rule 2: Adverbs of frequency go **AFTER** the verb "to be" (am, is, are, was, were).

- Subject + **Verb 'to be'** + Adverb
- *Example:*
    - He **is** <u>always</u> late. (NOT: He always is late.)
    - The students **are** <u>usually</u> quiet.
    - I **was** <u>never</u> good at sports.

D. EVALUATION (GRAMMAR)

1. What question do adverbs of frequency answer?
2. Which adverb of frequency means 100%?
3. Correct this sentence: "I go always to the market."

E. ASSIGNMENT (GRAMMAR)

1. Write five original sentences about your weekly routine, using five different adverbs of frequency from the lesson. (e.g., *I always go to school on Monday. I rarely watch TV on weekdays.*)

2. Make sure you follow the correct placement rules.

3. READING & COMPREHENSION

Topic: Reading to Cultivate Referencing Skills

A. Introduction

Good comprehension means understanding how a text is connected. "Referencing" is how a writer avoids repeating the same words over and over. They use "reference words" (like pronouns) to *point back* to a noun that has already been mentioned.

B. Understanding Reference Words

The most common reference words are **pronouns**.

- *He, She, It, They, We*
- *Him, Her, Them, Us*
- *His, Hers, Its, Theirs*

Other reference words include:

- *This, That, These, Those*
- *Here, There*

C. How Referencing Works (Anaphoric Reference)

"Anaphoric" is a technical term that means a word points *backwards* to something already said.

- **Example 1:**

  "Maria is a new student. **She** is from Jos. All the teachers like **her**."

  - Who does "**She**" refer to? $\rightarrow$ **Maria**
  - Who does "**her**" refer to? $\rightarrow$ **Maria**
- **Example 2:**

"The JSS3 students bought many books. **They** put **them** in their new classroom. **It** is a very big room."

- Who does "**They**" refer to? $\rightarrow$ **The JSS3 students**
- What does "**them**" refer to? $\rightarrow$ **The many books**
- What does "**It**" refer to? $\rightarrow$ **The new classroom**

As a reader, your job is to mentally connect these reference words to the original noun to understand the passage.

D. Practical Exercise

Read the passage and identify what the bold words refer to.

"A lion is a large cat that lives in Africa. **It** is known as the 'king of the jungle.' Lions live in groups called prides. **These** groups are led by a dominant male, who protects **his** territory. **They** hunt large animals like zebras and wildebeest."

1. **It** $\rightarrow$
2. **These** $\rightarrow$
3. **his** $\rightarrow$
4. **They** $\rightarrow$

(Answers: 1. A lion, 2. Prides, 3. The dominant male's, 4. Lions/Prides)

E. EVALUATION (READING & COMPREHENSION)

1. What is a "reference word"?
2. In the sentence, "I found my lost pen. **It** was under the chair," what does the word "**It**" refer to?

F. ASSIGNMENT (READING & COMPREHENSION)

1. Read the short paragraph below. Write down all the pronouns (he, it, his, they) and state which noun each one refers to.

"Mr. Sani is a kind farmer. **He** has three goats on **his** farm. **They** are very friendly. **He** feeds **them** every morning. **His** favourite goat is a white one named 'Billy'. **It** follows **him** everywhere."

4. COMPOSITION

Topic: Story Writing – "All that glitters is not gold"

A. Introduction

Narrative Writing (Story Writing) is writing that tells a story. It has characters, a setting, and a plot. **A Proverb** is a short, well-known saying that states a general truth or piece of advice.

Your task is to write a story that **illustrates** the meaning of the proverb: **"All that glitters is not gold."**

- **Meaning of the Proverb:** Things that look beautiful, attractive, or valuable on the outside may not be so on the inside. (Appearance vs. Reality).

B. Elements of Your Story

1. **Plot (The Events):** Your story must have a:
    - **Beginning:** Introduce your characters and the setting. Show the "glittering" object or person.
    - **Middle (Climax):** Show the main character being drawn to the "glitter" and discovering the truth. This is the moment of conflict or realization.
    - **End (Resolution):** Show the consequences and the lesson learned.
2. **Characters:** Create believable characters.
    - *Protagonist:* The main character who learns the lesson.
    - *The "Glitter":* The person or thing that looks good but is actually bad, fake, or harmful.
3. **Setting:** Where and when does the story happen? (e.g., A school, a big city, a market).

C. Brainstorming a Plot

- **Idea:** A poor but happy girl (Amina) wants to be friends with a new, rich, and popular girl (Brenda) who wears expensive clothes and has a new phone.
- **Beginning:** Amina starts ignoring her old, kind friends to follow Brenda.
- **Middle:** Brenda convinces Amina to steal an exam paper so they can both pass. Amina gets caught, and Brenda lies and blames Amina for everything, saying Amina forced her.
- **End:** Amina is punished, but her old, kind friends forgive her and stand by her. Amina realizes Brenda's friendship was the "glitter," but her old friends were the "gold."

D. EVALUATION (COMPOSITION)

1. What does the proverb "All that glitters is not gold" mean?
2. What are the three main parts of a story's plot?

E. ASSIGNMENT (COMPOSITION)

1. Write a complete story of at least 200 words that clearly illustrates the meaning of the proverb, **"All that glitters is not gold."** Your story must have a clear beginning, middle, and end.

5. LITERATURE IN ENGLISH

Topic: Prose – Study of the Recommended Text

A. Introduction

Prose is literature written in ordinary, "normal" language. It does not have the rhythmic structure of poetry. Prose is found in novels, short stories, and essays.

Today, we will learn the basic elements to look for when studying *any* prose text, including your recommended JSS3 novel.

B. Key Elements of Prose Analysis

When you read a novel, you should analyze these four main elements:

1. **PLOT:**
    - **Definition:** The sequence of events that make up the story (what happens).
    - **Parts of Plot:**
        - **Exposition:** The beginning; introduction of characters and setting.
        - **Rising Action:** The build-up of conflict and tension.
        - **Climax:** The highest point of tension; the turning point of the story.
        - **Falling Action:** The events after the climax.
        - **Resolution:** The end; how the conflict is solved.
2. **CHARACTERS / CHARACTERIZATION:**
    - **Definition:** The people (or animals) in the story.
    - **Types:**
        - **Protagonist:** The main character (the "hero").
        - **Antagonist:** The character who opposes the protagonist (the "villain").
        - **Minor Characters:** Other characters who support the story.
3. **SETTING:**
    - **Definition:** The **time** (e.g., modern-day, 1960, during the war) and **place** (e.g., Lagos, a village, a school) where the story occurs.
    - The setting can affect the mood of the story (e.g., a dark, rainy night is a scary setting).
4. **THEME:**
    - **Definition:** The **main idea** or **message** the author wants to pass to the reader. A theme is not just one word.
    - *Example:* "Love" is a topic. "Love can conquer all" is a **theme**.
    - Other common themes: Good vs. Evil, The Dangers of Greed, The Importance of Honesty.

C. Application

(For the Teacher: Select your class's recommended text, e.g., "The Last Good Man" or "The Successors")

- "Let's apply this to our novel. Who is the **protagonist** in *[Insert Text Name]*?"

- "What is the **setting**? Where does the story take place?"
- "What is one major **theme** we have seen so far?"

D. EVALUATION (LITERATURE)

1. What is the main difference between Prose and Poetry?
2. Define "Setting" in literature.
3. What is the difference between a Protagonist and an Antagonist?

E. ASSIGNMENT (LITERATURE)

1. Based on the **recommended prose text** you are reading in class:
    - (a) Write one paragraph describing the **protagonist** (main character).
    - (b) Write one paragraph describing the **setting** (time and place).
    - (c) State one **theme** you have identified from the book.

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WEEK 4

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Differentiate orally and in context between the voiced consonants /ʒ/ and /dʒ/.
2. **Grammar:** Define and correctly convert positive (affirmative) statements into negative statements using "not," "do," "does," and "did."
3. **Reading & Comprehension:** Apply the three reading speeds (scanning, skimming, normal) to a single text for different purposes.
4. **Composition:** Define, plan, and write a coherent expository essay on a "how-to" (process) topic.
5. **Literature:** Conduct an in-depth analysis of the recommended prose text, focusing on the elements of Plot, Characterization, and Theme.

1. SPEECH WORK

Topic: The Consonants /ʒ/ and /dʒ/

A. Introduction

This lesson focuses on two similar, voiced consonant sounds that often confuse learners:

- **/ʒ/ (Voiced Palato-alveolar Fricative):** This is the "zh" sound. It is a continuous, buzzing sound, like the 's' in *pleasure*.
- **/dʒ/ (Voiced Palato-alveolar Affricate):** This is the "j" or "soft g" sound. It is a stop sound that is released with a "zh" sound. It is *not* continuous.

Key Difference: /dʒ/ starts with a complete stop (like the /d/ sound), while /ʒ/ is a continuous, hissing sound.

B. Articulatory Description & Spelling Patterns

1. The Sound /ʒ/ (as in *leisure*)

- **How to make it:** The tongue is held near the roof of the mouth (palate), and voiced air is pushed through the narrow gap, creating friction (a "zh" hiss).
- **Common Spellings:**
  - 's' + 'ion': vi**si**on, televi**si**on, confu**si**on, deci**si**on
  - 's' + 'ure': plea**s**ure, mea**s**ure, trea**s**ure, lei**s**ure
  - 'ge' (from French): gara**ge**, bei**ge**, presti**ge**, massa**ge**

2. The Sound /dʒ/ (as in *ledger*)

- **How to make it:** The tongue tip first touches the ridge behind the teeth (like 'd'), stopping the air. It is then released with friction (like 'ʒ'). It's a "d + zh" sound combined: /dʒ/.
- **Common Spellings:**
  - 'j': **J**une, **j**am, **j**oy, **j**udge, ma**j**or
  - 'g' (before e, i, y): **g**iant, **G**ermany, **g**ym, **g**entle, a**g**e
  - 'dge': le**dge**r, bri**dge**, e**dge**, ba**dge**

C. Minimal Pairs (Practice)

Listen to the clear difference. /ʒ/ is long and smooth; /dʒ/ is short and sharp.

/ʒ/ (leisure)	**/dʒ/ (ledger)**
lei**s**ure	le**dge**r
gara**ge**	lar**ge**
mea**s**ure	ma**j**or
vi**si**on	re**gi**on
bei**ge**	ca**ge**

D. Pronunciation Drill (Sentences)

1. The **ju**d**ge** /dʒ/ made a deci**si**on /ʒ/ with plea**s**ure /ʒ/.
2. I put the le**dge**r /dʒ/ in the gara**ge** /ʒ/.

3. A**g**e /dʒ/ is just a number, not a mea**s**ure /ʒ/ of maturity.
4. The **g**iant /dʒ/ saw a vi**si**on /ʒ/ on televi**si**on /ʒ/.
5. There's a lar**g**e /dʒ/ amount of trea**s**ure /ʒ/ in the ca**g**e /dʒ/.

E. EVALUATION (SPEECH WORK)

1. Describe the main physical difference in producing /ʒ/ and /dʒ/.
2. Does the word "judge" contain the /ʒ/ or /dʒ/ sound?
3. Does the word "pleasure" contain the /ʒ/ or /dʒ/ sound?
4. Pronounce the following pairs clearly: (a) measure / major, (b) leisure / ledger.
5. Which of these words does NOT contain the /dʒ/ sound: *gym, garage, page, jam*?

F. ASSIGNMENT (SPEECH WORK)

1. Write down five words that contain the /ʒ/ sound.
2. Write down five words that contain the /dʒ/ sound.
3. Write two original sentences, each using at least one /ʒ/ word and one /dʒ/ word.
4. Find two more minimal pairs for /ʒ/ and /dʒ/ (other than the ones in the lesson).
5. From the words below, group them into two columns based on their sound (/ʒ/ or /dʒ/): *bridge, vision, magic, confusion, soldier, prestige, gentle, treasure.*

2. GRAMMAR

Topic: Changing Positive Statements to Negative (using "not")

A. Introduction

A **positive statement** (or affirmative statement) says that something is true.

- *Example:* The boy **is** tall. She **likes** rice.

A **negative statement** says that something is not true. In English, we usually form this by adding the word **"not"**.

- *Example:* The boy **is not** tall. She **does not** like rice.

B. The Rules for Using "not"

The placement of "not" depends on the verb in the sentence.

Rule 1: Sentences with an Auxiliary (Helping) Verb This is the easiest rule. Auxiliary verbs include:

- **'to be':** *am, is, are, was, were*
- **'to have':** *has, have, had*
- **Modals:** *can, could, will, would, shall, should, must, may, might*

Rule: Place "not" **AFTER** the auxiliary verb.

- **Positive:** He **is** sleeping.
    - **Negative:** He **is not** sleeping. (or **isn't**)
- **Positive:** They **have** finished.
    - **Negative:** They **have not** finished. (or **haven't**)
- **Positive:** You **must** touch it.
    - **Negative:** You **must not** touch it. (or **mustn't**)

Rule 2: Sentences with NO Auxiliary Verb (Simple Present & Simple Past) This is the most important rule. If the sentence only has a main verb (like *play, eats, went, saw*), we must **add an auxiliary verb** to help. We add: **do**, **does**, or **did**.

- **Simple Present (with I, You, We, They):** Add **do not (don't)**
    - **Positive:** They **like** school.
    - **Negative:** They **do not** (don't) **like** school.
- **Simple Present (with He, She, It):** Add **does not (doesn't)**
    - **Positive:** He **likes** school.
    - **Negative:** He **does not** (doesn't) **like** school. (Note: the 's' on *likes* is removed).
- **Simple Past (All subjects):** Add **did not (didn't)**
    - **Positive:** She **went** to the market.

- **Negative:** She **did not** (didn't) **go** to the market. (Note: the past tense *went* changes back to the present tense *go*).

C. Practice Exercise (Changing to Negative)

1. **Positive:** The students are in the hall.
    - **Negative:** The students **are not** (aren't) in the hall.
2. **Positive:** Mr. Ade **teaches** French.
    - **Negative:** Mr. Ade **does not** (doesn't) **teach** French.
3. **Positive:** I **understand** the question.
    - **Negative:** I **do not** (don't) **understand** the question.
4. **Positive:** The dog **stole** the meat.
    - **Negative:** The dog **did not** (didn't) **steal** the meat.
5. **Positive:** We **will** be there.
    - **Negative:** We **will not** (won't) be there.

D. EVALUATION (GRAMMAR)

1. What is the main word used to make a statement negative?
2. Where do you place "not" in a sentence that has a modal verb like "can"?
3. Change to negative: "She is my sister."
4. Change to negative: "He plays football every day."
5. Change to negative: "They saw the principal."

E. ASSIGNMENT (GRAMMAR)

1. Write the negative forms of these five sentences:
    - (a) I am ready for the test.
    - (b) The driver was speeding.
    - (c) My mother cooks rice on Sundays.
    - (d) We have a test today. (Hint: "have" is a main verb here, so use "do")
    - (e) The cat finished all the milk.
2. Write three positive sentences about yourself, and then write their negative forms.

3. Why is this sentence wrong? "He not go to school." How would you correct it?
4. Fill in the blank with don't, doesn't, or didn't:
    - (a) She _____ like beans.
    - (b) We _____ see him yesterday.
    - (c) They _____ live here anymore.
5. Write a short paragraph (3-5 sentences) about what you **did not** do last weekend.

3. READING & COMPREHENSION

Topic: Practice Scanning, Skimming, and Normal Rate Reading

A. Introduction

In Weeks 1 & 2, we learned about **scanning** (for specific details) and **skimming** (for the main idea). This week, we will practice using all three reading speeds, including **normal reading** (or careful reading), on a single passage.

- **SKIM (Fastest):** To get the gist. "What is this about?"
- **SCAN (Fast):** To find one specific fact. "Where is the number/name?"
- **NORMAL (Careful):** To understand everything. "What does this mean?"

B. Practice Passage

(This passage is linked to the Composition topic)

Caring for a Motor Vehicle

A motor vehicle is a major financial investment, often one of the most expensive items a person will own. Therefore, protecting that investment through proper care is essential. Regular maintenance is not just about keeping the car clean; it is about safety, efficiency, and longevity. Proper care can be broken down into three main categories.

First is the regular checking of fluids. The most critical fluid is the engine oil, which lubricates the engine's moving parts. It should be checked weekly using the dipstick and changed every

5,000 kilometres. Other fluids, like the coolant (for temperature) and brake fluid (for stopping), are also vital for safety.

Second, a driver must pay attention to the tires. Tire pressure must be checked at least monthly. Under-inflated tires are dangerous and waste fuel, while over-inflated tires can burst. The tire tread (the grooves) must also be inspected. A tread depth of less than 1.6mm is illegal and unsafe in most places.

Finally, keeping the vehicle clean is important. Washing the car, especially the undercarriage, removes mud and salt that can cause rust and corrosion. Cleaning the interior, including vacuuming and wiping the dashboard, makes for a more pleasant and healthy driving environment. A well-cared-for car will serve its owner reliably for many years.

C. Practical Reading Tasks

Task 1: SKIMMING (Time: 20 seconds)

- **Goal:** Get the main idea.
- **Action:** Read the title, the first sentence of each paragraph, and the last sentence.
- **Question:** What is this passage generally about?
    - (a) How to buy a car.
    - (b) The three main ways to take care of a car.
    - (c) Why tires are the most important part of a car.
- *Answer: (b)*

Task 2: SCANNING (Time: 30 seconds)

- **Goal:** Find specific details.
- **Action:** Look for keywords, numbers, and names.
- **Questions:**
    1. How often should engine oil be changed?
    2. What is the unsafe tread depth mentioned?
    3. What is the second main category of care?

- *Answers: 1. (every) 5,000 kilometres; 2. (less than) 1.6mm; 3. (pay attention to the) tires*

Task 3: NORMAL/CAREFUL READING (Time: 2 minutes)

- **Goal:** Understand the details and reasons.
- **Action:** Read the passage from start to finish.
- **Questions:**
    1. According to the passage, why is checking engine oil important?
    2. What are the two dangers of under-inflated tires?
    3. Why is washing the *undercarriage* of a car important?
- *Answers: 1. It lubricates the engine's moving parts. 2. They are dangerous and they waste fuel. 3. To remove mud and salt that can cause rust and corrosion.*

D. EVALUATION (READING & COMPREHENSION)

1. In your own words, define Skimming.
2. In your own words, define Scanning.
3. When would you use Normal (Careful) Reading?
4. Which reading speed (Skim, Scan, Normal) would you use to find a specific date in a history book?
5. Which reading speed would you use to decide if a new library book is interesting?

E. ASSIGNMENT (READING & COMPREHENSION)

Find a chapter in your Basic Science textbook that you have not read yet.

1. **SKIM:** Read the title and subheadings. Write one sentence predicting what the chapter is about.
2. **SCAN:** Scan the chapter to find three (3) keywords that are written in **bold**. Write them down.
3. **SCAN:** Scan the chapter to find any number or measurement (e.g., "100°C," "5cm"). Write it down.

4. **NORMAL:** Read the *first two paragraphs* carefully. Write a 2-sentence summary of those two paragraphs.
5. Explain *why* you cannot use "scanning" to understand the main theme of a poem.

4. COMPOSITION

Topic: Expository Essay – How to Care for a Motor Vehicle

A. Introduction

An **Expository Essay** is a piece of writing that "exposes" (explains), describes, or informs about a topic. It is factual, logical, and organized. It is not a story (narrative) and not an argument (argumentative).

The topic "How to..." requires you to write a **process essay**. You must explain the steps for doing something in a clear, logical order.

B. Features of an Expository "How-to" Essay

1. **Clear Topic:** The purpose is obvious from the start.
2. **Logical Order:** Steps are presented chronologically (first, next, finally).
3. **Formal Tone:** Use clear and direct language. Avoid slang ("...and stuff").
4. **Transitional Words:** Use words to guide the reader: *First, Second, Next, Then, After that, Furthermore, Finally.*
5. **Factual Content:** The information should be accurate and helpful.

C. Planning the Essay: "How to Care for a Motor Vehicle"

- **Introduction:**
    - **Hook:** Start with a general statement (e.g., "A car is one of the most valuable possessions a person can have.")
    - **Background:** Explain that it needs care to last long and be safe.

    - **Thesis Statement (Main Idea):** State the main points you will discuss. (e.g., "Properly caring for a motor vehicle involves three essential areas: checking the fluids, maintaining the tires, and keeping it clean.")
- **Body Paragraph 1: Checking Fluids**
    - **Topic Sentence:** "First, the most important part of car care is checking the fluids."
    - **Details:** Explain how to check engine oil (dipstick), why it's important (lubrication), and mention other fluids like coolant and brake fluid.
- **Body Paragraph 2: Maintaining Tires**
    - **Topic Sentence:** "Second, a driver must never ignore the tires."
    - **Details:** Explain checking tire pressure (why it's important: fuel, safety) and checking the tread (grip, safety).
- **Body Paragraph 3: Keeping it Clean**
    - **Topic Sentence:** "Finally, regular cleaning is vital for the car's longevity."
    - **Details:** Explain washing the exterior (prevents rust/corrosion) and cleaning the interior (healthy, pleasant).
- **Conclusion:**
    - **Restate Thesis:** Summarize your main points (e.G., "In conclusion, by paying attention to the fluids, tires, and cleanliness...")
    - **Final Thought:** End with the benefit. (e.g., "...a car owner can ensure their vehicle remains safe, reliable, and valuable for many years.")

D. EVALUATION (COMPOSITION)

1. What is the main purpose of an expository essay?
2. What does a "process essay" explain?
3. List three (3) transitional words used to show sequence.
4. What is a "thesis statement"?
5. Why is it a bad idea to use slang in an expository essay?

E. ASSIGNMENT (COMPOSITION)

1. Write a complete expository essay (at least 200 words) on the topic: **"How to Care for a Motor Vehicle."** Use the plan from this lesson.
2. Create an outline (Introduction, Body 1, Body 2, Body 3, Conclusion) for a *different* expository essay: **"How to Prepare for an Examination."**
3. What is the main difference between an expository essay and a narrative essay (story)?
4. Write a clear thesis statement for the topic: "How to be a Good Student."
5. Write a strong concluding paragraph for the essay on "How to Care for a Motor Vehicle."

5. LITERATURE IN ENGLISH

Topic: Prose – In-depth Analysis of Characterization, Theme, and Plot

A. Introduction

In Week 3, we introduced Plot, Character, and Theme. This week, we go deeper. These elements are the keys to unlocking the meaning of your recommended prose text.

B. Deeper Look 1: PLOT & CONFLICT

- **Plot:** The sequence of events.
- **Conflict:** The *engine* of the plot. Conflict is the problem that the characters must face. Without conflict, there is no story.
- **Types of Conflict:**
    - **Internal Conflict:** Character vs. Self (a character struggling with a difficult decision, fear, or a weakness in their own mind).
    - **External Conflict:**
        - Character vs. Character (The hero vs. the villain).
        - Character vs. Nature (A character lost in a storm, or facing a wild animal).
        - Character vs. Society (A character fighting against the rules, laws, or traditions of their town).

C. Deeper Look 2: CHARACTERIZATION

- **Characterization:** The way an author creates and develops a character.

- **Review:**
    - **Protagonist:** Main character (hero).
    - **Antagonist:** Character who opposes the protagonist (villain).
- **New Concepts:**
    - **Direct Characterization:** The author **tells** you the character's personality.
        - *Example:* "Tunde was a very lazy and selfish boy."
    - **Indirect Characterization:** The author **shows** you the character's personality through their...
        - **S**peech (What they say)
        - **T**houghts (What they think)
        - **E**ffect on others (How others react to them)
        - **A**ctions (What they do)
        - **L**ooks (How they dress or look)
        - *Example:* "Tunde lay on the sofa watching TV, ignoring his mother as she struggled to carry the heavy bag of water." (This *shows* us he is lazy and selfish, without using those words).
- **Types of Characters:**
    - **Round Character:** Complex, multi-sided, feels real (like the protagonist).
    - **Flat Character:** Simple, one-sided (e.g., a "bad guy" who is just evil).
    - **Dynamic Character:** A character who **changes** their personality or attitude by the end of the story.
    - **Static Character:** A character who **stays the same** from beginning to end.

D. Deeper Look 3: THEME

- **Theme:** The central message, idea, or truth about life that the story reveals.
- **Theme vs. Topic:**
    - A **Topic** is one word (e.g., "Love," "War," "Greed").
    - A **Theme** is a full sentence about the topic (e.g., "True love can overcome any obstacle," "War destroys everyone," "Greed leads to a person's downfall").

E. EVALUATION (LITERATURE)

1. What is the "conflict" in a story?
2. What is the difference between Internal and External conflict?
3. Explain the difference between Direct and Indirect Characterization.
4. What is a "dynamic character"?
5. What is the difference between a "topic" and a "theme"?

F. ASSIGNMENT (LITERATURE)

(Answer these questions based on your recommended JSS3 prose text)

1. Describe the **protagonist** of your novel. Is this character **dynamic** or **static**? Explain why.
2. Identify the **antagonist** (if any). How does the author use **indirect characterization** (S.T.E.A.L.) to show that this person is the antagonist?
3. What is the main **conflict** in the story so far? Is it internal or external?
4. Identify one **theme** in the novel. (Remember: use a full sentence, not just one word).
5. Describe a **flat character** in the novel and explain why they fit that description.

PAWILLS CONSULTING

WEEK 6

Class: JSS3 **Term:** First Term **Week:** 6

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Aurally and orally differentiate between the long vowels /ɜ:/ and /ɔ:/, and correctly pronounce words containing them.
2. **Grammar:** Use a combination of modals, adjectives, and adverbs to express various degrees of willingness and unwillingness.
3. **Reading & Comprehension:** Define and apply the skill of "making deductions" (inference) to a selected passage.
4. **Composition:** Define and analyze a guided writing prompt, and write a composition that fulfills all specified requirements.
5. **Literature:** Define drama, identify its unique elements, and analyze the recommended text based on its plot, setting, characterization, and diction.

1. SPEECH WORK

Topic: Contrast Between the Vowels /ɜ:/ and /ɔ:/

A. Introduction

This lesson focuses on two long, pure vowel sounds (monophthongs) that are often confused:

- **/ɜ:/ (The "Nurse" Vowel):** This is a central vowel. It is the sound in "b**ir**d" and "w**or**k."
- **/ɔ:/ (The "Door" Vowel):** This is a back vowel. It is the sound in "b**or**n" and "w**a**lk."

B. Articulatory Description (How to Make the Sounds)

- **To make /ɜ:/:**
    - Your tongue should be in the **center** of your mouth, flat.
    - Your lips should be relaxed and spread (neutral, not rounded).

- It is a long, steady sound: "errrrrrr."

- **To make /ɔ:/:**
  - Your tongue should be at the **back** of your mouth.
  - Your lips must be **rounded** (pursed).
  - It is a long, steady sound: "orrrrrr."

C. Common Spelling Patterns

Sound	**/ɜ:/ (as in *bird*)**	**/ɔ:/ (as in *born*)**
Common Spellings	ir (**ir**st, sh**ir**t, g**ir**l)	or (c**or**n, sh**or**t, l**or**d)
	ur (b**ur**n, f**ur**, n**ur**se)	aw (s**aw**, l**aw**, p**aw**)
	er (h**er**, s**er**ve, v**er**b)	au (c**au**ght, t**au**ght, p**au**se)
	ear (**ear**ly, l**ear**n, s**ear**ch)	oar (b**oar**d, r**oar**, s**oar**)
	wor (w**or**k, w**or**ld, w**or**m)	our (f**our**, p**our**, y**our**)
		all (b**all**, c**all**, t**all**)

D. Minimal Pairs (Practice)

Listen to the clear difference in sound.

/ɜ:/ (nurse)	**/ɔ:/ (door)**
b**ir**d	b**oar**d
w**or**k	w**a**lk
sh**ir**t	sh**or**t
b**ur**n	b**or**n
f**ur**	f**our** / f**or**
t**ur**n	t**or**n

E. Pronunciation Drill (Sentences)

1. The n**ur**se /ɜ:/ with the sh**or**t /ɔ:/ sh**ir**t /ɜ:/ w**or**ked /ɜ:/ all /ɔ:/ day.

2. The g**ir**l /ɜ:/ b**ur**ned /ɜ:/ all /ɔ:/ f**our** /ɔ:/ pictures.
3. I l**ear**ned /ɜ:/ that the b**ir**d /ɜ:/ was b**or**n /ɔ:/ **ear**ly /ɜ:/.
4. W**a**lk /ɔ:/, don't run, on the b**oar**d /ɔ:/.
5. Her /ɜ:/ first /ɜ:/ c**our**se /ɔ:/ was about w**or**ms /ɜ:/.

F. EVALUATION (SPEECH WORK)

1. Which sound, /ɜ:/ or /ɔ:/, requires you to round your lips?
2. Say the word "world." Which vowel sound does it contain?
3. Say the word "water." Which vowel sound does it contain?
4. From the list, identify the word that has a different vowel sound: *law, taught, work, call*.
5. Pronounce these pairs clearly: (a) shirt/short, (b) fur/four.

G. ASSIGNMENT (SPEECH WORK)

1. Write five (5) words that contain the sound /ɜ:/.
2. Write five (5) words that contain the sound /ɔ:/.
3. Write two sentences, each containing at least one word with /ɜ:/ and one with /ɔ:/.
4. Find two more minimal pairs for /ɜ:/ and /ɔ:/ (other than the ones in the lesson).
5. From the list, group the words by their vowel sound (/ɜ:/ or /ɔ:/): *floor, girl, turn, saw, verb, storm, learn, all.*

2. GRAMMAR

Topic: Adjectives & Adverbs Expressing Willingness/Unwillingness

A. Introduction

Willingness is a state of being prepared, happy, or ready to do something. **Unwillingness** is a state of being reluctant, hesitant, or refusing to do something.

We can express these ideas using:

- **Modals:** will, would, won't, wouldn't

- **Adjectives:** eager, willing, reluctant, unwilling
- **Adverbs:** readily, gladly, grudgingly, reluctantly

B. Expressing Willingness

1. Using Modals: The modal verb will (or would in the past/polite) shows readiness.

- *Example:* "Don't worry, **I will** help you with the bags."
- *Example:* "**Would** you help me, please?" (Asking about willingness)

2. Using Adjectives (Structure: to be + adjective + to-infinitive)

- **willing to:** He **is willing to** work late.
- **eager to:** The students **are eager to** learn.
- **happy to:** I **am happy to** help.
- **prepared to:** The school **is prepared to** fund the project.
- **ready to:** We **are ready to** start.

3. Using Adverbs (Structure: modal + adverb + verb or verb + adverb)

- **gladly / cheerfully:** I **will gladly** drive you. She **cheerfully** accepted the task.
- **readily:** He **readily** shared his notes. (meaning: willingly and without hesitation)

C. Expressing Unwillingness

1. Using Modals: The negative modals won't (will not) and wouldn't (would not) are the strongest ways to show refusal.

- *Example:* "He is stubborn. He **won't** listen to advice."
- *Example:* "I asked him for help, but he **wouldn't** even look at me."

2. Using Adjectives (Structure: to be + adjective + to-infinitive)

- **unwilling to:** The man **is unwilling to** pay for the damage.
- **reluctant to:** She **was reluctant to** tell the teacher.

- **hesitant to:** They **are hesitant to** join the club.

3. Using Adverbs (Structure: verb + adverb)

- **reluctantly:** He **reluctantly** cleaned his room.
- **grudgingly:** She **grudgingly** admitted she was wrong. (meaning: angrily and reluctantly)

D. EVALUATION (GRAMMAR)

1. Which modal verb is the strongest way to express a refusal or unwillingness? (e.g., "He ___ go.")
2. What is the opposite of "eager to"?
3. Choose the correct word: "He (reluctant / reluctantly) gave me the money."
4. Change this sentence to express willingness using an adjective: "The boy will help." (Start with "The boy is...")
5. Is "grudgingly" a weak or strong unwillingness?

E. ASSIGNMENT (GRAMMAR)

1. Write a sentence using the adjective "reluctant to."
2. Write a sentence using the adverb "readily."
3. Rewrite this sentence to show unwillingness: "The principal will accept the apology."
4. Write one sentence combining a modal and an adverb to show strong willingness (e.g., *I will...*).
5. Describe a time you had to do something you didn't want to. Write two sentences using words from this lesson (e.g., "I was unwilling..." or "I grudgingly...").

3. READING & COMPREHENSION

Topic: Reading to Make Deductions from a Selected Passage

A. Introduction: What is a Deduction?

A **deduction** (or **inference**) is a conclusion you reach by using evidence and reasoning. In reading, it means "reading between the lines."

It is the answer to the question: "What is the author *showing* me, without *telling* me directly?"

Deduction Formula: What the Text SAYS (Clue) + What I already KNOW (Background Knowledge) = What I can DEDUCE (Inference)

B. Deduction vs. Literal Comprehension

- **Literal Question:** What colour was the girl's dress?
    - *Text:* "The girl wore a red dress."
    - *Answer:* Red. (The answer is stated directly.)
- **Deductive Question:** What was the weather like?
    - *Text:* "The girl's umbrella was useless against the howling wind, and her clothes were soaked to the skin before she even reached the bus stop."
    - *Answer:* It was raining heavily and very windy. (The text never *says* "rain" or "windy," but you can deduce it from "soaked" and "howling wind.")

C. Practice Passage

Read the passage carefully.

The old school gate creaked open. Kunle adjusted the straps on his new, stiff backpack, which was filled to the brim with textbooks. He clutched a crumpled piece of paper in his hand, looking down at it and then up at the towering three-storey building in front of him. A group of students in the same blue-and-white uniform hurried past him, laughing. Kunle took a deep breath, looked down at the paper again—which had "JSS1-B" written on it—and slowly walked into the compound, his eyes wide.

D. Making Deductions from the Passage

1. **Clue:** New, stiff backpack; clutching a crumpled paper with "JSS1-B" on it; students in the *same* uniform.

    - **Deduction: It is Kunle's first day at this new school.** (He is a new JSS1 student).
2. **Clue:** He clutched the paper, looked at it, looked at the building, and his "eyes were wide."
    - **Deduction: Kunle is nervous, overwhelmed, and probably a little lost.** (He is trying to find his class).
3. **Clue:** The other students "hurried past him, laughing."
    - **Deduction: The other students are comfortable and know where they are going.** They are not new.

E. EVALUATION (READING & COMPREHENSION)

Use the practice passage above to answer.

1. What is a "deduction" in reading?
2. (Literal) What was written on the paper in Kunle's hand?
3. (Deductive) Is Kunle an old or new student? How do you know?
4. (Deductive) What is Kunle's emotional state? (e.g., is he confident, angry, nervous?)
5. (Deductive) Why did the other students hurry past him without stopping?

F. ASSIGNMENT (READING & COMPREHENSION)

Read this short passage and answer the questions.

The kitchen was a mess. Flour dusted every surface, and a broken eggshell sat on the floor, its contents forming a sticky puddle. A small child, Titi, was hiding behind the curtain. When her mother entered and said, "What happened here?", Titi's only response was to put her hands—which were covered in dough—behind her back.

1. (Literal) What was on the floor?
2. (Literal) Where was Titi hiding?
3. (Deductive) What was Titi doing before her mother came in?
4. (Deductive) Why did Titi hide her hands?

5. (Deductive) What was Titi's mother's tone of voice? (e.g., happy, surprised, annoyed?)

4. COMPOSITION

Topic: Guided Writing

A. Introduction

Guided Writing is a type of composition, common in examinations, where you are given a specific prompt that "guides" your writing. You must follow these instructions carefully to get full marks.

The prompt will tell you:

- **WHO** you are (your role).
- **WHAT** format to use (letter, speech, article, essay).
- **WHOM** you are writing to (your audience).
- **WHICH** specific points you *must* include.

B. Deconstructing a Guided Writing Prompt

Let's look at an example prompt:

"Your school's taps are broken, and the toilets are in a poor state. As the Senior Prefect, write a letter to the Principal. In your letter, you must: (a) state the problems clearly; (b) explain the effect these problems are having on the students (e.g., health, lateness); (c) suggest two practical solutions."

C. How to Plan Your Guided Writing

1. Identify Key Elements:

- **Role:** Senior Prefect.
- **Format:** A Letter (so it must be a **Formal Letter**).
- **Audience:** The Principal.

- **Content Points:**
    - (a) Describe broken taps/toilets.
    - (b) Explain the negative effects.
    - (c) Suggest two solutions.

2. Create an Outline:

- **Format:** Start with the *Formal Letter Format* (Your address, The Principal's address, Date, Salutation "Dear Sir/Ma," Title).
- **Introduction:** State your purpose for writing. "I am writing on behalf of the students to draw your attention to the poor state of the water and sanitation facilities in the school."
- **Body Paragraph 1 (Point a):** Detail the problems. "The main tap at the JSS block has been broken for three weeks... The toilets in the senior block have no doors and no running water..."
- **Body Paragraph 2 (Point b):** Explain the effects. "This situation is affecting students badly. Many students are late for class as they must walk to the staff quarters to fetch water. Furthermore, the unhygienic state of the toilets poses a serious health risk..."
- **Body Paragraph 3 (Point c):** Suggest solutions. "We suggest that a special 'Sanitation Fee' be collected to hire a plumber immediately. We also suggest that two student volunteers be assigned to monitor the facilities each week."
- **Conclusion:** End politely. "We hope you will give this urgent matter your attention. Thank you. Yours faithfully, [Signature], [Full Name], Senior Prefect."

Key Takeaway: The outline *proves* you have included every point from the guide.

D. EVALUATION (COMPOSITION)

1. What is "Guided Writing"?
2. Why is it important to identify your "Role" and "Audience" in a guided prompt?
3. What format (Formal or Informal) would you use to write to your Local Government Chairman?
4. Look at the example prompt. What is the *first* content point you must include?
5. What is the main difference between Guided Writing and free story writing?

E. ASSIGNMENT (COMPOSITION)

1. Write a full composition (at least 200 words) based on the example prompt in this lesson. (Write the letter as the Senior Prefect about the broken taps).
2. Read this new prompt: "A new student has joined your class who is from another country. Your class teacher has asked you to write a speech to welcome the new student."
3. **For Q2:** What is your **Role**?
4. **For Q2:** What is the **Format**?
5. **For Q2:** List 3 content points you *should* include in the speech.

5. LITERATURE IN ENGLISH

Topic: Drama (Analysis of Recommended Text)

A. Introduction

Drama is a form of literature designed to be **performed** by actors on a stage. It is different from Prose (novels) because the story is told almost entirely through **dialogue** (what characters say) and **action** (what characters do).

The written text of a play is called a **script**.

B. Key Elements of Drama

1. **Plot:**
    - The sequence of events. In drama, the plot is structured into **Acts** (major divisions, like chapters) and **Scenes** (smaller divisions within an Act).
    - The plot is still driven by **Conflict** (Internal or External).
2. **Characterization:**
    - In a novel, the author can *tell* you what a character is thinking (direct characterization).
    - In a play, you learn about characters **indirectly** through:
        - Their **Dialogue** (what they say and how they say it).
        - Their **Actions** (what they do).

        - What **other characters** say about them.
3. **Setting:**
    - The time and place of the story.
    - In a script, this is described in the **Stage Directions** (the notes written in italics, often in parentheses).
    - *Example:* (The stage is dark. A single light on an old wooden chair. It is raining.)
4. **Diction:**
    - The author's **choice of words**. Diction is very important in drama.
    - Diction reveals a character's:
        - **Education:** (e.g., using big words vs. simple words).
        - **Social Status:** (e.g., speaking in formal language vs. slang).
        - **Origin:** (e.g., using a specific dialect or accent).
        - **Emotional State:** (e.g., speaking in short, sharp, angry sentences).
5. **Rhyme Scheme (Note):**
    - "Rhyme Scheme" (like AABB, ABAB) is a key element of **Poetry**, not drama.
    - Most modern plays (like your recommended text) are written in **Prose** (normal sentences).
    - *However*, some very old plays (like those by Shakespeare) are written in **Verse** (poetic lines). Even then, they don't always rhyme. This term is more important for poetry analysis.

C. Application (To Recommended Text)

(For the Teacher: Apply these concepts to the JSS3 recommended play, e.g., "The Successors" or "The Trials of Brother Jero")

- **Plot:** What is the *main conflict* in our play?
- **Setting:** Where does Scene 1, Act 1 take place? How do we know from the stage directions?
- **Characterization:** How do we know that Character X is the antagonist? (What does he *say* or *do* that shows us?)

- **Diction:** Look at the way Character Y speaks. What does his choice of words tell us about his education?

D. EVALUATION (LITERATURE)

1. What is the main difference between how a story is told in a novel (prose) and in a play (drama)?
2. What are "Stage Directions"?
3. What is the term for the large divisions of a play? (Hint: They are like chapters).
4. What is "Diction" in literature?
5. How do we *mainly* learn about a character in a play? (a) By what the author tells us, or (b) By what the character says and does?

E. ASSIGNMENT (LITERATURE)

(Answer these questions based on your recommended JSS3 drama text)

1. Describe the main **setting** of the play. How do you know this?
2. Who is the **protagonist** (main character) of the play?
3. Describe the main **conflict** in the play. Is it internal or external?
4. Find a short line of dialogue from *any* character. Write it down and explain what that line's **diction** (word choice) tells us about the character.
5. How is the **plot** of the play structured? (e.g., How many Acts or Scenes are in it?)

WEEK 8

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Aurally and orally differentiate between the voiceless consonants /s/, /ʃ/, and /tʃ/.
2. **Grammar:** Define and correctly use Adverbs of Place and Adverbs of Manner in sentences.
3. **Reading & Comprehension:** Apply comprehension skills (main idea, inference, vocabulary) to a selected passage.
4. **Composition:** Define the structure of a formal debate and write compelling arguments for a given topic.
5. **Literature:** Define and explain the importance of costumes and props in drama, and clarify the role of rhyme schemes in poetic drama.

1. SPEECH WORK

Topic: Contrast Between Consonants /s/, /ʃ/, and /tʃ/

A. Introduction

This lesson focuses on three distinct voiceless consonant sounds that are often confused due to spelling.

- **/s/ (Voiceless Alveolar Fricative):** The "hissing" sound, as in **s**un.
- **/ʃ/ (Voiceless Palato-alveolar Fricative):** The "sh" sound, as in **sh**oe.
- **/tʃ/ (Voiceless Palato-alveolar Affricate):** The "ch" sound, as in **ch**air.

B. Articulatory Description

- **To make /s/:** The tip of the tongue is placed close to the alveolar ridge (the hard bump behind the top teeth). Air is pushed through, creating a hissing sound.

- **To make /ʃ/:** The blade (middle-front) of the tongue is raised towards the hard palate. The lips are often slightly rounded. Air is pushed through, creating a "hushing" sound.
- **To make /tʃ/:** This sound is an **affricate**, meaning it's a combination of a stop sound and a fricative sound.
    1. First, the tongue tip touches the alveolar ridge, completely *stopping* the air (like the /t/ sound).
    2. Then, the air is *released* slowly with the /ʃ/ sound.

    - It is a /t/ + /ʃ/ sound made quickly as one.

C. Spelling Patterns & Examples

Sound	/s/ (as in sun)	/ʃ/ (as in short)	/tʃ/ (as in cheque)
Common Spellings	s (see, bus)	sh (she, wash, short)	ch (church, cheque, much)
	ss (pass, miss)	ch (machine, chef, Chicago)	tch (watch, catch, kitchen)
	c+e/i/y (ceiling, city, cycle)	ti + on (nation, action, station)	t + ure (nature, future, picture)
		s + ion (mission, passion)	t + ion (question, digestion)
		s (sure, sugar)	

D. Minimal Pairs (Practice)

Listen to the clear difference in these sounds.

/s/	/ʃ/	/tʃ/
see	**sh**e	---
sock	**sh**ock	**ch**oke
sip	**sh**ip	**ch**ip
Sue	**sh**oe	**ch**ew

---	**sh**are	**ch**air
---	**sh**op	**ch**op
---	wa**sh**	wa**tch**

E. Pronunciation Drill (Sentences)

1. **S**he /ʃ/ **s**aw /s/ the **Ch**ine**s**e /tʃ/ /s/ **ch**ef /ʃ/.
2. My **sh**oe /ʃ/ is in the **s**ame /s/ pla**ce** /s/.
3. **Ch**oo**s**e /tʃ/ /z/ your **sh**irt /ʃ/ and wa**sh** /ʃ/ it.
4. **S**urely /ʃ/, the **t**ea**ch**er /tʃ/ **s**poke /s/ about the **st**a**t**ion /ʃ/.
5. Don't wa**tch** /tʃ/ me wa**sh** /ʃ/ my hands.

F. EVALUATION (SPEECH WORK)

1. Which of the three sounds (/s/, /ʃ/, /tʃ/) is an affricate (a stop + a hiss)?
2. Which sound does the letter 'c' make in the word "ceiling"?
3. Which sound does the 'ch' make in the word "machine"?
4. Pronounce these three words clearly: *sip, ship, chip*.
5. From the list, find the word that contains the /ʃ/ ("sh") sound: *such, pressure, city, nature*.

G. ASSIGNMENT (SPEECH WORK)

1. Write three words for each sound: /s/, /ʃ/, and /tʃ/. (Do not use the examples from table C).
2. Write two sentences, each containing at least two of the three sounds. (e.g., "The teacher /tʃ/ is sure /ʃ/ of his subject /s/.")
3. Group these words by their consonant sound (/s/, /ʃ/, or /tʃ/): *catch, pass, action, cell, future, ocean, march, mission*.
4. What is the main difference in how you make the /s/ sound versus the /ʃ/ sound?
5. What two sounds combine to make the /tʃ/ sound?

2. GRAMMAR

Topic: Adverbs of Place and Manner

A. Introduction

An **Adverb** is a word that modifies (describes) a verb, an adjective, or another adverb. This week, we focus on two important types: Adverbs of Manner and Adverbs of Place.

B. Adverbs of Manner

- **Function:** Answers the question **"How?"** or "In what way?"
- **Description:** They describe *how* an action is performed.
- **Formation:** Many are formed by adding -ly to an adjective (e.g., slow $\rightarrow$ slowly).
- **Examples:**
    - slowly, quickly, happily, sadly, loudly, quietly, angrily, carefully
    - **Irregular:** Some adverbs don't end in -ly.
        - well (The adjective is "good." *He did a **good** job. He did the job **well**.*)
        - fast (The adjective is also "fast." *He is a **fast** runner. He runs **fast**.*)
        - hard (The adjective is also "hard." *He works **hard**.*)
- **Sentence Placement:** Usually placed *after* the verb or *after* the object.
    - *Example 1:* He spoke **loudly**.
    - *Example 2:* She closed the door **gently**.

C. Adverbs of Place

- **Function:** Answers the question **"Where?"**
- **Description:** They tell us the location of an action.
- **Examples:**
    - here, there, everywhere, nowhere, somewhere
    - inside, outside, upstairs, downstairs, abroad, underground
    - **Adverbial Phrases of Place:** Sometimes a prepositional phrase functions as an adverb of place.
        - *Example:* He is sitting **in the room**. She went **to the market**.
- **Sentence Placement:** Almost always placed *after* the verb or *after* the object.
    - *Example 1:* Please come **inside**.

- *Example 2:* I left the keys **on the table**.

D. Order of Adverbs

When Adverbs of Manner and Place are in the same sentence, there is a preferred order: **Manner, Place, Time (MPT)**. The Adverb of **Manner** (How?) comes *before* the Adverb of **Place** (Where?).

- **Correct:** He sat **quietly** (Manner) **in the corner** (Place).
- **Incorrect:** He sat *in the corner quietly*. (This is awkward).
- **Correct:** She sang **beautifully** (Manner) **on the stage** (Place).
- **Incorrect:** She sang *on the stage beautifully*.

E. EVALUATION (GRAMMAR)

1. What question does an Adverb of Manner answer?
2. What question does an Adverb of Place answer?
3. Identify the adverb in this sentence and state its type: "The old man walked slowly."
4. Correct this sentence: "He is a *well* student."
5. What is the correct order for Manner and Place? (a) Place, then Manner, or (b) Manner, then Place?

F. ASSIGNMENT (GRAMMAR)

1. Write five original sentences, each using a different Adverb of Manner. Underline the adverb.
2. Write five original sentences, each using a different Adverb of Place. Underline the adverb.
3. Write one sentence that correctly contains both an Adverb of Manner and an Adverb of Place.
4. Change the following adjectives into adverbs: *sad, careful, good, fast, quick.*
5. Identify the adverbs in this sentence and state their types: "The children played happily outside yesterday."

3. READING & COMPREHENSION

Topic: Reading Comprehension Practice

A. Introduction

In previous weeks, we learned several reading skills, such as **skimming** (for main ideas), **scanning** (for details), and **making deductions** (inference). Today, we will use all these skills to analyze a passage and answer questions. Good comprehension is the ability to read a text, understand its meaning, and integrate it with what you already know.

B. Practice Passage

Read the passage below carefully.

The problem of waste in our major cities is becoming a chronic emergency. As urban populations continue to grow, the volume of refuse generated daily is staggering. In many cities, plastic bags, water sachets, and disposable bottles clog the drainage systems, leading to severe flooding during the rainy season. This is not just an environmental issue; it is a serious public health crisis.

When gutters are blocked, they become stagnant pools of water, which are perfect breeding grounds for mosquitoes. This directly contributes to the high rates of malaria, a disease that claims millions of lives. Furthermore, uncollected piles of refuse attract rats and other pests, which can spread diseases like Lassa fever and cholera.

The blame is not solely on the government. While municipal agencies are often inefficient, citizen attitudes play a huge role. People indiscriminately dump refuse in unauthorized locations, often under the cover of darkness. To solve this problem, we need a two-pronged approach: the government must invest in a reliable waste-collection infrastructure, and citizens must be re-educated on the severe consequences of their actions through strong public campaigns.

C. Comprehension Questions

1. **Main Idea (Skimming):** Which of these is the best title for the passage? A. The Dangers of Mosquitoes B. Why Cities Are Growing C. The Causes and Effects of Urban Waste D. How to Build New Drains
2. **Vocabulary in Context:** What is the meaning of the word **"staggering"** as used in paragraph 1? A. Walking unsteadily B. Very small and unnoticeable C. Shockingly large or overwhelming D. Easy to manage
3. **Literal/Factual:** According to paragraph 2, what *two* specific diseases can be spread by uncollected waste?
4. **Reference (Deduction):** In paragraph 3, the phrase "their actions" refers to the actions of: A. The government B. The mosquitoes C. The citizens D. The municipal agencies
5. **Inference (Deduction):** What can you *infer* about the author's opinion? A. The author believes the government is the only group to blame. B. The author believes citizens are trying their best to solve the problem. C. The author believes the problem can only be solved if both government and citizens work together. D. The author believes the problem is impossible to solve.

D. EVALUATION (READING & COMPREHENSION)

(Answers to the questions in section C)

1. (C) The Causes and Effects of Urban Waste
2. (C) Shockingly large or overwhelming
3. Lassa fever and cholera (Malaria is linked to the *blocked drains*, not the *piles of refuse* directly).
4. (C) The citizens
5. (C) The author believes the problem can only be solved if both government and citizens work together.

E. ASSIGNMENT (READING & COMPREHENSION)

Find an opinion article in a national newspaper (either in print or online).

1. Read the article carefully.

2. Write one sentence stating the **main idea** of the article.
3. Find one word in the article you do not know. Write it down, look it up in a dictionary, and write down its meaning.
4. Write down one **fact** the author stated.
5. Write down one **opinion** the author stated.

4. COMPOSITION

Topic: Debate – "Corruption is worse than Armed Robbery"

A. Introduction

A **Debate** is a formal, structured argument between two opposing sides on a specific topic, known as a **motion** or **proposition**. It is not a quarrel or a shouting match; it is a contest of ideas, logic, and persuasion.

- **The Motion:** "Corruption is worse than Armed Robbery."
- **The Proposition (Affirmative):** This side agrees with the motion. Their job is to prove that corruption *is* worse.
- **The Opposition (Negative):** This side disagrees with the motion. Their job is to prove that armed robbery *is* worse (or that corruption is not as bad).

B. The Structure of a Debate Point (A.E.E.C.)

A strong debate point is not just a statement. It must be built logically. A good model is **A.E.E.C.**

- **A**ssertion: State your point (your "headline").
    - *e.g., "My first point is that corruption is a silent killer, while armed robbery is a localized crime."*
- **E**xplanation: Explain *why* this is true.
    - *e.g., "This means that while an armed robber can only attack one family at a time, a corrupt official who steals money meant for a hospital can cause the deaths of thousands of people who can't get medicine."*
- **E**xample: Give a clear, powerful example.

- *e.g., "When funds for a major highway are stolen, the result is a bad road. The accidents on that road kill far more people in one year than a single robber ever could."*

- **C**onclusion: Link your point back to the motion.
  - *e.g., "Therefore, it is clear that the massive, hidden, and widespread damage of corruption is far worse than the immediate, visible crime of armed robbery."*

C. Brainstorming Arguments

Proposition (FOR the motion: Corruption IS worse)	**Opposition (AGAINST the motion: Armed Robbery IS worse)**
1. Scale of Impact: Corruption affects millions (bad roads, no electricity, poor hospitals, weak education).	**1. Physical/Immediate Danger:** Armed robbery involves immediate violence, physical harm, trauma, and death. It is a direct attack on life.
2. Breaks Public Trust: It destroys the very foundation of society and government, making progress impossible.	**2. Fear and Terror:** An armed robber creates intense, personal terror. Corruption is an abstract concept; a gun is a physical reality.
3. A "Root" Crime: Corruption *causes* other crimes. When people are poor and jobless due to a corrupt system, some are forced into armed robbery.	**3. Moral/Ethical Line:** The armed robber has crossed a clear moral line into direct, violent harm. The corrupt official may just be a "pen-pusher."
4. Invisible Killer: The deaths from fake drugs or failed hospitals (caused by corruption) are hidden but far outnumber robbery deaths.	**4. Loss of Property:** An armed robber takes your hard-earned property directly and instantly, which can ruin a family.

D. EVALUATION (COMPOSITION)

1. What is a "motion" in a debate?
2. What is the role of the "Proposition" side?
3. What does the "E" in the A.E.E.C. model stand for? (Name one).
4. State one strong point for the Opposition side.

5. What is the main difference between a debate and a quarrel?

E. ASSIGNMENT (COMPOSITION)

1. Choose **one side** of the debate (Proposition or Opposition).
2. Write an introductory paragraph for your speech (greet the audience, state your side, and define the terms).
3. Write **two** complete debate points for your chosen side, following the A.E.E.C. structure.
4. Write a brief concluding paragraph to summarize your stance.
5. Which side do you *personally* believe is stronger, and why? (Answer in one sentence).

5. LITERATURE IN ENGLISH

Topic: Drama – Costumes and Props / Rhyme Schemes

A. Introduction

In drama, the story is not just told with words (dialogue) but also with visual elements. The **Stage Directions** in a script tell the director and actors what the scene looks like and what to use. Two of the most important visual elements are **costumes** and **props**.

B. Costumes

- **Definition: Costumes** are the clothes, accessories, and even makeup worn by an actor to portray a specific character.
- **Purpose:** Costumes tell the audience essential information about the character *before* they even speak.
- **Costumes reveal:**
    1. **Time Period:** A character wearing a 1960s "Afro" and "bell-bottom" trousers looks different from one in a modern suit.
    2. **Social Status:** A king wears a crown and velvet; a servant wears simple, rough-spun clothes.
    3. **Occupation:** A character in a white coat and stethoscope is a doctor. A character with a uniform and helmet is a police officer.

4. **Personality:** A character who is sad and mourning might wear all black. A vibrant, happy character might wear bright yellow.
5. **Situation:** A character in torn, dirty clothes is clearly in trouble.

C. Props (Properties)

- **Definition:** A **prop** (short for "property") is any movable object that an actor uses or interacts with on stage. (Note: The fixed background, like the walls or a large sofa, is the **Set**.)
- **Examples:** A teacup, a book, a letter, a knife, a walking stick, a telephone, a briefcase.
- **Purpose:**
    1. **To advance the plot:** A letter might contain crucial news. A hidden knife might be used in a fight. A ring might prove someone's identity.
    2. **To reveal character:** A character who is always carrying a "holy book" is shown to be religious. A character who is always polishing a gun is shown to be violent.

D. Rhyme Schemes (Revisiting the Topic)

- **Clarification:** As we have noted before, "Rhyme Scheme" (the pattern of rhymes at the end of lines, like AABB or ABAB) is a primary element of **POETRY**, not drama.
- **When *is* it used in Drama?** Rhyme schemes only appear in a specific type of drama called **Verse Drama** or **Poetic Drama**.
- **Example:** Many plays by William Shakespeare are written in poetic verse.
    - *e.g., "My only love sprung from my only **hate**!* (A)
    - *Too early seen unknown, and known too **late**!"* (A)
    - This is a **rhyming couplet** (AA). It is used to add emphasis.
- **Your Recommended Text:** Most modern recommended texts (like *The Successors* or *Trials of Brother Jero*) are written in **Prose** (normal, everyday language). They **do not have a rhyme scheme**.

E. EVALUATION (LITERATURE)

1. What is the difference between a costume and a prop?

2. Give one example of a prop.
3. Give two examples of what a costume can tell the audience about a character.
4. In which type of drama would you find a rhyme scheme?
5. Is your recommended JSS3 drama text written in prose or poetic verse?

F. ASSIGNMENT (LITERATURE)

(Answer these questions based on your recommended JSS3 drama text)

1. Choose the **protagonist** (main character). Describe the **costume** you think they would wear in the first scene.
2. Explain *why* you chose that costume, based on their personality or social status.
3. Identify one **prop** that is very important in the play.
4. Explain *how* that prop is important to the plot (what does it do?).
5. Does your recommended text use rhyme? Explain in one sentence why or why not.

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WEEK 9

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Aurally and orally differentiate between the voiceless consonants /ʃ/ (fricative) and /tʃ/ (affricate).
2. **Grammar:** Define idiomatic expressions and correctly interpret the meanings of common idioms in context.
3. **Reading & Comprehension:** Apply comprehension skills, particularly making deductions (inference), to a selected passage.
4. **Composition:** Define the features of a descriptive essay and write a vivid essay using sensory details.
5. **Literature:** Answer in-depth questions related to the plot, characterization, and themes of the recommended prose text.

1. SPEECH WORK

Topic: Contrast Between Consonants /ʃ/ and /tʃ/

A. Introduction

This lesson focuses on two voiceless consonants that are often confused:

- **/ʃ/ (Voiceless Palato-alveolar Fricative):** The "sh" sound. It is a continuous hissing/hushing sound.
    - *Examples:* **sh**oe, wa**sh**, pre**ss**ure, ma**ch**ine
- **/tʃ/ (Voiceless Palato-alveolar Affricate):** The "ch" sound. It is a stop sound that is released with a "sh" sound. It is *not* continuous.
    - *Examples:* **ch**air, wa**tch**, ca**tch**, na**t**ure

Key Difference: The /tʃ/ sound begins with a complete stop of air (like /t/), while the /ʃ/ sound is a continuous release of air.

B. Articulatory Description

- **To make /ʃ/:** The blade (middle-front) of the tongue is raised towards the hard palate. The lips are often slightly rounded. Air is pushed through the narrow gap, creating a continuous "shhhhh" sound.
- **To make /tʃ/:** This is an **affricate**.
    1. First, the tongue tip touches the alveolar ridge (just behind the teeth), completely *stopping* the air (like the /t/ sound).
    2. Then, the air is *released* forcefully as a /ʃ/ sound.

    - It is a single, sharp sound: /t/ + /ʃ/ = /tʃ/ (like a train's "choo-choo").

C. Minimal Pairs (Practice)

Listen to the sharp, stopping sound of /tʃ/ versus the smooth, continuous sound of /ʃ/.

/ʃ/ (as in ship)	**/tʃ/ (as in chip)**
ship	**ch**ip
shoe	**ch**ew
share	**ch**air
shop	**ch**op
wa**sh**	wa**tch**
fi**sh**	pi**tch**
Sheet	**Ch**eat

D. Pronunciation Drill (Sentences)

1. The **ch**eap /tʃ/ **sh**ip /ʃ/ is on the **sh**ore /ʃ/.
2. I will wa**sh** /ʃ/ the plate while you wa**tch** /tʃ/ the **ch**ildren /tʃ/.
3. **Sh**e /ʃ/ will **ch**oo**s**e /tʃ/ /z/ a new **ch**air /tʃ/.
4. The **ch**ef /ʃ/ from **Ch**ina /tʃ/ is **sh**ort /ʃ/. (Note: 'Chef' is a French word pronounced with /ʃ/).

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5. **Ch**eck /tʃ/ your **sh**oes /ʃ/ before you **ch**op /tʃ/ the wood.

E. EVALUATION (SPEECH WORK)

1. Describe the main physical difference in producing /ʃ/ and /tʃ/.
2. Which sound is continuous: /ʃ/ or /tʃ/?
3. Pronounce these pairs clearly: (a) wash / watch, (b) shop / chop.
4. Does the word "machine" contain the /ʃ/ or /tʃ/ sound?
5. Does the word "nature" contain the /ʃ/ or /tʃ/ sound?

F. ASSIGNMENT (SPEECH WORK)

1. Write down five words that contain the /ʃ/ sound.
2. Write down five words that contain the /tʃ/ sound.
3. Write two original sentences, each using at least one /ʃ/ word and one /tʃ/ word.
4. Find two more minimal pairs for /ʃ/ and /tʃ/ (other than the ones in the lesson).
5. From the words below, group them into two columns based on their sound (/ʃ/ or /tʃ/): *church, wish, future, cheap, casual, watch, nation, catch*.

2. GRAMMAR

Topic: Idiomatic Expressions

A. Introduction

An **idiom** (or idiomatic expression) is a phrase or saying whose meaning cannot be understood from the literal (dictionary) definitions of the individual words. It is a "fixed expression" that has a figurative, non-literal meaning.

- **Literal:** "He kicked the bucket." $\rightarrow$ His foot hit the pail.
- **Idiomatic:** "He kicked the bucket." $\rightarrow$ He died.

Idioms are a core part of fluent, natural-sounding English.

B. Common Idiomatic Expressions and Their Meanings

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Idiom	Literal Meaning (What it *sounds* like)	Figurative Meaning (What it *actually* means)
Break a leg!	To injure your leg.	"Good luck!" (Often said to actors).
Spill the beans.	To drop beans on the floor.	To reveal a secret.
Bite the bullet.	To bite a metal bullet.	To face a difficult or painful situation with courage.
Once in a blue moon.	A specific phase of the moon.	Something happens very rarely.
Kick the bucket.	To kick a pail.	To die.
Let the cat out of the bag.	To free a cat from a bag.	To reveal a secret (similar to "spill the beans").
It's raining cats and dogs.	Animals are falling from the sky.	It is raining very heavily.
Under the weather.	To be physically underneath the sky.	To feel sick or unwell.
A piece of cake.	A slice of a dessert.	Something is very easy to do.
Hit the nail on the head.	To strike a nail with a hammer.	To say or do something exactly right.
To be all ears.	To be made entirely of ears.	To be listening very attentively.
On cloud nine.	To be on the ninth cloud.	To be extremely happy or joyful.

C. Using Idioms in Context

- *Wrong:* "My exam was *a piece of cake*, so I ate it." (Confusing literal and figurative).
- *Right:* "I expected the exam to be hard, but it was *a piece of cake*."
- *Wrong:* "Please don't *spill the beans* on the floor, my mother just swept."
- *Right:* "Please don't *spill the beans* about the surprise party to Tunde."

D. EVALUATION (GRAMMAR)

1. What is an idiomatic expression?

2. What is the *figurative* meaning of "It's raining cats and dogs"?
3. What is the *literal* meaning of "kick the bucket"?
4. If I say a test was "a piece of cake," what do I mean?
5. Complete this idiom: "He let the cat out of the _____."

E. ASSIGNMENT (GRAMMAR)

1. Choose five (5) idioms from the lesson.
2. For each idiom, write one original sentence that uses the idiom correctly in its *figurative* context.
3. Match the idiom in Column A with its meaning in Column B. | Column A | Column B | | :--- | :--- | | 1. Bite the bullet | (a) To feel sick | | 2. On cloud nine | (b) To reveal a secret | | 3. Under the weather | (c) To be very happy | | 4. Spill the beans | (d) To face a hard situation | | 5. Once in a blue moon | (e) Very rarely |
4. Write a short dialogue (4-6 lines) between two friends where one of them uses the idiom "all ears."

3. READING & COMPREHENSION

Topic: Reading Comprehension Practice (Focus on Deduction)

A. Introduction

This comprehension practice will test all your reading skills, but it will especially focus on the skill of **making deductions** (also called **inference**), which we studied in Week 6. A deduction is a conclusion you reach by using the clues in the text plus your own background knowledge. It is "reading between the lines."

B. Practice Passage

Read the passage below carefully.

The whistle blew, a high, shrieking sound that cut through the noise of the crowd. Tunde's heart hammered against his ribs. He looked at the scoreboard: 1-1. He looked at the clock: 89:45. This was it. The entire stadium was on its feet.

He placed the ball carefully on the white penalty spot. His legs felt like jelly. The opposing goalkeeper, a giant of a man dressed in bright green, was jumping from side to side on his goal line, trying to distract him. Tunde tried to block out the noise. He thought of the long months of training, the pre-dawn sprints, the endless drills his coach made them run. He thought of the promise he made to his team. He took a deep breath, looked at the top-left corner of the net, and began his run-up.

C. Comprehension Questions

1. **Main Idea/Deduction:** What event is taking place in this passage? A. A training session B. The beginning of a football match C. A penalty kick at the very end of a football match D. A fight between a player and a goalkeeper
2. **Vocabulary in Context:** What does it mean that Tunde's "legs felt like jelly"? A. His legs were sticky. B. His legs were cold. C. His legs were weak and trembling from nerves. D. His legs were strong and ready.
3. **Deduction (Inference):** How does Tunde feel as he places the ball? A. He is calm and relaxed. B. He is under extreme pressure and nervous. C. He is angry at the goalkeeper. D. He is bored.
4. **Deduction (Inference):** Why does the author mention Tunde's "pre-dawn sprints" and "endless drills"? A. To show that Tunde hates his coach. B. To show that Tunde is tired and wants to go home. C. To show that Tunde is remembering all the hard work that led to this one moment. D. To show that Tunde is not a very good player.
5. **Literal/Factual:** What was the score on the scoreboard?

D. EVALUATION (READING & COMPREHENSION)

(Answers to the questions in section C)

1. (C) A penalty kick at the very end of a football match

2. (C) His legs were weak and trembling from nerves.
3. (B) He is under extreme pressure and nervous. (Clues: "heart hammered," "legs felt like jelly").
4. (C) To show that Tunde is remembering all the hard work that led to this one moment.
5. 1-1

E. ASSIGNMENT (READING & COMPREHENSION)

Read this short passage and answer the questions.

Ajanaku, the new night-watchman, sat on his wooden stool, pulled his thick, wool blanket tighter, and shivered. It was only midnight, but the harmattan wind was biting. He shone his dim torchlight towards the main gate of the factory. Nothing. He coughed, a dry, hacking sound, and wished for a cup of hot cocoa. He looked at the brand-new, expensive bicycle the Manager had ridden to work, parked just inside the gate. He sighed, knowing he had five more long hours until the morning shift arrived.

1. (Literal) What is Ajanaku's job?
2. (Deductive) What season of the year is it? How do you know?
3. (Deductive) Is Ajanaku rich or poor? Give two clues from the text to support your answer.
4. (Deductive) How does Ajanaku feel about his job at this moment?
5. (Deductive) Why does Ajanaku look at the Manager's bicycle? (What is he likely thinking?)

4. COMPOSITION

Topic: Descriptive Essay – My Favourite Subject

A. Introduction

A **Descriptive Essay** is a piece of writing that paints a picture with words. Its main purpose is to make the reader **see, hear, smell, taste, and feel** what you are describing. It is not just *telling* the reader; it is *showing* them.

- **Telling (Boring):** "My favourite subject is Mathematics. It is very interesting. I like solving problems."
- **Showing (Descriptive):** "My favourite subject, Mathematics, is a thrilling puzzle. I love the sharp, clean look of an equation on a fresh page, the satisfying 'click' in my brain when a difficult problem finally makes sense, and the rush of triumph as I pencil in the final, correct answer."

B. The Key: Using Sensory Details (The 5 Senses)

To write a great descriptive essay, you must appeal to the five senses:

- **SIGHT (What do you see?):**
    - *Subject: Mathematics* $\rightarrow$ The white chalk on the green board, the perfect circle drawn with a compass, the rows of numbers.
    - *Subject: English* $\rightarrow$ The thick, old novels, the sharp red ink of the teacher's corrections, the different countries in a story.
- **SOUND (What do you hear?):**
    - *Subject: Mathematics* $\rightarrow$ The silence of deep concentration, the tap-tap-tap of the calculator, the teacher's voice explaining a theorem.
    - *Subject: English* $\rightarrow$ The musical rhythm of a poem, the powerful voice of a character in a play, the sound of different accents.
- **FEEL/TOUCH (What do you feel?):**
    - *Subject: Mathematics* $\rightarrow$ The smooth, cool surface of a protractor, the anxiety of a difficult test, the relief of finding the answer.
    - *Subject: English* $\rightarrow$ The rough pages of an old book, the sadness for a character, the excitement of a plot twist.
- **SMELL/TASTE (Harder, but possible):**
    - *Subject: Home Economics* $\rightarrow$ The sweet smell of baking cakes, the spicy taste of a well-cooked stew.
    - *Subject: Agric Science* $\rightarrow$ The earthy smell of fresh soil, the sharp tang of fertilizer.

C. Planning the Essay: "My Favourite Subject" (Example: English)

- **Introduction:**
  - **Hook:** Start with a question or a vivid statement. "While some students love the cold logic of numbers, I have always been captivated by the power of words."
  - **Background:** State your favourite subject and why, generally. "My favourite subject is English Language and Literature."
  - **Thesis Statement:** "It is my favourite because it allows me to explore new worlds, understand deep emotions, and master the art of communication."
- **Body Paragraph 1: (Sensory Details of the Class)**
  - **Topic Sentence:** "Walking into my English class feels different from any other."
  - **Details:** Describe the *sight* of the tall bookshelf in the corner, the *smell* of old paper and new books, the *sound* of the teacher reading a poem aloud with a rising and falling voice.
- **Body Paragraph 2: (The Feeling of Reading)**
  - **Topic Sentence:** "The greatest joy of English is disappearing into a story."
  - **Details:** Describe the *feeling* of excitement during a plot twist, the *sight* of the "words painting pictures" in your mind, the *feeling* of sadness when a character you love is in trouble.
- **Body Paragraph 3: (The Power of Writing)**
  - **Topic Sentence:** "Furthermore, English gives me a powerful voice."
  - **Details:** Describe the *feeling* of satisfaction when you write a perfect sentence, the *sound* of a strong debate, the *sight* of your own ideas filling a blank page.
- **Conclusion:**
  - **Restate Thesis:** "English is more than just a subject; it's a journey into worlds of imagination, emotion, and expression."
  - **Final Thought:** "It is the one class where I not only learn about the world but also discover more about myself."

D. EVALUATION (COMPOSITION)

1. What is the main purpose of a descriptive essay?

2. What are the "five sensory details"?
3. Why is "showing" better than "telling" in this type of essay?
4. Change this "telling" sentence to a "showing" sentence: "The food was delicious."
5. What is a good "hook" for an essay on "My Favourite Subject: Basic Science"?

E. ASSIGNMENT (COMPOSITION)

1. Write a full descriptive essay (at least 200 words) on the topic: **"My Favourite Subject."**
2. You must use at least **four** of the five senses in your description.
3. Underline at least one example of **sight**, **sound**, and **feeling** in your essay.
4. Write a strong introductory paragraph (3-5 sentences) for an essay on "My *Least* Favourite Subject," using descriptive language.
5. List three "sound" details and three "sight" details for the subject "Integrated Science."

5. LITERATURE IN ENGLISH

Topic: Prose – Questions on Recommended Text

A. Introduction

This lesson is a practical application of the literary elements we have been learning (Plot, Character, Setting, Theme). The goal is to move from *defining* these terms to *using* them to analyze your recommended prose text and answer specific questions.

(The following are high-level questions. The teacher will adapt them to the specific novel being studied.)

B. Sample In-Depth Questions (To be applied to your novel)

Category 1: Plot & Conflict

1. What is the **main conflict** (the central problem) in the novel? Is it primarily internal (Character vs. Self) or external (Character vs. Character, Society, or Nature)?

2. Identify the **climax** (the highest point of tension) of the story. How did this event change the direction of the plot?
3. How is the **resolution** (the ending) of the novel satisfying or unsatisfying? Did the protagonist get what they deserved?

Category 2: Characterization

1. Describe the **protagonist**. Is this character **dynamic** (do they change from the beginning to the end) or **static** (do they stay the same)? Provide evidence for your answer.
2. Analyze the **antagonist**. Is this character purely evil, or does the author show us *why* they behave the way they do?
3. How does the author use **indirect characterization** (Speech, Thoughts, Actions, Looks, Effect on others) to reveal the protagonist's true nature? Give one specific example.

Category 3: Setting & Atmosphere

1. What is the main **setting** (time and place) of the novel?
2. How does this setting *influence* the plot? (e.g., "Would this story be possible if it was set in a modern city instead of an old village?")
3. What is the overall **atmosphere** (mood) of the novel (e.g., happy, tense, mysterious, sad)? How does the setting help create this mood?

Category 4: Themes & Message

1. What is one major **theme** (central message) of the novel? (State it as a full sentence, e.g., "The novel teaches that greed leads to destruction.")
2. How does the author use the main *conflict* to illustrate this theme?
3. What real-life lesson can a JSS3 student learn from reading this novel?

C. EVALUATION (LITERATURE)

(Based on your recommended text)

1. Who is the protagonist of your novel?

2. Who (or what) is the main antagonist?
3. What is the main setting (place) of your novel?
4. Is the protagonist a static or dynamic character?
5. What is one "topic" in your novel? (e.g., Love, Greed, Honesty).

D. ASSIGNMENT (LITERATURE)

(Based on your recommended text)

1. Answer this question in a full paragraph: "What is the main **conflict** (problem) in the novel, and how does it start?"
2. Answer this question in a full paragraph: "What is the main **theme** (message) of the novel? How do you know?"
3. Describe a minor character and explain their importance to the plot.
4. Find one action the protagonist takes (indirect characterization) and explain what it *shows* us about their personality.
5. In your opinion, what is the most important lesson you have learned from this novel so far?

PAWILLS CONSULTING

WEEK 10

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Identify, differentiate, and correctly pronounce the semi-vowel (glide) consonants /w/ and /j/.
2. **Grammar:** Define and correctly use adverbials of cause/reason (also known as conjunctions of purpose) like "so that," "in order to," and "because."
3. **Reading & Comprehension:** Define "topic sentence" and accurately identify the topic sentence in various paragraphs.
4. **Composition:** Structure and write compelling arguments for a formal debate on the motion, "Child Trafficking is worse than Stealing."
5. **Literature:** Conduct a comprehensive review of the recommended prose and drama texts, comparing their plots, characters, and themes.

1. SPEECH WORK

Topic: The Consonants /w/ and /j/ (Semi-vowels)

A. Introduction

This lesson focuses on two unique voiced consonants known as **semi-vowels** or **glides**. They are called "semi-vowels" because they are produced with very little obstruction, almost like vowels, but they *function* as consonants in words.

- **/w/ (Voiced Labio-velar Glide):** The "w" sound, as in **w**et, a**w**ay, **q**ueen.
- **/j/ (Voiced Palatal Glide):** The "y" sound, as in **y**es, **u**se, oni**o**n.

NOTE: The symbol /j/ does *not* represent the "j" sound in "jam." That sound is /dʒ/. The symbol /j/ always represents the "y" sound.

B. Articulatory Description

- **To make /w/:**
    1. Start by **rounding your lips** tightly (like you are about to say /u:/ as in "who").
    2. Your tongue is high at the **back** (near the velum).
    3. Quickly **glide** away from this position to the vowel sound that follows.

    - *Examples:* **w**et (glide from /w/ to /e/), **w**in, **w**all.
- **To make /j/:**

    0. Start by raising the **front/middle** of your tongue high against the hard **palate** (like you are about to say /i:/ as in "see").
    1. Your lips are spread (not rounded).
    2. Quickly **glide** away from this position to the vowel sound that follows.

    - *Examples:* **y**es (glide from /j/ to /e/), **y**ard, **y**ell.

C. Common Spelling Patterns

Sound	**/w/ (as in wet)**	**/j/ (as in yes)**
Common Spellings	w (want, always, wet)	y (yes, yellow, beyond)
	wh (what, when, why)	u (use, unit, cube, pure)
	u (after 'q' and 'g') (queen, language)	ew (new, few, stew)
	o (one, once)	i (onion, union, senior)

D. Minimal Pairs (Practice)

Listen to the clear difference in sound.

/w/ (rounded lips)	**/j/ (spread lips)**
west	**y**east
woke	**y**olk
wail	**Y**ale

E. Pronunciation Drill (Sentences)

1. **W**e /w/ **w**ant to **w**ork /w/ in **Y**ola /j/.
2. **Y**our /j/ **u**nit /j/ **w**on /w/ the a**w**ard /w/.
3. **W**ill /w/ **y**ou /j/ **u**se /j/ the **y**ellow /j/ cup?
4. **W**hat /w/ is **y**our /j/ **u**sual /j/ opinion /j/?
5. The **q**ueen /w/ is **w**earing /w/ a **u**nique /j/ **j**ewel /dʒ/ (Note the 'j' sound for comparison).

F. EVALUATION (SPEECH WORK)

1. What are /w/ and /j/ often called? (Semi-vowels or glides).
2. Which sound, /w/ or /j/, requires rounded lips?
3. What sound does the symbol /j/ represent? (a) "j" in jam, or (b) "y" in yes.
4. Pronounce these words clearly: *west, yeast, woke, yolk*.
5. What initial sound do these words share? *use, university, unit*.

G. ASSIGNMENT (SPEECH WORK)

1. Write down five words that contain the /w/ sound.
2. Write down five words that contain the /j/ sound.
3. Write two original sentences, each using at least one /w/ word and one /j/ word.
4. From the words below, group them into two columns based on their sound (/w/ or /j/): *yellow, queen, new, once, onion, what, year, language*.
5. What is the main difference in tongue position for /w/ and /j/?

2. GRAMMAR

Topic: Adverbs of Cause/Reason (Adverbial Clauses)

A. Introduction

The scheme refers to these as "Adverbs of Cause/Reason." While traditional adverbs can show this (e.g., "He *consequently* left"), the examples so that and in order to function as **subordinating conjunctions** that introduce **adverbial clauses of purpose or reason**.

These phrases and clauses answer the question: **"Why?"**

- *Question:* **Why** did you study hard?
- *Answer (Reason/Purpose):*
    - **because** I wanted to pass.
    - **in order to** pass.
    - **so that** I could pass.

B. Common Phrases and Conjunctions

1. because / since / as (Show the Cause/Reason) These give the *direct reason* something happened.

- *Example:* He failed **because** he did not read.
- *Example:* **Since** you are here, you can help.
- *Example:* **As** it was raining, we stayed indoors.

2. in order to / so as to (Show Purpose - Infinitive) These introduce the *purpose* of an action. They are followed by a base verb (e.g., *pass, eat, see*).

- **Structure:** Action + in order to + Base Verb
- *Example:* He studied hard **in order to** pass the exam.
- *Example:* She woke up early **in order to** catch the bus.
- *Example:* We must eat **so as to** live.

3. so that / in order that (Show Purpose - Clause) These also introduce *purpose*, but they are followed by a full clause (a subject + a modal verb like can, could, will, would).

- **Structure:** Action + so that + Subject + Modal + Verb
- *Example:* He studied hard **so that** he **could** pass the exam.
- *Example:* She woke up early **so that** she **would** catch the bus.
- *Example:* Give me the money **so that** I **can** buy the book.

C. Combining Sentences

- **Sentences:** 1. I am saving money. 2. I want to buy a bicycle.

- **Combined (Reason):** I am saving money **because** I want to buy a bicycle.
- **Combined (Purpose):** I am saving money **in order to** buy a bicycle.
- **Combined (Purpose):** I am saving money **so that** I **can** buy a bicycle.

D. EVALUATION (GRAMMAR)

1. What question do adverbs/clauses of reason answer?
2. Which phrase is usually followed by just a base verb (e.g., "go")? (a) so that or (b) in order to.
3. Which word is a conjunction that gives a direct reason?
4. Combine these sentences using so that: "He spoke loudly. Everyone could hear him."
5. Combine these sentences using in order to: "She exercises daily. She wants to stay fit."

E. ASSIGNMENT (GRAMMAR)

1. Write one sentence for each of the following: because, in order to, and so that.
2. Rewrite this sentence using so that: "We must eat to live."
3. Rewrite this sentence using in order to: "He is running fast because he wants to win."
4. Write a short paragraph (3-5 sentences) explaining **why** you come to school. Use at least two different phrases from this lesson.
5. What is the difference in structure *after* in order to versus *after* so that?

3. READING & COMPREHENSION

Topic: Identifying Topic Sentences in Passages

A. Introduction

A **topic sentence** is the single most important sentence in a paragraph. It states the **main idea** or **central point** of that paragraph. All other sentences in the paragraph (the "supporting sentences") must explain, describe, or give examples of the topic sentence.

Finding the topic sentence is the key to understanding a text quickly.

B. Where to Find the Topic Sentence

The topic sentence can be in one of three places:

1. At the Beginning (Most Common) The author states the main idea first and then gives examples.

(Topic Sentence) $\rightarrow$ **The problem of waste in our major cities is becoming a chronic emergency.** As urban populations grow, the volume of refuse is staggering. In many cities, plastic bags and bottles clog the drainage systems. This leads to severe flooding.

2. At the End (Less Common) The author gives several examples first, building up to a final conclusion (the main idea).

As populations grow, the volume of refuse is staggering. Plastic bags and bottles clog drainage systems, leading to severe flooding. Uncollected piles of refuse attract rats and spread diseases like Lassa fever. **(Topic Sentence)** $\rightarrow$ **Clearly, the problem of waste in our major cities is a chronic emergency.**

3. In the Middle (Least Common) The author starts with an introductory sentence, states the main idea, and then gives examples.

Many people are wondering what our biggest urban problem is. **(Topic Sentence)** $\rightarrow$ **The problem of waste in our major cities is becoming a chronic emergency.** For example, plastic bags and bottles clog drainage systems, leading to severe flooding.

C. Practice Passage

Read the paragraphs below and identify the topic sentence in each.

Paragraph A:

A motor vehicle is a major financial investment. Therefore, protecting that investment through proper care is essential. Regular maintenance is not just about keeping the car clean; it is about

safety, efficiency, and longevity. A well-cared-for car will serve its owner reliably for many years.

- **Topic Sentence (Paragraph A):** *Therefore, protecting that investment through proper care is essential.* (The rest of the paragraph explains *why* it's essential).

Paragraph B:

First is the regular checking of fluids. The most critical fluid is the engine oil, which lubricates the engine's moving parts. It should be checked weekly using the dipstick. Other fluids, like the coolant (for temperature) and brake fluid (for stopping), are also vital for safety.

- **Topic Sentence (Paragraph B):** *First is the regular checking of fluids.* (The rest of the paragraph gives examples of *which* fluids).

D. EVALUATION (READING & COMPREHENSION)

1. What is a "topic sentence"?
2. What is the purpose of the other sentences in a paragraph (the "supporting sentences")?
3. Where is the *most common* place to find a topic sentence?
4. Read this paragraph and identify the topic sentence:

> "He is always late. He never does his homework. He also talks when the teacher is speaking. In short, Tunde is not a good student."

E. ASSIGNMENT (READING & COMPREHENSION)

1. Find a chapter in your Basic Science or Social Studies textbook.
2. Choose three (3) different paragraphs.
3. Read each paragraph and write down the **topic sentence** for each one.
4. For one of the paragraphs, write down two (2) **supporting sentences** and explain how they support the topic sentence.
5. Write your own short paragraph (4-5 sentences) about "The Importance of Examinations." Make sure your first sentence is a clear topic sentence.

4. COMPOSITION

Topic: Debate – "Child Trafficking is worse than Stealing"

A. Introduction

This is a formal debate on a serious moral and legal issue.

- **The Motion:** "Child Trafficking is worse than Stealing."
- **Definitions:**
    - **Stealing (Theft):** Taking someone's property without permission.
    - **Child Trafficking:** The illegal trade, transport, or exploitation of children for forced labour, slavery, or other criminal activities.
- **The Proposition (Affirmative):** Argues that Child Trafficking (CT) **is** worse.
- **The Opposition (Negative):** Argues that Stealing **is** worse, or that CT is not as bad as it seems, or that they are equally bad. (Note: The strongest argument is usually to defend the other side).

B. Brainstorming Arguments (Using A.E.E.C. Model)

Proposition (FOR the motion: Child Trafficking IS worse)

1. **A(ssertion):** Stealing is a crime against property; child trafficking is a crime against humanity.
    - **E(xplanation):** You can replace a stolen phone or money. You can *never* replace a person's childhood, freedom, dignity, or life. Stealing takes an object; trafficking *turns a human being into an object*.
    - **E(xample):** A man who has his car stolen loses transportation. A child who is trafficked into forced labour loses their education, their family, their health, and their future.
    - **C(onclusion):** Therefore, the theft of a human life and future is infinitely worse than the theft of a material possession.

2. **A(ssertion):** The impact of stealing is temporary, while the impact of trafficking is permanent and devastating.
    - **E(xplanation):** A victim of theft recovers financially. A victim of child trafficking suffers lifelong psychological trauma, physical abuse, and often death.
    - **E(xample):** A family that is robbed may be sad for a few weeks. A family whose child is trafficked is destroyed forever. The child, even if rescued, may never be the same.
    - **C(onclusion):** Because the damage is irreversible and total, child trafficking is clearly the worse crime.

Opposition (AGAINST the motion: Stealing IS worse) *(This is a difficult side to argue, but a debater must. The strategy is to highlight the broad impact of stealing).*

1. **A(ssertion):** Child trafficking is a terrible but *specific* crime, while stealing, in the form of massive corruption, is a *general* crime that destroys the entire nation and *causes* trafficking.
    - **E(xplanation):** We are not just talking about stealing a goat. We are talking about stealing *billions* of Naira meant for schools, hospitals, and police.
    - **E(xample):** When a politician *steals* the budget for education, millions of children are left on the streets, uneducated and poor, making them easy victims for traffickers. The *stealing* (corruption) is the root cause of the trafficking.
    - **C(onclusion):** Therefore, the original crime of stealing (corruption) is worse because it is the "father" of all other crimes, including trafficking.

C. EVALUATION (COMPOSITION)

1. Define "Child Trafficking" in your own words.
2. What is the role of the "Opposition" side in this debate?
3. State one strong point for the Proposition (that CT is worse).
4. State the strong argument for the Opposition (that stealing is worse).
5. What does the "A" in the A.E.E.C. model stand for?

E. ASSIGNMENT (COMPOSITION)

1. Choose **one side** of the debate (Proposition or Opposition).
2. Write a clear introductory paragraph for your speech.
3. Write **two** complete debate points for your chosen side, using the A.E.E.C. structure.
4. Write a brief concluding paragraph to summarize your stance.
5. Which argument (from the lesson or your own) do you find most persuasive, and why?

5. LITERATURE IN ENGLISH

Topic: Review of Prose and Drama Texts

A. Introduction

This lesson is a revision of the two main genres we have studied this term, **Prose** (your recommended novel) and **Drama** (your recommended play). We will review their key features and compare how they tell stories.

B. Comparative Review: Prose vs. Drama

Feature	PROSE (The Novel)	DRAMA (The Play)
How is the story told?	Through a **narrator** and descriptions. The author *tells* you what characters are thinking and feeling.	Through **dialogue** (what characters say) and **action** (what they do). The story is *shown*, not told.
Structure	Written in **chapters** and **paragraphs**.	Written as a **script** in **Acts** and **Scenes**.
Key Literary Element	**Narration / Point of View.** (Who is telling the story? e.g., First-person "I" or Third-person "He/She").	**Dialogue / Stage Directions.** (The unspoken actions and setting, written in italics).
Characterization	The author can use **direct characterization** ("He was a sad man") and **indirect characterization**.	Relies almost 100% on **indirect characterization** (what the characters say and do).
Visuals	The reader must **imagine** the setting, characters, and action based on the	The story is **meant to be seen**. Costumes, props, and the set are

author's descriptions. crucial to the story.

C. Review Questions for Your Recommended Texts

(Teacher will guide discussion using these questions, applying them to the specific JSS3 texts)

On the PROSE Text (Novel):

1. **Plot:** What was the central **conflict**? Was it resolved in a satisfying way?
2. **Character:** Who was the **protagonist**? Did this character change (were they **dynamic**)?
3. **Theme:** What was the most important **theme** (message) you learned from the novel?

On the DRAMA Text (Play):

1. **Plot:** What was the central **conflict**? How was it different from the novel's conflict?
2. **Character:** Who was the **antagonist**? How did we know they were the antagonist *without* the author telling us (i.e., through their actions or dialogue)?
3. **Visuals:** Identify one **prop** or **costume** that was essential to the play. What did it tell the audience?

Comparative Question:

- Which story did you find more powerful: the novel or the play? Why? (e.g., "The novel, because I could read the character's thoughts," or "The play, because seeing the action was more exciting.")

D. EVALUATION (LITERATURE)

1. What is the main way a story is told in Drama?
2. What is the main way a story is told in Prose?
3. What is a "script"?
4. What do we call the "chapters" of a play?
5. What is the difference between how a novel shows character and how a play shows character?

E. ASSIGNMENT (LITERATURE)

This is a "thinking" assignment comparing your two recommended texts.

1. In one paragraph, describe the **protagonist** of your **prose novel**.
2. In one paragraph, describe the **protagonist** of your **drama text**.
3. Which of these two protagonists do you think is a stronger character? Explain your answer in one paragraph, giving evidence from the texts.
4. What is the main **theme** of your prose text?
5. What is the main **theme** of your drama text? Are they similar or different?

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WEEK 11

LEARNING OBJECTIVES

By the end of this revision week, students will be able to:

1. **Grammar:** Recall, define, and correctly use the eight parts of speech, various verb tenses, and different types of adverbs.
2. **Reading & Comprehension:** Confidently apply all reading skills (skimming, scanning, deduction, referencing) to analyze passages and answer comprehension questions.
3. **Composition:** Differentiate between narrative, descriptive, expository, and argumentative (debate) writing, and recall the structure for each.
4. **Literature:** Define and compare the core elements of Prose, Drama, and Poetry, and apply this knowledge to the texts studied during the term.

(Note: There is no new Speech Work topic for this revision week.)

1. GRAMMAR: GENERAL REVISION

A. Introduction

This lesson revisits the fundamental building blocks of English. We will review the parts of speech, verb tenses, adverbs, and idiomatic expressions covered this term.

B. Revision Area 1: The Eight Parts of Speech (from Week 1)

1. **Noun:** Names a person (Bello), place (Lagos), thing (book), or idea (love).
2. **Pronoun:** Replaces a noun (he, she, it, they, them, this, who).
3. **Verb:** Shows action (run, write) or a state of being (is, are, feel).
4. **Adjective:** Describes a noun or pronoun (a *tall* man, she is *smart*).
5. **Adverb:** Modifies a verb, adjective, or another adverb (he ran *quickly*, *very* tall).
6. **Preposition:** Shows relationships of location, time, or direction (in, on, at, under, to, for).
7. **Conjunction:** Joins words, phrases, or clauses (and, but, or, because, while).
8. **Interjection:** Shows strong, sudden emotion (Wow!, Ouch!, Alas!).

C. Revision Area 2: Adverbs (from Weeks 3, 8, 10)

- **Adverb of Frequency (Week 3):** Answers "How often?"
  - *Examples:* always, usually, often, sometimes, rarely, never.
  - *Rule 1:* Place **before** the main verb (He *always* comes).
  - *Rule 2:* Place **after** the 'be' verb (He *is* always late).
- **Adverb of Manner (Week 8):** Answers "How?"
  - *Examples:* slowly, quickly, carefully, well, fast, happily.
  - *Rule:* Usually placed after the verb or object (She sang *beautifully*).
- **Adverb of Place (Week 8):** Answers "Where?"
  - *Examples:* here, there, outside, upstairs, in the room, on the table.
  - *Rule:* Usually placed after the verb or object.
- **Adverbial Clause of Reason/Purpose (Week 10):** Answers "Why?"
  - because: Gives a reason (He failed *because* he was lazy).
  - in order to: Shows purpose + base verb (He studied *in order to* pass).
  - so that: Shows purpose + clause (He studied *so that* he could pass).

D. Revision Area 3: Verb Tenses (A Quick Review)

- **Simple Present:** For habits, facts, and routines.
  - *Examples:* He **plays** football. The sun **rises** in the east. I **go** to school.
- **Simple Past:** For completed actions in the past.
  - *Examples:* He **played** football yesterday. We **ate** the food. She **saw** the film.
- **Simple Future:** For actions that will happen in the future.
  - *Examples:* He **will play** football tomorrow. They **will see** the headmaster.
- **Present Continuous:** For actions happening *right now*.
  - *Examples:* He **is playing** football. I **am reading**.
- **Past Continuous:** For actions that were *in progress* in the past.
  - *Examples:* He **was playing** football when I arrived.

E. Revision Area 4: Other Key Concepts

- **Changing Positive to Negative (Week 4):**

    - *With 'be' verb:* He **is** tall. $\rightarrow$ He **is not** tall.
    - *With modal verb:* He **can** go. $\rightarrow$ He **can not** (cannot) go.
    - *With main verb (Present):* He **plays**. $\rightarrow$ He **does not play**.
    - *With main verb (Past):* He **played**. $\rightarrow$ He **did not play**.
- **Idiomatic Expressions (Week 9):**
    - Phrases where the meaning is not literal.
    - *Spill the beans:* Reveal a secret.
    - *A piece of cake:* Very easy.
    - *Under the weather:* Feeling sick.

F. EVALUATION (GRAMMAR)

1. Identify the part of speech for *each* word in this sentence: "Wow! The fast car moved quickly."
2. Change this sentence to its negative form: "She saw the teacher."
3. What is the correct adverb? "He is a (good / well) singer."
4. Combine these sentences using so that: "I am studying. I want to pass."
5. What does the idiom "on cloud nine" mean?

G. ASSIGNMENT (GRAMMAR)

1. Write one sentence for each of these: Adverb of Frequency, Adverb of Manner, and Adverb of Place.
2. Write a short paragraph (3-5 sentences) in the **Simple Past Tense** describing what you did last Saturday.
3. Rewrite this sentence, placing the adverb "often" correctly: "He is late for class."
4. Rewrite this sentence, placing the adverb "never" correctly: "I have seen a ghost."
5. Write a short dialogue between two friends where one of them uses the idiom "bite the bullet."

2. READING & COMPREHENSION: GENERAL REVISION

A. Introduction

This lesson revises the essential skills needed to understand any text. We will review our "toolbox" of reading strategies and apply them to a single passage.

B. Summary of Reading Skills

1. **Scanning (from Week 1):** The *fastest* speed. Used for finding *specific details* (names, dates, numbers, keywords). You ignore everything else.
2. **Skimming (from Week 2):** A *fast* speed. Used for getting the *general idea (gist)* or main topic. You read the title, first/last paragraphs, and topic sentences.
3. **Normal (Careful) Reading:** The "normal" speed. Used for understanding the details and how they connect.
4. **Making Deductions (Inference) (from Weeks 6 & 9):** "Reading between the lines."

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SECOND TERM

WEEK 1

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Aurally and orally differentiate between the voiceless consonants /t/ and /θ/, and use them correctly in words and sentences.
2. **Grammar:** Recall, define, and accurately identify all eight parts of speech and their functions within sentences.
3. **Reading & Comprehension:** Define critical reading and apply evaluation skills to a passage, distinguishing between fact and opinion.
4. **Composition:** Recall the features of an informal letter and write an engaging reply to a pen-pal, focusing on building conversation.
5. **Literature:** Define "folktale" and identify its key characteristics (oral tradition, stock characters, morals) in a given story.

1. SPEECH WORK

Topic: The Consonants /t/ and /θ/

A. Introduction

This lesson focuses on two voiceless consonants that are often confused, leading to pronunciation errors. The difference is based on where you place your tongue.

- **/t/ (Voiceless Alveolar Stop):** This is the sound for "t" in **t**in, **t**ick, and po**t**.
- **/θ/ (Voiceless Dental Fricative):** This is the "th" sound in **th**in, **th**ick, and pa**th**.

B. Articulatory Description (How to Make the Sounds)

1. To make the /t/ sound:

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- **Tongue:** The tip of your tongue touches the **alveolar ridge** (the hard ridge just behind your top teeth).
- **Air:** You stop the air completely for a moment, then release it in a small puff.
- **Vocal Cords:** Do not vibrate (voiceless).
- *Practice:* Say "t-t-t-t-t." Feel your tongue tapping *behind* your teeth.

2. To make the /θ/ sound:

- **Tongue:** The tip of your tongue touches the *bottom* of your **top front teeth**, or is placed just *between* your top and bottom teeth.
- **Air:** You push air *continuously* through the narrow gap between your tongue and teeth. This creates a hissing, fricative sound.
- **Vocal Cords:** Do not vibrate (voiceless).
- *Practice:* Say "th-th-th-th" (as in *think*). Feel the air hissing over your tongue and against your teeth.

Key Difference: /t/ is a **stop** sound (it stops). /θ/ is a **fricative** (it's continuous, like /s/ or /f/).

C. Minimal Pairs (Practice)

Listen to the clear difference in these pairs.

/t/ (tin)	/θ/ (thin)
tin	**th**in
tick	**th**ick
boa**t**	bo**th**
tank	**th**ank
tree	**th**ree
pa**t**	pa**th**
ma**t**	ma**th**
tigh	**th**igh

D. Pronunciation Drill (Sentences)

1. I **th**ink /θ/ I saw **th**ree /θ/ **t**all /t/ **t**rees /t/.
2. My ma**th** /θ/ teacher **t**old /t/ me **t**o **th**ink /θ/.
3. Bo**th** /θ/ boa**t**s /t/ are on a pa**th** /θ/ of water.
4. **T**im /t/ has a **th**in /θ/ book and a **th**ick /θ/ ma**t** /t/.
5. I **th**ank /θ/ you for the **t**ea /t/ you **t**augh**t** /t/ me to make.

E. EVALUATION (SPEECH WORK)

1. Describe the tongue position for the /t/ sound.
2. Describe the tongue position for the /θ/ sound.
3. Which sound is a "stop" sound, and which is a "fricative"?
4. Pronounce these pairs clearly: (a) tree / three, (b) mat / math.
5. Which sound, /t/ or /θ/, is in the word "thought"?

F. ASSIGNMENT (SPEECH WORK)

1. Write down five words that contain the /t/ sound.
2. Write down five words that contain the /θ/ sound.
3. Write two original sentences, each using at least one /t/ word and one /θ/ word.
4. Find two more minimal pairs for /t/ and /θ/ (other than the ones in the lesson).
5. From the words below, group them into two columns based on their sound (/t/ or /θ/): *team, theme, taught, thought, time, thyme, threat, treat*.

2. GRAMMAR

Topic: Revision of Parts of Speech

A. Introduction

The **Parts of Speech** are the categories we give to words based on their function in a sentence. A word's part of speech depends on *how* it is used. There are eight parts of speech.

B. The Eight Parts of Speech

1. Noun:

- **Definition:** Names a person (Bello), place (Lagos), thing (book), or idea (love).
- **Functions:** Can be the subject, object, or complement of a sentence.
- **Types:** Proper (Nigeria), Common (country), Abstract (honesty), Concrete (table), Collective (flock).
- *Example:* **Ade** kicked the **ball** in the **park**.

2. Pronoun:

- **Definition:** Replaces a noun to avoid repetition.
- **Types:** Personal (I, he, she, it, us, them), Possessive (my, his, our, theirs), Relative (who, which, that).
- *Example:* Ade kicked **it**. **He** is a good player.

3. Verb:

- **Definition:** Shows action (run, jump) or a state of being (is, are, feel, seem). It is the heart of the sentence.
- **Types:** Transitive (needs an object - *He kicked the ball*), Intransitive (no object - *He slept*).
- *Example:* The students **wrote** the test and **felt** happy.

4. Adjective:

- **Definition:** Modifies (describes or limits) a noun or pronoun. It answers: *What kind? How many? Which one?*
- *Example:* The **tall** boy bought **three new** books. She is **smart**.

5. Adverb:

- **Definition:** Modifies a verb, an adjective, or another adverb. It answers: *How? When? Where? How often? To what extent?*
- *Example:* He ran **quickly** (modifies *ran*). It is **very** hot (modifies *hot*).

6. Preposition:

- **Definition:** Shows the relationship between a noun/pronoun and another word in the sentence (often showing location or time).
- *Example:* The book is **on** the table, **under** the chair, **near** the window. He arrived **at** 5 p.m.

7. Conjunction:

- **Definition:** Joins words, phrases, or clauses.
- **Types:**
    - Coordinating (FANBOYS): For, And, Nor, But, Or, Yet, So.
    - Subordinating: because, while, although, if, when.
- *Example:* I like rice **and** beans, **but** I won't eat **until** the class ends.

8. Interjection:

- **Definition:** An exclamatory word that shows strong, sudden emotion. It is grammatically separate from the sentence.
- *Example:* **Wow!** That is a great score. **Ouch!** You stepped on my foot.

C. Practice Exercise

Identify the part of speech for *each* word in the sentence: "Oh! The lazy dog slept quietly under the big table."

- **Oh!** (Interjection)
- **The** (Adjective - Article)
- **lazy** (Adjective)
- **dog** (Noun)
- **slept** (Verb)
- **quietly** (Adverb)
- **under** (Preposition)
- **the** (Adjective - Article)
- **big** (Adjective)
- **table** (Noun)

D. EVALUATION (GRAMMAR)

1. What part of speech modifies a verb?
2. What part of speech joins two clauses together?
3. Identify the part of speech of the underlined word: "He ran **fast**."
4. Identify the part of speech of the underlined word: "That is a **fast** car."
5. What is the function of a pronoun?

E. ASSIGNMENT (GRAMMAR)

1. Write one original sentence for each of the eight parts of speech. In each sentence, underline the word representing that part of speech.
2. Write a short paragraph (3-5 sentences) on any topic.
3. Go back to your paragraph and label the part of speech for *every* word.
4. What is the difference between a common noun and a proper noun? Give an example of each.
5. List three prepositions and three conjunctions.

3. READING & LISTENING COMPREHENSION

Topic: Reading for Critical Evaluation

A. Introduction

In JSS1 and JSS2, you learned to read for **comprehension** (understanding what the text *says*). In JSS3, you must learn to read for **critical evaluation** (judging what the text *means* and *does*).

Critical Evaluation is the process of thinking deeply about a text. You do not just accept the information; you question it, analyze it, and form your own judgments.

B. What is Critical Evaluation?

Critical evaluation involves:

1. **Distinguishing Fact from Opinion:**
    - **Fact:** A statement that can be proven true or false. *Example: "Nigeria is a country in West Africa."*
    - **Opinion:** A statement of belief, feeling, or judgment. It cannot be proven true or false. *Example: "Nigeria is the best country in the world."*
2. **Identifying the Author's Purpose:**
    - Why did the author write this?
    - **To Inform:** (e.g., a textbook, a news report).
    - **To Persuade:** (e.g., a debate, an advertisement, an editorial).
    - **To Entertain:** (e.g., a novel, a comic).
3. **Detecting Bias:**
    - Is the author presenting a one-sided view? Are they using emotionally loaded words to make you feel a certain way?
    - *Example (Biased):* "That foolish company is destroying our pure, beautiful forests."
    - *Example (Unbiased):* "The company is cutting down trees in the forest."
4. **Judging Reliability:**

- Can you trust this information? Is the author an expert? Where was it published?

C. Practice Passage

Read the passage below.

The government's new policy to ban commercial motorcycles ('okadas') from all major highways is a complete disaster and the worst idea of the year. For decades, okadas have been the lifeblood of this city, helping millions of people get to work on time. They are the only vehicles that can beat the terrible city traffic.

Of course, some people will claim they are dangerous. Yes, a few accidents happen, but that is the fault of bad roads, not the riders. This ban will not solve anything. It will only create a massive unemployment crisis and make hardworking citizens suffer. The government should focus on real problems and leave poor people alone.

D. Critical Evaluation of the Passage

1. **Fact vs. Opinion:**
    - *Fact:* The government has a new policy to ban okadas. (This can be proven).
    - *Opinion:* It is a "complete disaster" and the "worst idea of the year." (This is a judgment).
2. **Author's Purpose:**
    - The author's purpose is **to persuade** the reader that the ban is a bad idea.
3. **Detecting Bias:**
    - The author is clearly **biased** *against* the ban.
    - *Biased Language:* "complete disaster," "worst idea," "lifeblood," "terrible traffic," "a few accidents," "hardworking citizens suffer," "real problems."
    - The author dismisses the counter-argument ("dangerous") by calling it "a few accidents," which may not be factual.

E. EVALUATION (READING & COMPREHENSION)

1. What is the main difference between reading for comprehension and reading for critical evaluation?
2. Define "Fact" and "Opinion."
3. "Lagos is the most populated city in Nigeria." Is this a fact or an opinion? (Fact - it can be verified).
4. "Lagos is the best city to live in." Is this a fact or an opinion? (Opinion - it's a judgment).
5. What was the author's purpose in the practice passage (to inform, persuade, or entertain)?

F. ASSIGNMENT (READING & COMPREHENSION)

Find a short newspaper article (an editorial or opinion piece is best).

1. Write down the title and author of the article.
2. What is the author's main purpose (to inform, persuade, or entertain)?
3. Write down one sentence from the article that is a **Fact**.
4. Write down one sentence from the article that is an **Opinion**.
5. Do you think the author is biased? Explain your answer in one or two sentences, using examples of their word choice.

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4. COMPOSITION

Topic: Informal Letter – More on Writing to a Pen-pal

A. Introduction

In Term 1 (Week 2), you wrote your *first* letter to a pen-pal. This week, we focus on the "more" – how to *continue* the conversation and build the friendship. This is a **reply**.

A good reply does two things:

1. Responds to the questions your pen-pal asked you.
2. Asks new questions to keep the conversation going.

B. Format (Revision)

The format is still an **Informal Letter**:

1. **Writer's Address & Date** (Top right)
2. **Salutation** (e.g., *Dear Alex,*)
3. **Body** (The paragraphs of your letter)
4. **Complimentary Close** (e.g., *Your friend,*)
5. **First Name**

C. Content of a Pen-pal *Reply*

Paragraph 1: Introduction

- Thank them for their letter. (e.g., "I was so happy to receive your letter yesterday!", "It was great to hear from you.")
- Acknowledge the main news they shared. (e.g., "I'm glad you did well on your exams," or "I was sorry to hear your dog was sick.")

Paragraph 2: Answering Their Questions

- This is the most important part! Answer the questions they asked you.
- *If they asked:* "What is your school like?"
- *You answer:* "You asked about my school. It is quite large, with about 800 students. My favourite subject is English, but I find Maths very difficult. We have to wear a green and white uniform..."

Paragraph 3: Sharing Your Own News

- Tell them something new about your life (your hobbies, your family, your town, a recent event).
- *Example:* "Last weekend, my family and I travelled to my grandmother's village for a festival. It was amazing. The food was delicious, and there was so much music and dancing. It's very different from life in the city."

Paragraph 4: Asking New Questions

- This is how you get another reply! Ask them questions based on what *they* wrote or what *you* shared.
- *Example:* "You mentioned you play basketball. Is that your favourite sport? Do you have a favourite team? We play football here mostly. Do you like football?"

Paragraph 5: Conclusion

- End the letter politely.
- *Example:* "I have to go and do my homework now. Please write back soon! Send my greetings to your family."

D. EVALUATION (COMPOSITION)

1. What is the main purpose of a "reply" letter to a pen-pal?
2. List the two most important things you must do in the body of a reply.
3. What is the correct salutation for a pen-pal named Titi?
4. Why is it important to ask new questions in your letter?
5. What is the tone of a pen-pal letter? (Formal, casual, or rude?)

E. ASSIGNMENT (COMPOSITION)

Imagine your Ghanaian pen-pal, Alex, just wrote to you. In his letter, he told you about a big basketball match his school won and asked you two questions: 1) What is your favourite Nigerian food? and 2) What do you do on a typical weekend?

1. Write a full reply letter (at least 150 words) to Alex.
2. In your letter, you must: congratulate him on winning his match.
3. In your letter, you must: answer his two questions in detail.
4. In your letter, you must: share one piece of your own news.
5. In your letter, you must: ask him at least two new questions to keep the conversation going, and use the correct informal letter format.

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5. LITERATURE IN ENGLISH

Topic: Review of Features of Folktales; Discussion of Selected Folktales

A. Introduction

A **folktale** is a story that has been passed down from one generation to another through **oral tradition** (word of mouth) before being written down. Folktales are a key part of **orature** (oral literature) and are found in every culture.

B. Key Features of Folktales

1. **Oral Tradition:** They were originally told, not read. This is why they are often simple, repetitive, and use memorable language.
2. **Formulaic Opening/Closing:** They often start and end with a set formula.
    - *Opening:* "Once upon a time..." or "A long time ago..."
    - *Closing:* "...and they lived happily ever after." or "This is my story..."
3. **Stock Characters:** The characters are often simple and represent one main quality. They are rarely complex.
    - **The Trickster:** A clever, cunning animal or person who uses their wits to trick others (e.g., the Tortoise, Anansi the Spider, the Hare).
    - **The Hero:** A brave (often young) person who goes on a quest.
    - **The Villain:** A simple "bad" character (e.g., the wicked stepmother, the greedy king, the hyena).
4. **Magic and Supernatural Elements:** Events happen that are not possible in real life (e.g., animals talk, magic pots, enchanted forests, ghosts, transformations).
5. **A Clear Moral or Lesson:** Folktales are meant to teach a lesson about good and bad behaviour, or to explain *why* something is the way it is (e.g., "Why the Tortoise's Shell is Cracked"). The moral is the most important part.
6. **Simple Plot:** The story is usually straightforward (Beginning, Middle, End) and easy to follow and remember.

C. Discussion of Selected Folktales

(The teacher will select a well-known African folktale, such as "The Tortoise and the Hare" or "How the Tortoise Got His Cracked Shell.")

Discussion Questions to Apply to the Folktale:

1. **Opening:** How does this story begin? Does it use a formula?
2. **Characters:** Who is the **trickster** in this story? What character trait does he represent? (e.g., greed, cunning, wisdom).
3. **Supernatural:** What events happen in this story that cannot happen in real life? (e.g., "Animals are having a feast in the sky.")
4. **Plot:** What problem did the main character face? How did he/she solve it?
5. **Moral:** What is the **moral** or **lesson** this story is trying to teach us? (e.g., "Don't be greedy," "Pride comes before a fall," "Listen to your elders.")

D. EVALUATION (LITERATURE)

1. What is a "folktale"?
2. What is "oral tradition"?
3. Name one common "stock character" in folktales.
4. What is the most important purpose of a folktale? (To inform, entertain, or teach a moral?)
5. What is a "formulaic opening"? Give an example.

F. ASSIGNMENT (LITERATURE)

1. Ask your parents or an elder to tell you a folktale you have not heard before.
2. Write down the story in your own words (at least 150 words).
3. Identify the main characters in the story.
4. What magical or supernatural events happened in the story?
5. What is the moral (lesson) of the story?

WEEK 2

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Aurally and orally differentiate between the voiceless consonants /t/ (stop) and /s/ (fricative).
2. **Grammar:** Correctly use the prepositions with, for, and against to express various relationships with people.
3. **Reading & Listening Comprehension:** Define "implied meaning" and identify a speaker's true feelings or intentions by analyzing their tone of voice.
4. **Composition:** Analyze a guided writing prompt and write a formal letter following all instructions.
5. **Literature:** (No literature component for this week).

1. SPEECH WORK

Topic: Consonant Contrast /t/ and /s/

A. Introduction

This lesson focuses on two voiceless consonants that share the same **place of articulation** (the alveolar ridge) but differ in their **manner of articulation**.

- **/t/ (Voiceless Alveolar Stop):** This is the sound in **t**ailor, **t**in, and pi**t**.
- **/s/ (Voiceless Alveolar Fricative):** This is the sound in **s**ailor, **s**in, and pa**ss**.

The confusion often arises from the similar tongue position, but the way the air is released is completely different.

B. Articulatory Description (How to Make the Sounds)

1. To make the /t/ sound:

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- **Manner:** Stop (or Plosive)
- **Tongue:** The tip of your tongue presses firmly against the **alveolar ridge** (the hard ridge just behind your top teeth).
- **Air:** The airflow is **completely stopped** for a moment.
- **Release:** The air is released in a single, sharp puff: "t... t... t..."

2. To make the /s/ sound:

- **Manner:** Fricative
- **Tongue:** The tip of your tongue is held *close* to the **alveolar ridge**, but it does **not** touch it.
- **Air:** The airflow is **not stopped**. It is forced through the tiny, narrow gap.
- **Release:** The air is released continuously, creating a hissing sound: "sssssssss..."

Key Difference: /t/ is a short **tap** that *stops* the air. /s/ is a long **hiss** that *squeezes* the air.

C. Minimal Pairs (Practice)

Listen to the clear difference between the "stop" sound /t/ and the "hiss" sound /s/.

/t/ (stop)	/s/ (fricative)
tailor	**s**ailor
pi**t**	pi**ss** / pa**ss**
tin	**s**in
ten	**S**en (a name)
tank	**s**ank
ma**t**	ma**ss**
par**t**	pa**ss**
boa**t**s	boa**s**ts
tent	**c**en**t**
told	**s**old

D. Pronunciation Drill (Sentences)

1. The **s**ailor /s/ **t**old /t/ a **s**ad /s/ **s**tory /s/ /t/.
2. I **s**aw /s/ **t**en /t/ **t**ents /t/ /s/.
3. **S**am /s/ **sa**t /s/ /t/ on a ma**t** /t/, not on the ma**ss** /s/ of grass.
4. I **sen**t /s/ /t/ **t**en /t/ **c**en**ts** /s/ /t/ /s/.
5. He boa**st**s /s/ /t/ /s/ about his boa**t**s /t/ /s/.

E. EVALUATION (SPEECH WORK)

1. What is the main difference in the *manner* of making the /t/ and /s/ sounds?
2. Which sound, /t/ or /s/, is a "stop" sound?
3. Which sound, /t/ or /s/, is a "fricative" sound?
4. Pronounce these pairs clearly: (a) ten/sen, (b) mat/mass.
5. Which sound, /t/ or /s/, is in the word "city"?

F. ASSIGNMENT (SPEECH WORK)

1. Write down five words that end with the /t/ sound.
2. Write down five words that end with the /s/ sound.
3. Write two original sentences, each using at least one /t/ word and one /s/ word.
4. Find two more minimal pairs for /t/ and /s/ (other than the ones in the lesson).
5. From the words below, group them into two columns based on their sound (/t/ or /s/):
   pass, part, sent, cent, tense, tent, start, stars.

2. GRAMMAR

Topic: Prepositions Expressing Relations with People (with, for, against)

A. Introduction

Prepositions are words that show the relationship between a noun (or pronoun) and other words in a sentence. When we talk about people, the prepositions with, for, and against are crucial for defining social interactions.

B. Using WITH

With is used to show accompaniment, agreement, or interaction.

1. **Accompaniment (Together):**
    - *Example:* "I went to the market **with** my mother." (We went together).
    - *Example:* "He is a man **with** a good reputation."
2. **Agreement or Alliance:**
    - *Example:* "I agree **with** you."
    - *Example:* "Our school is playing a match **with** your school."
3. **Interaction (Positive or Negative):**
    - *Example:* "I am discussing the plan **with** the prefects." (Positive interaction)
    - *Example:* "She was arguing **with** her brother." (Negative interaction)
    - *Example:* "I am pleased **with** your work."

C. Using FOR

For is used to show support, benefit, or representation.

1. **Support or Favour:**
    - *Example:* "Are you **for** or against this idea?" (Do you support it?)
    - *Example:* "We all voted **for** Amina as the class captain." (We supported her).
2. **On Behalf of (Representation):**
    - *Example:* "I am speaking **for** the entire class." (I am representing them).

- *Example:* "He bought a gift **for** his teacher." (The teacher is the beneficiary).

3. **Affection or Purpose:**
    - *Example:* "He has deep feelings **for** her."
    - *Example:* "What can I do **for** you?" (How can I help you?)

D. Using AGAINST

Against is used to show opposition, competition, or warning.

1. **Opposition or Disagreement:**
    - *Example:* "We are **against** the new rule."
    - *Example:* "He voted **against** the motion."
2. **Competition:**
    - *Example:* "Our team is playing **against** the JSS2 team today."
    - *Example:* "He is running **against** me in the election."
3. **Warning or Precaution:**
    - *Example:* "The teacher warned us **against** cheating."
    - *Example:* "This medicine protects you **against** malaria."

E. EVALUATION (GRAMMAR)

Fill in the blanks with the correct preposition: with, for, or against.

1. I had a long argument _____ my best friend.
2. Are you voting _____ him or _____ him?
3. The principal is very pleased _____ the JSS3 students.
4. My mother bought a new shirt _____ me.
5. It is dangerous to swim _____ the current.

F. ASSIGNMENT (GRAMMAR)

1. Write one original sentence for each of the following collocations:
    - (a) agree with
    - (b) argue with

- (c) vote for
- (d) vote against
- (e) pleased with

2. Write a sentence describing a time you supported someone, using the preposition for.
3. Write a sentence describing a competition, using the preposition against.
4. Write a sentence describing something you did with someone, using the preposition with.
5. Explain the difference in meaning between these two sentences:
    - (a) "He is fighting *with* his brother."
    - (b) "He is fighting *for* his brother."

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3. READING & LISTENING COMPREHENSION

Topic: Listening for Implied Meanings

A. Introduction

In communication, people often say one thing but mean another. The **implied meaning** is the *true* meaning that is suggested, not stated directly.

When we are listening, we don't just listen to the **words**; we listen to the **tone of voice**. **Tone of Voice:** The emotion, pitch, and volume a speaker uses. It tells us their true feelings (e.g., anger, sadness, sarcasm, excitement).

Implied Meaning = Words + Tone of Voice

B. Scenarios: Stated Meaning vs. Implied Meaning

Your teacher will read the "Stated Words" using the "Tone of Voice" described. Your job is to identify the "Implied Meaning."

Scenario 1:

- **Stated Words:** "That's just a fantastic idea."
- **Tone 1 (Sincere):** Teacher says it with a high pitch, sounding excited and happy.
    - **Implied Meaning:** "I genuinely think your idea is excellent."
- **Tone 2 (Sarcastic):** Teacher says it very slowly, in a low, flat, or mocking tone.
    - **Implied Meaning:** "I think your idea is terrible and foolish."

Scenario 2:

- **Stated Words:** "You finished all the food."
- **Tone 1 (Surprised):** Teacher says it with a high, rising pitch, sounding shocked.
    - **Implied Meaning:** "Wow, I am impressed/shocked you could eat that much!"
- **Tone 2 (Angry):** Teacher says it with a sharp, loud, and stressed voice.

- **Implied Meaning:** "You are greedy and selfish for not leaving any food for others."

Scenario 3:

- **Stated Words:** "Are you going out dressed like that?"
- **Tone 1 (Curious):** Teacher says it as a simple, neutral question.
  - **Implied Meaning:** "I am just asking about your plans."
- **Tone 2 (Disapproving):** Teacher says it with stress on the word "that," sounding shocked.
  - **Implied Meaning:** "Your clothes are inappropriate/dirty/strange, and I don't want you to go out."

C. Listening Practice (Teacher-led)

The teacher will read a short dialogue aloud, using specific tones. Students will listen and answer questions about the characters' true feelings.

Dialogue: Bisi: (Excited) "I finally saved enough money to buy the new video game!" **Ade:** (Flat, slow tone) "Oh... great. A video game." **Bisi:** "What's wrong? I thought you'd be happy for me." **Ade:** (Sighs) "I am. It's just that I was hoping you'd use that money to help me pay back the ₦2,000 you borrowed last month."

Questions:

1. How does Bisi feel at the start? (Excited)
2. When Ade says "Oh... great," what is his *implied* meaning? (a) He is truly happy for Bisi. (b) He is disappointed or annoyed.
3. What was Ade's *real* concern? (He was worried about the money Bisi owed him).

D. EVALUATION (LISTENING & COMPREHENSION)

1. What is "implied meaning"?
2. What is the most important clue we use to understand implied meaning when listening?
3. If someone says "You are so smart" in a sarcastic tone, what do they really mean?

4. Define "tone of voice."
5. What are two different emotions that can be implied by the simple sentence, "The headmaster is here"? (e.g., fear, happiness, warning).

E. ASSIGNMENT (LISTENING & COMPREHENSION)

1. Listen to a conversation at home between your parents or on a television show/movie.
2. Write down one sentence that someone said.
3. Describe the **tone of voice** they used (e.g., angry, sad, excited, sarcastic).
4. Based on their tone, what do you think was the **implied meaning** of their words?
5. Describe a time in your own life when you said one thing but meant another. What was your tone?

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4. COMPOSITION

Topic: Guided Writing

A. Introduction

Guided Writing is a type of composition, common in examinations, where you are given a specific prompt that "guides" your writing. You must follow these instructions carefully to get full marks.

A guided prompt will tell you:

- **Role:** Who you are (e.g., a student, the Senior Prefect).
- **Audience:** Who you are writing to (e.g., a friend, the Principal, a Government official).
- **Format:** What type of writing to use (e.g., informal letter, formal letter, article, speech).
- **Content Points:** The specific topics or questions you *must* include in your writing.

B. Deconstructing a Guided Writing Prompt

Let's analyze a new prompt for this week.

The Prompt: "The main road that leads to your school is in a very bad condition, full of potholes and large puddles, which makes coming to school difficult. As the Senior Prefect of your school, write a **formal letter** to the **Chairman of your Local Government Area (LGA)**. In your letter, you must:

1. Clearly identify the road and describe its bad condition.
2. Explain *two* major problems these bad roads cause for students and staff.
3. Suggest *two* practical solutions for the LGA to consider."

C. Planning the Guided Writing (Formal Letter)

1. Role: Senior Prefect. (Your tone must be respectful, formal, and responsible). **2. Audience:** The LGA Chairman. (This requires a very formal tone). **3. Format:** Formal Letter.

Layout of a Formal Letter:

(a) Your School's Address (Top Right) **(b) Date** (Below your address)

(c) The Recipient's Title & Address (Top Left) The Chairman, Musa Yar'Adua Local Government Area, (etc.)

(d) Salutation: Dear Sir,

(e) Title: <u>**A Plea for the Urgent Repair of School Road**</u>

(f) Body of the Letter:

- **Paragraph 1: Introduction**
    - Introduce yourself (As the Senior Prefect...), and state your purpose (I am writing on behalf of all students to draw your urgent attention to the terrible condition of...).
- **Paragraph 2: (Content Point 1)**
    - Describe the road. (e.g., "The road in question is the 2km stretch known as 'Unity Road,' which connects the main highway to our school gate. The road is full of deep potholes, and during the rainy season, it becomes flooded and impassable.")
- **Paragraph 3: (Content Point 2)**
    - Explain the *two* problems. (e.g., "This situation causes two major problems. First, students and teachers arrive late to school every day, as vehicles must slow to a crawl... Second, the muddy water splashes on our uniforms, making us look dirty and untidy for learning...")
- **Paragraph 4: (Content Point 3)**
    - Suggest *two* solutions. (e.g., "We humbly request that the LGA assist us. A short-term solution would be to send a grader to level the road... A long-term solution would be to include the road in the LGA's next tarring project...")
- **Paragraph 5: Conclusion**
    - A polite closing. (e.g., "We are law-abiding citizens and believe you will give this matter the urgent attention it deserves...")

D. EVALUATION (COMPOSITION)

1. What is "guided writing"?
2. In the prompt for this lesson, what is your **role**?
3. In the prompt, who is your **audience**?
4. What is the correct salutation for a formal letter when you do not know the person's name?
5. List the three main content points you *must* include in the letter.

E. ASSIGNMENT (COMPOSITION)

1. Write the full, complete formal letter (at least 200 words) based on the prompt in this lesson. (You, as the Senior Prefect, writing to the LGA Chairman about the bad road).
2. Ensure you include all three content points and use the correct formal letter format.
3. What is the main difference between an informal letter (to a pen-pal) and a formal letter (to a Chairman)?
4. List two possible "complimentary closes" for a formal letter.
5. Write a clear, strong title for your letter.

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WEEK 3

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Aurally and orally differentiate between the voiceless /ʃ/ and the voiced /ʒ/ consonants.
2. **Grammar:** Define a simple sentence and identify its core components (Subject + Finite Verb).
3. **Reading & Listening Comprehension:** Listen to a spoken paragraph and accurately identify its main gist or key points.
4. **Composition:** Plan and write a descriptive narrative based on a given prompt, using sensory details.
5. **Literature:** Analyze the features of a folktale and demonstrate creative writing skills by composing a short poem.

1. SPEECH WORK

Topic: Contrast Consonants /ʃ/ and /ʒ/

A. Introduction

This lesson focuses on two consonants that share the same **place of articulation** (palato-alveolar) but differ in their **voicing**.

- **/ʃ/ (Voiceless Palato-alveolar Fricative):** This is the "sh" sound. It is voiceless (your vocal cords do not vibrate). It is the sound in **sh**ip, **sh**e, and mi**ssi**on.
- **/ʒ/ (Voiced Palato-alveolar Fricative):** This is the "zh" sound. It is voiced (your vocal cords vibrate). It is the sound in plea**s**ure, vi**si**on, and gara**g**e.

How to check for voicing: Place your fingers lightly on your throat (your voice box).

- Say "shhhhhh" (/ʃ/). You should feel no vibration.

- Say "zhhhhhh" (/ʒ/). You should feel a buzzing vibration.

B. Articulatory Description (How to Make the Sounds)

1. To make the /ʃ/ sound:

- **Tongue:** The blade (middle-front) of your tongue is raised towards the hard palate (the roof of your mouth).
- **Lips:** Your lips are often slightly rounded or pushed forward.
- **Air:** You push air *continuously* through the narrow gap.
- **Vocal Cords:** Do **not** vibrate.
- *Example words:* **sh**oe, wa**sh**, **Ch**icago, na**ti**on, mi**ssi**on, pre**ss**ure, **s**ure.

2. To make the /ʒ/ sound:

- **Tongue:** The tongue position is *identical* to /ʃ/.
- **Lips:** The lip position is *identical* to /ʃ/.
- **Air:** You push air *continuously* through the narrow gap.
- **Vocal Cords:** You **must** vibrate your vocal cords.
- This sound is less common in English and *never* starts a word (except for foreign words).
- *Example words:* plea**s**ure, mea**s**ure, trea**s**ure, vi**si**on, deci**si**on, televi**si**on, bei**g**e, gara**g**e, u**s**ual.

C. Word Contrast (Practice)

Listen to the clear difference between the voiceless (/ʃ/) and voiced (/ʒ/) sounds.

/ʃ/ (Voiceless)	/ʒ/ (Voiced)
mi**ssi**on	vi**si**on
pre**ss**ure	plea**s**ure
Aleu**ti**an	allu**si**on
a**sh**er	A**z**ure
Confu**ci**an	confu**si**on

D. Pronunciation Drill (Sentences)

1. It is my plea**s**ure /ʒ/ to mea**s**ure /ʒ/ the pre**ss**ure /ʃ/.
2. The televi**si**on /ʒ/ showed a special /ʃ/ mi**ssi**on /ʃ/.
3. U**s**ually /ʒ/, I wa**sh** /ʃ/ my **sh**oes /ʃ/.
4. She made the deci**si**on /ʒ/ to buy the bei**g**e /ʒ/ **sh**irt /ʃ/.
5. What a strange occa**si**on /ʒ/ for such a vi**si**on /ʒ/.

E. EVALUATION (SPEECH WORK)

1. What is the main difference between the /ʃ/ and /ʒ/ sounds?
2. Which sound is called "voiced," and what does that mean?
3. Does the word "nation" contain the /ʃ/ or /ʒ/ sound?
4. Does the word "usual" contain the /ʃ/ or /ʒ/ sound?
5. Pronounce these pairs clearly: (a) pressure / pleasure, (b) mission / vision.

F. ASSIGNMENT (SPEECH WORK)

1. Write down five words that contain the voiceless /ʃ/ sound.
2. Write down five words that contain the voiced /ʒ/ sound.
3. Write two original sentences, each using at least one /ʃ/ word and one /ʒ/ word.
4. From the words below, group them into two columns based on their sound (/ʃ/ or /ʒ/): *decision, sharp, treasure, ocean, crash, television, machine, beige*.
5. Place your fingers on your throat. Say "ship" and then "treasure." Describe the difference in vibration you feel.

2. GRAMMAR

Topic: The Simple Sentence

A. Introduction

A **sentence** is a group of words that makes complete sense. It must contain a subject and a finite verb. A **clause** is a group of words containing a subject and a verb. There are three main types of sentences: Simple, Compound, and Complex. This week, we focus on the **Simple Sentence**.

B. Defining the Simple Sentence

A **simple sentence** consists of only **one** independent clause. An **independent clause** is a group of words that can stand on its own and make complete sense. The core of a simple sentence is one **Subject (S)** and one **Finite Verb (V)**.

- *Example:* **The boy (S) cried (V)**.
- *Example:* **She (S) is (V)** a doctor.
- *Example:* **Birds (S) fly (V)**.

C. Simple Sentences with Compound Parts

This is the most important concept to understand: A simple sentence can have *more than one* subject or *more than one* verb, but it is **still** a simple sentence as long as it is one single clause.

1. **Simple Sentence (SS) with Compound Subject (S + S):**
    - *Formula:* S + S + V
    - *Example:* **Bisi and Tunde (S+S) are reading (V)**.
    - (This is one clause. The subject is "Bisi and Tunde".)
2. **Simple Sentence (SS) with Compound Verb (V + V):**
    - *Formula:* S + V + V
    - *Example:* **The man (S) laughed and jumped (V+V)**.
    - (This is one clause. The verb is "laughed and jumped".)
3. **Simple Sentence (SS) with Compound Subject and Verb:**

- *Formula:* S + S + V + V
- *Example:* **The boys and girls (S+S) sang and danced (V+V)**.
- (This is *still* a simple sentence because it is one independent clause.)

D. Simple Sentence Patterns

All simple sentences follow a few basic patterns:

1. **S + V (Subject + Verb):**
   - *Example:* The baby **cried**.
2. **S + V + O (Subject + Verb + Object):**
   - *Example:* The girl **kicked** the ball.
3. **S + V + C (Subject + Verb + Complement):** (The complement renames or describes the subject)
   - *Example:* He **is** a teacher. (teacher = He)
   - *Example:* She **seems** happy. (happy = She)
4. **S + V + A (Subject + Verb + Adverbial):** (The adverbial tells *where* or *when*)
   - *Example:* They **went** to the market.

E. What a Simple Sentence is NOT:

- **Compound Sentence:** Two independent clauses joined by FANBOYS (for, and, nor, but, or, yet, so).
  - *Example:* [The boy cried], **but** [the girl laughed]. (Two clauses)
- **Complex Sentence:** One independent clause and one or more dependent clauses (joined by *because, when, if, although*, etc.).
  - *Example:* [The boy cried] **because** [he was hungry]. (One independent, one dependent)

F. EVALUATION (GRAMMAR)

1. What is the definition of a simple sentence?
2. What is the minimum requirement for a simple sentence?

3. Identify the sentence *pattern* (SVO, SVC, SVA): "The student is intelligent."
4. Is this a simple sentence? "The man and his wife shouted." (Yes/No)
5. Is this a simple sentence? "The man shouted, but his wife was calm." (Yes/No)

G. ASSIGNMENT (GRAMMAR)

1. Write one original simple sentence for each of the four patterns (SV, SVO, SVC, SVA).
2. Write a simple sentence that has a compound subject.
3. Write a simple sentence that has a compound verb.
4. Write a simple sentence that has a compound subject AND a compound verb.
5. Explain in your own words why this sentence, "The boy who came late was punished," is *not* a simple sentence. (Hint: It's complex).

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3. READING & LISTENING COMPREHENSION

Topic: Listening to Get Main Gist/Points in a Paragraph

A. Introduction

In past weeks, we practiced **skimming** (reading for gist). This week, we apply the same idea to **listening**. The **gist** (or main point) of a spoken passage is its central idea or summary. When you listen for the gist, you are not trying to remember every single detail. You are listening for the *most important message*.

B. How to Listen for the Gist

1. **Listen Actively:** Do not let your mind wander. Focus on the speaker.
2. **Listen for the "Topic Sentence":** Just like in writing, speakers often state their main point in the first or last sentence.
3. **Listen for Emphatic Stress:** What words does the speaker say more loudly or with more energy? These are clues to the main idea.
4. **Listen for Signal Words:**
    - *To show the main point:* "My main point is...", "The most important thing is...", "In summary..."
    - *To show contrast:* "but", "however"
    - *To show a result:* "therefore", "so"
5. **Filter Details:** The gist is the "big picture," not the "small details" (like specific dates, names, or numbers, unless they *are* the main point).

C. Listening Practice (Teacher-led)

The teacher will read the following passage aloud. Students will listen without reading the text and then answer the question.

Passage to be Read Aloud:

"Many students believe that the only way to succeed in an exam is to cram, which means studying at the last minute. They will stay up all night, drinking coffee and trying to force information into their brains. However, research proves that this is a very poor study method. When you cram, you may remember a few facts for a few hours, but you will not achieve deep understanding. The information does not move into your long-term memory. A much better method is to study for short periods every day over several weeks. This method is called 'spaced repetition,' and it is the only way to truly learn."

Question (for students): What is the **main gist** of the passage you just heard? A. Cramming is the best way to study. B. Drinking coffee is bad for students. C. Studying every day over time is more effective than cramming at the last minute. D. Spaced repetition is a difficult method.

(Answer: C)

D. EVALUATION (LISTENING & COMPREHENSION)

1. What does the "gist" of a spoken passage mean?
2. What is "cramming"?
3. In the practice passage, what was the speaker's tone towards "cramming"? (Positive or Negative?)
4. List two clues you can listen for to find the main idea.
5. Why is listening for the gist different from listening for specific details?

E. ASSIGNMENT (LISTENING & COMPREHENSION)

1. Listen to any 2-minute news report on the radio or television tonight.
2. In one or two complete sentences, write down the **main gist** of the report.
3. What was the *purpose* of the report? (To inform, to persuade, or to entertain?)
4. Listen to a conversation between two people (at home or on TV). Listen for the gist of what one person is trying to say.
5. Explain the difference between a "main point" and a "supporting detail" in a spoken message.

4. COMPOSITION

Topic: Story Writing (Descriptive Narrative) **Prompts:** 1. "The School Prize-Giving Day" 2. "At the Bus Stop"

A. Introduction

A **narrative essay** tells a story. A **descriptive narrative** (which these topics require) is a story that focuses heavily on **sensory details** (sight, sound, smell, touch, taste) to make the reader feel like they are *there*. Your goal is not just to say *what* happened, but *how* it felt.

B. Elements of a Descriptive Narrative

1. **Plot:** The story must have a clear **Beginning** (introduce setting/characters), **Middle** (a main event or conflict), and **End** (a resolution or reflection).
2. **Setting & Atmosphere:** Use the 5 senses to build a *mood*.
3. **Characters:** Use "show, don't tell."
    - *Telling:* "I was nervous."
    - *Showing:* "My heart hammered against my ribs, and I could feel a cold sweat on my palms."

C. Planning for Prompt 1: "The School Prize-Giving Day"

- **Atmosphere:** Excitement, pride, nervousness, noise, celebration.
- **Sensory Details:**
    - **Sight:** The decorated hall, shining trophies on a table, proud parents in colourful clothes, the principal in a new suit, classmates' anxious faces.
    - **Sound:** The chatter of the crowd, the loud applause, the echo of the microphone, the principal's voice reading names.
    - **Touch/Feeling:** The sweat on your palms (nerves), the smooth wood of the prize (if you win), the pat on your back.
- **Plot Idea:**
    - *Beginning:* Describe the hall, the feeling of nervousness, watching your rival.

- *Middle (Climax):* The announcement for the "Best Student in JSS3" award. A long, tense pause.
- *End:* Your name is called (or your rival's name is called). Describe the feeling of joy (or the lesson of congratulating your rival).

D. Planning for Prompt 2: "At the Bus Stop"

- **Atmosphere:** Chaos, noise, impatience, heat, crowding.
- **Sensory Details:**
  - **Sight:** The long, disorganized queue; rusty buses; people rushing; colourful hawkers selling goods.
  - **Sound:** Shouting of bus conductors, rumble of engines, people arguing, music from a nearby shop.
  - **Smell:** Bus exhaust fumes, sweat, the smell of roasted plantain from a hawker.
  - **Touch/Feeling:** The pushing of the crowd, the hot sun, the sticky feeling of sweat.
- **Plot Idea:** (A bus stop is a setting, not a story. An *event* must happen.)
  - *Beginning:* Describe the chaotic scene at the bus stop. You are waiting.
  - *Middle (Climax):* You (or someone else) become the victim of a pickpocket. You shout "Thief!" and a chase begins.
  - *End:* The thief is caught (or escapes). You reflect on the dangers of the city.

E. EVALUATION (COMPOSITION)

1. What is the main purpose of a descriptive narrative?
2. What are the "five sensory details"?
3. What does the phrase "Show, don't tell" mean in story writing?
4. For the prompt "At the Bus Stop," list one detail for **Sight**, one for **Sound**, and one for **Smell**.
5. What is the "climax" of a story?

F. ASSIGNMENT (COMPOSITION)

1. Choose **one** of the two topics: "The School Prize-Giving Day" or "At the Bus Stop."

2. Write a complete descriptive narrative story (at least 200 words).
3. Your story must have a clear beginning, middle, and end.
4. You must use at least **three** of the five senses.
5. Underline one example of a "sight" detail and one example of a "sound" detail in your story.

5. LITERATURE IN ENGLISH

Topic: Poetry Writing and Folktale Analysis

A. Part 1: Poetry - "The Lonely Child"

1. **Introduction:** Poetry is a form of writing that uses rhythm and vivid language to express feelings and ideas. We are going to write a short, simple poem.
2. **Topic:** "The Lonely Child"
3. **Review of Poetic Devices:**
    - **Simile:** A comparison using "like" or "as." (e.g., *He sits **as silent as** a stone.*)
    - **Metaphor:** A direct comparison. (e.g., *He **is** a shadow on the playground.*)
    - **Personification:** Giving human feelings to objects. (e.g., *The happy swings **laughed** and played.*)
    - **Imagery:** Words that create a picture (sensory details).
4. **Structure (Example Plan):**
    - **Stanza:** We will use two **Quatrains** (a stanza of 4 lines).
    - **Rhyme Scheme:** We will use an **AABB** scheme (the first two lines rhyme, and the next two rhyme).
5. **Sample Poem (Teacher's Model):**

    He sits alone and watches them **play**, (A) He wishes he knew what to **say**. (A)
    The other children laugh and **run**, (B) He is in the shade, they are in the **sun**. (B)

    He is a small boat on a giant **sea**, (C) "I wish someone would play with **me**." (C)
    He is a silent, unread **book**, (D) Afraid to give a friendly **look**. (D)

B. Part 2: Folktale - "How the Tortoise Got the Pattern on His Shell"

1. **Review of Folktales:** Folktales (like we saw in Week 1) are old stories from the oral tradition. They often feature stock characters (like the Tortoise) and teach a moral.
2. **Summary of the Story:**
    - There is a great famine, but the birds are invited to a feast in the sky.

- The Tortoise (Ofulue) persuades the birds to help him. Each bird gives him one feather, and he makes wings.
- He tells the birds they should all take a new name for the feast. He chooses the name "All of you."
- At the feast, he asks the hosts, "Who is this food for?" They reply, "It is for all of you."
- Tortoise, whose name is "All of you," eats all the best food, leaving only scraps for the birds.
- The birds, angry, take back their feathers. Stranded, Tortoise asks the Parrot to fly to his wife and tell her to put "all the soft things" in the compound so he can jump.
- The angry Parrot delivers a different message. He tells the wife, "Tortoise says to put all the *hard things* outside."
- The wife puts out hoes, stones, spears, and mortars.
- Tortoise jumps, lands on the hard things, and his shell shatters into pieces.
- A native doctor pieces the shell back together, but the cracks and patterns remain to this day.

3. **Analysis:**
    - **Stock Character:** The Tortoise (greedy, cunning, selfish).
    - **Supernatural Elements:** Animals talking, a feast in the sky.
    - **Moral/Lesson:** Greed does not pay; cunning can lead to your own downfall.

C. EVALUATION (LITERATURE)

1. What is a "quatrain" in poetry?
2. What is a "simile"? Give one example from "The Lonely Child" (model).
3. In the folktale, who was the "trickster"?
4. What *magic* (supernatural) event happens in the folktale?
5. What is the *moral* (lesson) of the Tortoise story?

D. ASSIGNMENT (LITERATURE)

1. Write your *own* short poem (at least 8 lines, in stanzas) on the topic, "The Lonely Child."

2. Your poem must include at least one **simile** or **metaphor**.
3. Your poem must have a clear **rhyme scheme** (e.g., AABB or ABAB).
4. In the Tortoise story, why were the birds angry with the Tortoise?
5. In the Tortoise story, why did the Parrot deliver the wrong message to Tortoise's wife?

WEEK 4

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Aurally and orally differentiate between the short vowel /ʌ/ and the long vowel /a:/.
2. **Grammar:** Define a compound sentence and correctly form compound sentences using coordinating conjunctions.
3. **Reading & Listening Comprehension:** Identify the type of question being asked (e.g., Wh-, Yes/No) to provide an appropriate answer.
4. **Composition:** Plan and write a descriptive informal letter to a friend about their favourite subject.
5. **Literature:** Identify and analyze the key features of prose (plot, character, setting, theme) within the recommended text.

1. SPEECH WORK

Topic: Contrast Vowels /ʌ/ and /a:/

A. Introduction

This lesson focuses on two unrounded vowel sounds that are often confused: one short and one long.

- **/ʌ/ (Short 'u' sound):** This is a short, central vowel. It is the sound in **u**p, m**u**ch, and b**u**s.
- **/a:/ (Long 'ah' sound):** This is a long, back vowel. It is the sound in **ar**t, m**ar**ch, and f**a**ther.

The main difference is **length**. /ʌ/ is very short, while /a:/ is long and drawn out.

B. Articulatory Description (How to Make the Sounds)

1. To make the /ʌ/ sound (as in *much*):

- **Tongue:** Your tongue is relaxed and in a low, central position in your mouth.
- **Lips:** Your lips are relaxed and unrounded (in a neutral shape).
- **Jaw:** Your jaw is only slightly open.
- **Sound:** It is a very short, quick sound: "uh".
- *Common Spellings:* u (c**u**p, s**u**n, l**u**ck), o (s**o**n, w**o**n, m**o**ney), ou (y**ou**ng, t**ou**gh).

2. To make the /a:/ sound (as in *march*):

- **Tongue:** Your tongue is low and pulled to the *back* of your mouth.
- **Lips:** Your lips are relaxed and unrounded, and your mouth is open wide (like at the doctor's: "Say ahh").
- **Jaw:** Your jaw is open wide.
- **Sound:** It is a long, drawn-out sound: "aaaaah."
- *Common Spellings:* ar (c**ar**, p**ar**k, m**ar**ch), a (f**a**ther, p**a**ss, b**a**th), al (p**al**m, c**al**m), ear (h**ear**t).

C. Minimal Pairs (Practice)

Listen to the clear difference between the short /ʌ/ and the long /a:/.

/ʌ/ (short)	**/a:/ (long)**
m**u**ch	m**ar**ch
p**u**n	p**ar**k (Note: 'k' sound)
c**u**t	c**ar**t
c**u**p	c**ar**p
b**u**n	b**ar**n
h**u**t	h**ear**t
l**u**ck	l**ar**k
sh**u**n	sh**ar**k

D. Pronunciation Drill (Sentences)

1. My y**ou**ng /ʌ/ son /ʌ/ has a h**ear**t /a:/ of gold.

2. We had f**u**n /ʌ/ in the p**ar**k /a:/.
3. C**u**t /ʌ/ the c**ar**d /a:/ for the **ar**t /a:/ class.
4. That sh**ar**k /a:/ took a m**u**ch /ʌ/ bigger bite.
5. P**a**ss /a:/ me the c**u**p /ʌ/, f**a**ther /a:/.

E. EVALUATION (SPEECH WORK)

1. What is the main difference between the /ʌ/ and /a:/ sounds (e.g., length, tongue position)?
2. Which sound, /ʌ/ or /a:/, is in the word "come"?
3. Which sound, /ʌ/ or /a:/, is in the word "calm"?
4. Pronounce these pairs clearly: (a) cut / cart, (b) bun / barn.
5. From the list, find the word that has a different vowel sound: *pass, class, hut, large*.

F. ASSIGNMENT (SPEECH WORK)

1. Write down five words that contain the /ʌ/ sound.
2. Write down five words that contain the /a:/ sound.
3. Write two original sentences, each using at least one /ʌ/ word and one /a:/ word.
4. Find two more minimal pairs for /ʌ/ and /a:/ (other than the ones in the lesson).
5. From the words below, group them into two columns based on their sound (/ʌ/ or /a:/): *heart, love, money, far, young, laugh, art, tough*.

2. GRAMMAR

Topic: The Compound Sentence

A. Introduction

In Week 3, we studied the **Simple Sentence**, which has only **one** independent clause (one subject-verb unit).

- *Example (Simple):* The boy ran.
- *Example (Simple, compound subject):* The boy and the girl ran.

This week, we study the **Compound Sentence**. A **compound sentence** is made of **two or more independent clauses** joined together. It has at least *two* separate subject-verb units.

- *Independent Clause 1:* The boy sang. (This is a full sentence).
- *Independent Clause 2:* The girl danced. (This is a full sentence).
- *Compound Sentence:* The boy sang, **and** the girl danced.

B. How to Join Independent Clauses

You must use the correct "glue" to join two independent clauses.

Method 1: Coordinating Conjunctions (FANBOYS) This is the most common method. The "FANBOYS" are seven conjunctions.

- **F**or (shows reason)
- **A**nd (adds information)
- **N**or (adds a negative)
- **B**ut (shows contrast)
- **O**r (shows a choice)
- **Y**et (shows contrast, like 'but')
- **S**o (shows a result)

Punctuation Rule: You must use a **comma (,)** *before* the FANBOYS conjunction. **Formula:** [Independent Clause 1] **,** [FANBOYS] [Independent Clause 2]

- **And:** He is a good student, **and** he is also a talented artist.
- **But:** I studied hard, **but** I failed the test.
- **Or:** You can go to the market, **or** you can stay home.
- **So:** She was tired, **so** she went to bed.
- **For:** I went to sleep, **for** I was very tired. (Note: 'for' is formal, like 'because').

Method 2: The Semicolon (;) You can use a semicolon to join two independent clauses that are very closely related.

- *Example:* The man is a doctor; his wife is a lawyer.

Method 3: The Semicolon + Conjunctive Adverb

- *Example:* He studied hard; **however,** he failed the test.

C. Simple vs. Compound (A common confusion)

- **Simple Sentence (with compound verb):** Bisi sang **and** danced.
    - (One subject, "Bisi," does two things. This is ONE clause).
- **Compound Sentence:** Bisi sang, **and** Tunde danced.
    - (Two subjects, "Bisi" and "Tunde," do two different things. This is TWO clauses).

D. EVALUATION (GRAMMAR)

1. What is the definition of a compound sentence?
2. What does the acronym "FANBOYS" stand for? (List at least 4).
3. What punctuation mark must come *before* a FANBOYS conjunction in a compound sentence?
4. Combine these two simple sentences into one compound sentence: She is rich. She is not happy.

5. Is this a simple or compound sentence? "The teacher and the students went to the library."

E. ASSIGNMENT (GRAMMAR)

1. Write five original compound sentences, one for each of these conjunctions: and, but, or, so, yet.
2. Identify whether each sentence below is **Simple** or **Compound**.
    - (a) The rain fell, and the wind blew.
    - (b) The rain and the wind were strong.
    - (c) I will go to the market, but I will not buy anything.
3. Combine these two simple sentences using a **semicolon (;)**: He is a good speaker. His voice is very clear.
4. Explain in your own words the difference between a simple sentence and a compound sentence.
5. Find and write down two examples of compound sentences from your Literature textbook.

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3. READING & LISTENING COMPREHENSION

Topic: Listening to Questions in Order to Answer Them

A. Introduction

This lesson focuses on a critical listening skill: understanding a question *before* you answer it. The way a question is asked (its structure and intonation) tells you exactly what kind of answer is expected.

If you misunderstand the question, you will give the wrong answer, even if you know the information.

B. Types of Questions (and How to Answer Them)

Type 1: Yes/No Questions

- **How to recognize:** They begin with an **auxiliary verb** (e.g., *Is, Are, Was, Do, Did, Have, Can, Will*).
- **Intonation:** They have a **rising tone (↗)** at the end.
- **Expected Answer:** "Yes" or "No," followed by a short explanation.
- *Example Question:* "**Did** you eat breakfast this morning? (↗)"
- *Wrong Answer:* "I ate rice."
- *Correct Answer:* "Yes, I did. I ate rice." or "No, I did not."

Type 2: "Wh-" Questions (Information Questions)

- **How to recognize:** They begin with an **interrogative word** (e.g., *What, Where, When, Who, Why, How*).
- **Intonation:** They have a **falling tone (↘)** at the end.
- **Expected Answer:** A specific piece of information.
- *Question:* "**What** did you eat for breakfast? (↘)"
- *Wrong Answer:* "Yes, I did."
- *Correct Answer:* "I ate rice."

Breakdown of "Wh-" Words:

- **What?** (Asks for a *thing* or *idea*): "What is that?"
- **Who?** (Asks for a *person*): "Who is the principal?"
- **Where?** (Asks for a *place*): "Where is your book?"
- **When?** (Asks for a *time*): "When are you leaving?"
- **Why?** (Asks for a *reason*): "Why were you late?"
- **How?** (Asks for a *manner/process*): "How does this work?"

Type 3: Alternative Questions (Choice Questions)

- **How to recognize:** They contain the word **"or"** and give a choice.
- **Intonation:** The tone *rises* on the first choice and *falls* on the second.
- **Expected Answer:** One of the choices.
- *Example Question:* "Do you want **tea (↗)** or **coffee (↘)**?"
- *Wrong Answer:* "Yes."
- *Correct Answer:* "I would like coffee, please."

C. Listening Practice (Teacher-led)

The teacher will read the following questions aloud. Students must identify the type of question (Yes/No, Wh-, or Alternative) and give a correct example answer.

1. "Where did you go after school yesterday?"
2. "Do you understand the difference between /ʌ/ and /a:/"?
3. "Why is the grammar lesson important?"
4. "Is this your pen or my pen?"
5. "How many students are in this class?"

D. EVALUATION (LISTENING & COMPREHENSION)

1. What kind of intonation does a "Yes/No" question usually have?
2. What kind of intonation does a "Wh-" question usually have?

3. What is the *wrong* way to answer this question: "Do you want to go to the field or the library?"
4. What *type* of information is expected from a question that starts with "Why?"
5. What *type* of information is expected from a question that starts with "Who?"

E. ASSIGNMENT (LISTENING & COMPREHENSION)

1. Write down two examples of "Yes/No" questions.
2. Write down three examples of "Wh-" questions (using three different 'Wh' words).
3. Write down one example of an "Alternative" question.
4. Listen to your parents, friends, or a TV show. Write down three questions you hear and identify their types (Yes/No, Wh-, Alternative).
5. Write a correct answer for each of the three questions you collected.

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4. COMPOSITION

Topic: Informal Letter – To a Friend About Your Best Subject

A. Introduction

This topic combines the **Informal Letter** format (from Week 1) with **Descriptive Writing**. Your goal is to write a letter to a friend explaining *which* subject you like the most and *why*. You should use vivid language to make your friend understand *why* you enjoy it.

B. Format (Revision)

1. **Your Address & Date** (Top right)
2. **Salutation** (e.g., *Dear Tayo,*)
3. **Body** (The main letter, in paragraphs)
4. **Complimentary Close** (e.g., *Your friend,*)
5. **First Name**

C. Planning the Content (Body of the Letter)

Paragraph 1: Introduction

- Greet your friend. Ask about their well-being.
- Thank them for their last letter (if you are replying).
- Introduce the topic.
- *Example:* "It was wonderful to get your letter last week. I am doing fine, and my family is well. In your letter, you asked what school is like. It's been good, and I wanted to tell you about my favourite subject this term."

Paragraph 2: Stating the Subject and Main Reason

- Clearly state your favourite subject.
- Give your single biggest reason for liking it.

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- *Example:* "My absolute favourite subject is Integrated Science. I know you always found it difficult, but I love it because it's like solving a mystery. It explains *why* the world works."

Paragraph 3: Description and Examples (The "Showing" part)

- Use sensory details and descriptive language (see JSS1 Term 1, Week 9) to explain *what* you do.
- *Example (for Science):* "Last week in the lab, we did an experiment on acids and bases. I loved watching the litmus paper instantly turn from blue to bright red. It's so much more interesting than just reading from a book. Our teacher, Mr. Okon, also shows us videos of volcanoes, which are amazing. It makes me feel like an explorer."

Paragraph 4: Conclusion

- Wrap up your thoughts.
- Ask your friend a question to keep the conversation going.
- *Example:* "I guess I just find it exciting. What about you? What is your favourite subject this term? Is it still Mathematics? I have to go now. Please send my greetings to your family. Write back soon!"

D. EVALUATION (COMPOSITION)

1. What is the purpose of this letter?
2. What is the correct salutation for a letter to a friend named Femi?
3. What is the correct complimentary close?
4. In which paragraph should you use descriptive details to explain *why* you like the subject?
5. Why is it important to ask your friend a question in the letter?

E. ASSIGNMENT (COMPOSITION)

1. Write a full, complete informal letter (at least 150 words) to your best friend about your *real* favourite subject.
2. Follow the correct informal letter format.

3. Use at least two descriptive details (things you see, hear, or feel in the class).
4. Remember to ask your friend what *their* favourite subject is.
5. Write a list of 3 sensory details (sight, sound, smell, feel) you could use to describe a **Mathematics** class.

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5. LITERATURE IN ENGLISH

Topic: Prose – Identification of Prose Features in Recommended Text

A. Introduction

This lesson is a practical application and review of the key elements of prose. **Prose** is literature written in ordinary, non-metrical language (unlike poetry). Your recommended novel is a work of prose. We will review the "Big Four" features and apply them to your text.

B. The Four Key Features of Prose Analysis

1. **PLOT (What Happens?)**
    - **Definition:** The sequence of events that make up the story.
    - **Key Elements:**
        - **Conflict:** The main problem or struggle.
        - **Climax:** The highest point of tension, where the conflict "breaks."
        - **Resolution:** The end of the story, where the conflict is solved.
2. **CHARACTER (Who is in the story?)**
    - **Definition:** The people (or beings) who carry out the plot.
    - **Key Elements:**
        - **Protagonist:** The main character (hero).
        - **Antagonist:** The character who opposes the protagonist (villain).
        - **Dynamic Character:** A character who *changes* or *learns a lesson* by the end.
        - **Static Character:** A character who *does not change*.
3. **SETTING (Where and When?)**
    - **Definition:** The *time* (e.g., 1960s, modern day) and *place* (e.g., Lagos, a small village, a school) of the story.
    - **Key Element: Atmosphere (Mood).** The setting helps create the *feeling* of the story (e.g., a dark, rainy night creates a tense, scary atmosphere).
4. **THEME (The Main Message)**

- **Definition:** The central idea, moral, or lesson about life that the author wants to share.
- **Key Element: Theme is a sentence, not one word.**
  - *Topic:* "Greed"
  - *Theme:* "Greed leads to a person's downfall."

C. Application (Teacher-led Discussion)

The teacher will use the class-recommended novel for this discussion.

- **Teacher:** "Let's identify the features in our book, [Insert Novel Name].
- **Plot:** What was the main **conflict**? Was [Character's Name] fighting another person, or were they fighting against society, or against themselves?
- **Character:** Who is the **protagonist**? Who is the **antagonist**? Let's trace the protagonist from the first chapter to the last. Did they **change** (are they dynamic)?
- **Setting:** Where does most of the story happen? How does this *setting* make the story more interesting? (e.g., "The fact that it is set in a poor village explains *why* the character was so desperate for money.")
- **Theme:** What is the most important lesson you learned from this book? What do you think the author's **main message** was?

D. EVALUATION (LITERATURE)

1. Define "Plot."
2. Define "Setting."
3. What is the difference between a protagonist and an antagonist?
4. What is the difference between a dynamic character and a static character?
5. What is the difference between a "Topic" (like 'love') and a "Theme"?

E. ASSIGNMENT (LITERATURE)

Answer these questions based on your recommended prose text.

1. In one paragraph, describe the **protagonist** of the novel.

2. In one paragraph, describe the main **conflict** (problem) in the novel.
3. What is the main **setting** (time and place)?
4. State one major **theme** from the novel (in a full sentence).
5. Explain *why* the protagonist is a **dynamic** character. (What lesson did they learn? How did they change?)

WEEK 6

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Aurally and orally differentiate between the three nasal consonants /m/, /n/, and /ŋ/ and correctly pronounce them in words.
2. **Grammar:** Identify and correctly apply the major rules for the use of capital letters in writing.
3. **Reading & Listening Comprehension:** Define "interpretation" and practice listening to a passage to interpret the speaker's underlying ideas, attitude, or purpose.
4. **Composition:** Plan and write a well-structured informal letter to a grandparent, demonstrating a tone of respect and affection.
5. **Literature:** Analyze the recommended drama text by identifying and explaining its major themes, setting, and methods of characterization.

1. SPEECH WORK

Topic: The Nasal Sounds /m/, /n/, and /ŋ/

A. Introduction

This lesson focuses on the three **nasal consonants** in English. They are called "nasal" because when we produce them, the airflow is blocked from leaving the mouth and is released *through the nose* instead. All three are **voiced**, meaning your vocal cords vibrate.

- **/m/** (Voiced Bilabial Nasal): The sound in **m**entor, ha**mm**er, su**m**.
- **/n/ (Voiced Alveolar Nasal):** The sound in **n**otty, **kn**ow, su**n**.
- **/ŋ/ (Voiced Velar Nasal):** The "ng" sound, as in fli**ng**, si**ng**, ba**n**k.

B. Articulatory Description (How to Make the Sounds)

The only difference between these three sounds is the *place* where the air is blocked in the mouth.

1. **To make the /m/ sound:**
    - **Place:** Bilabial (using *both lips*).
    - **Action:** Press your lips firmly together, blocking the air from leaving the mouth.
    - **Air:** Release the voiced air through your nose.
    - *Practice:* Say "m-m-m-m" and feel the vibration on your lips.
    - *Examples:* **m**an, **m**ore, la**mb**, swi**m**, ha**mm**er.
2. **To make the /n/ sound:**
    - **Place:** Alveolar (using the *tongue-tip*).
    - **Action:** Press the tip of your tongue against the **alveolar** ridge (the hard ridge just behind your top teeth).
    - **Air:** Release the voiced air through your nose.
    - *Practice:* Say "n-n-n-n" and feel the vibration on your tongue tip.
    - *Examples:* **n**ow, **n**ever, ma**nn**er, **kn**ow, **kn**otty, su**n**.
3. **To** make the **/ŋ/ sound (the 'ng' sound):**
    - **Place:** Velar (using the *back of the tongue*).
    - **Action:** Raise the *back* of your tongue to press against the **velum** (the soft palate, at the back roof of your mouth).
    - **Air:** Release the voiced air through your nose.
    - *Practice:* Say "sing... sing... sing" and hold the final "ng" sound: "si-ŋ-ŋ-ŋ". Feel the sound vibrating at the *back* of your mouth, not the front.
    - *Spelling Rule 1:* Always found with the letters ng.
        - *Examples:* si**ng**, lo**ng**, fli**ng**, wro**ng**, ha**ng**i**ng**.
    - *Spelling Rule 2:* Often found when n comes before k or g.
        - *Examples:* ba**nk** (/bæŋk/), thi**nk** (/θɪŋk/), u**n**cle (/ˈʌŋkl/), a**n**ger (/ˈæŋgə(r)/).

C. Contrast (Minimal Pairs)

Listen to the clear difference, especially between /n/ and /ŋ/.

/n/ (sun)	**/ŋ/ (sung)**
si**n**	si**ng**

thi**n**	thi**ng**
wi**n**	wi**ng**
ru**n**	ru**ng**
ba**n**	ba**ng**
su**n**	su**ng**

D. Pronunciation Drill (Sentences)

1. The ki**ng** /ŋ/ is si**ng**i**ng** /ŋ/ a so**ng** /ŋ/.
2. I thi**nk** /ŋ/ the ba**nk** /ŋ/ is o**n** /n/ the wro**ng** /ŋ/ road.
3. **M**any /m/ **me**n /n/ ca**me** /m/ ru**nn**i**ng** /n/ /ŋ/.
4. Do **n**ot /n/ bri**ng** /ŋ/ your u**n**cle /ŋ/ a**n**y /n/ thi**ng** /ŋ/.
5. The **m**or**n**i**ng** /m/ /n/ /ŋ/ su**n** /n/ is stro**ng** /ŋ/.

E. EVALUATION (SPEECH WORK)

1. What is a "nasal" sound?
2. Where is the air blocked for the /m/ sound?
3. Where is the air blocked for the /n/ sound?
4. Where is the air blocked for the /ŋ/ sound?
5. Which sound, /n/ or /ŋ/, is at the end of the word "thin"?
6. Which sound, /n/ or /ŋ/, is at the end of the word "thing"?

F. ASSIGNMENT (SPEECH WORK)

1. Write down five words that contain the /m/ sound.
2. Write down five words that contain the /n/ sound.
3. Write down five words that contain the /ŋ/ sound (using *both* ng and nk spellings).
4. Write two original sentences, each using at least two of the three nasal sounds.
5. From the words below, group them into three columns based on their nasal sound (/m/, /n/, or /ŋ/): *dream,* bank, knotty, mentor, fling, never, uncle, climb, wrong, *moon*.

2. GRAMMAR

Topic: Punctuation Marks – Uses of Capital Letters

A. Introduction

Capital letters (also called "majuscules" or "upper case") are an essential punctuation mark. Their main purpose is to show the **beginning** of a sentence or to identify a **proper, specific name**. Using them incorrectly can cause confusion.

B. The Major Rules for Capitalization

1. **The First Word of a Sentence:**
    - This is the most important rule. Every new sentence must begin with a capital letter.
    - *Example:* **T**he boy is here. **W**here is he going?
2. **Proper Nouns (Specific Names):**
    - **People:** Capitalize specific names of people.
        - *Example:* **A**de, **M**usa, **M**r. **O**konjo, **B**ello.
    - **Places:** Specific cities, states, countries, continents, rivers, and mountains.
        - *Example:* **I**badan, **L**agos **S**tate, **N**igeria, **A**frica, **R**iver **N**iger.
    - **Organizations:** Specific schools, companies, teams.
        - *Example:* **G**overnment **S**econdary **S**chool, **U**nited **N**ations, **G**oogle.
3. **Proper Adjectives:**
    - Adjectives that are formed from proper nouns.
    - *Example:* I am a **N**igerian. I speak **E**nglish. I like **A**frican music.
4. **Days, Months, and Holidays (But not Seasons):**
    - *Correct:* **M**onday, **J**anuary, **D**ecember, **C**hristmas, **E**id el-Kabir.
    - *Incorrect:* Do not capitalize seasons: *summer, winter, harmattan, rainy season*.
5. **The Pronoun "I":**
    - The single-letter pronoun "I" is *always* capitalized, no matter where it is in a sentence.
    - *Example:* He said that **I** must go.

6. **Titles of People (When used with their name):**
    - Capitalize titles like *Dr., Mrs., Mr., King, President, Principal* when they come before a name.
    - *Example:* **P**rincipal **B**ello arrived. We spoke to **D**r. **S**mith.
    - *Note:* Do not capitalize them when used generally: "He is a *principal*."
7. **Titles of Works (Books, Movies, Poems):**
    - Capitalize the first word, the last word, and all "important" words (nouns, verbs, adjectives).
    - *Example:* **T**hings **F**all **A**part
    - *Example:* **T**he **L**ion **a**nd **t**he **J**ewel (Note the small 'a' and 't').
8. **Acronyms and Initialisms:**
    - Words formed from the first letters of other words.
    - *Example:* **JSS** (Junior Secondary School), **ECOWAS**, **WAEC**, **C**NN.
9. **The First Word of a Direct Quotation:**
    - If the quote is a full sentence.
    - *Example:* The teacher said, "**O**pen your books to page 10."

C. Practice Exercise (Correction)

Rewrite this paragraph with the correct *capital letters.*

my friend tunde and i are going to lagos on monday, july 10. i told my principal, mrs. adamu, that i would miss the english test. she said, "you must write it when you return." i hope we can visit the national museum.

Corrected Version:

My friend **T**unde and **I** are going to **L**agos on **M**onday, **J**uly 10. **I** told my **P**rincipal, **M**rs. **A**damu, that **I** would miss the **E**nglish test. **S**he said, "**Y**ou must write it when you return." **I** hope we can visit the **N**ational **M**useum.

D. EVALUATION (GRAMMAR)

1. What is the most basic rule for using a capital letter?
2. What is a "proper noun"? Give two examples.
3. Why is "English" capitalized, but "mathematics" is usually not?
4. Correct this sentence: "i am in jss3."
5. List three rules for capitalization (other than the start of a sentence).

F. ASSIGNMENT (GRAMMAR)

1. Write a short paragraph (3-5 sentences) about yourself. Include your name, your town/city, your school, and your favourite day of the week. Use capital letters correctly.
2. Rewrite these sentences with the correct capitalization:
    - (a) we will travel to ibadan on tuesday.
    - (b) my favourite book is 'things fall apart' by chinua achebe.
    - (c) the doctor, dr. sani, works for the unicef.
    - (d) my father shouted, "where is my key?"
    - (e) i love eating nigerian jollof rice.
3. Explain the rule for capitalizing the pronoun "I".

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3. READING & LISTENING COMPREHENSION

Topic: Listening to Interpret Ideas in a Passage

A. Introduction

This skill goes beyond just understanding *what* was said (comprehension). **Interpretation** means figuring out the speaker's **purpose, attitude, feelings, or opinion**.

- **Comprehension:** "What did the speaker say?" (The main gist/facts).
- **Interpretation:** "What did the speaker *mean*?" (The implied meaning).

To interpret, you must listen for **facts**, **opinions**, **tone of voice**, and **word choice (diction)**.

B. Interpreting Purpose, Attitude, and Bias

1. **Purpose:** *Why* is the person speaking?
    - **To Inform:** (e.g., a news report, a lecture). Tone is neutral, facts are balanced.
    - **To Persuade:** (e.g., a debate, an advertisement). Tone is emotional, facts are one-sided.
    - **To Entertain:** (e.g., a story, a joke). Tone is light-hearted.
2. **Attitude/Tone:** *How* does the speaker feel about the topic?
    - Listen to their tone: Is it *sarcastic, angry, happy, worried, excited, bored*?
    - **Sarcasm:** When the tone makes the words mean the *opposite* of what they say.
        - *Words:* "Oh, another test. That's *wonderful*."
        - *Sarcastic Tone:* Low, slow, unenthusiastic.
        - *Interpretation:* The speaker is *not* happy about the test.
3. **Word Choice (Diction):** *What words* does the speaker use?
    - *Neutral Words:* "The government's new policy..."
    - *Biased Words (Negative):* "The government's *disastrous, foolish, job-killing* policy..."
    - *Biased Words (Positive):* "The government's *brilliant, life-saving, heroic* policy..."

C. Listening Practice (Teacher-led)

The teacher will read the following passage aloud, using a slightly worried and persuasive tone.

Passage to be Read Aloud:

"Good morning, students. I need to talk to you about something serious. I've noticed that many of you are buying those 'energy drinks' from the shops outside the school. You drink them and feel strong for one hour, but you don't know what you are putting in your bodies. These drinks are loaded with 50 grams of sugar and dangerous chemicals. This isn't just 'sweet water'; this is poison in a can. You are damaging your hearts and your brains. We all need to stop this habit before someone gets truly sick."

D. Interpretation of the Passage

- **Main Gist (Comprehension):** The speaker is telling students not to drink energy drinks.
- **Interpretation (Ideas/Attitude):**
    - **What is the speaker's attitude?** Worried, concerned, urgent.
    - **What is the speaker's opinion of the drinks?** He/She thinks they are "poison" and "dangerous."
    - **What is the speaker's purpose?** To persuade the students to stop drinking them.
    - **How do we know?** Use of strong, biased words: "serious," "dangerous chemicals," "poison in a can," "damaging your hearts."

E. EVALUATION (LISTENING & COMPREHENSION)

1. What is the difference between "comprehension" (getting the gist) and "interpretation"?
2. What is "tone of voice"?
3. What does "sarcasm" mean?
4. In the practice passage, what was the speaker's *purpose* (to inform, persuade, or entertain)?
5. What was the speaker's *attitude* (e.g., happy, worried, bored)?

F. ASSIGNMENT (LISTENING & COMPREHENSION)

1. Listen to an elder (parent, guardian, teacher) give you advice or an instruction today.
2. Write down one or two sentences about *what* they said (the gist).
3. Write one sentence describing their **tone** (e.g., loving, strict, hurried, angry).
4. Write one sentence interpreting their **purpose** (e.g., "My mother's purpose was to warn me about being late.").
5. Describe a time you heard someone use sarcasm. What did they say, and what did they really mean?

4. COMPOSITION

Topic: Informal Letter – To your grandfather/mother about visiting during the holidays

A. Introduction

This is an **informal letter** because it is to a family member. However, a letter to a grandparent is different from a letter to a friend. The **tone** must be more **respectful and affectionate**.

- **Tone:** Loving, respectful, polite.
- **Language:** Clear and simple. Avoid slang (e.g., "What's up," "gist," "lol").
- **Format:** Standard informal letter format.

B. Format (Revision)

1. **Writer's Address & Date** (Top right)
2. **Salutation** (Left side)
3. **Body** (Paragraphs of the letter)
4. **Complimentary Close** (Right side)
5. **First Name**

C. Planning the Content (Body of the Letter)

Salutation:

- *Dear Grandpa,*
- *My Dearest Grandmother,*

Paragraph 1: Introduction (Check on their health)

- Start by greeting them and asking about their well-being. This shows respect.
- *Example:* "I hope you are in good health. We are all fine here in Lagos. I was so happy to receive your message last week. How is your farm? I hope the harvest was good."

Paragraph 2: The Main News (The **Visit)**

- State the purpose of your letter clearly. Express your excitement.
- *Example:* "I am writing this letter to share some wonderful news. Our school will be closing for the holidays on December 18th, and my parents have given me permission to come and spend the first two weeks with you in the village!"

Paragraph 3: Description & Anticipation (What you want to do)

- This is the descriptive part. Tell them *why* you are excited. Mention specific things you love about visiting them.
- *Example:* "I am already counting the days. I have missed you so much. I cannot wait to help you feed the chickens in the morning and listen to your stories by the fire at night. I am also dreaming of your delicious pounded yam and egusi soup. School is fine, but I miss your food!"

Paragraph 4: Conclusion & Closing

- Ask a final question or two. Send greetings to other family members.
- *Example:* "Is my cousin, Bola, also visiting? Please tell Uncle Tunde I said hello. I will write again to tell you the exact time my bus will arrive.
- *Complimentary Close:*
    - *Your loving grandson,*
    - *With love,*
    - *Your granddaughter,*

D. EVALUATION (COMPOSITION)

1. What is the main difference in *tone* between a letter to a friend and a letter to a grandparent?
2. What is a more respectful salutation than "Hi Grandpa"?
3. What is a good complimentary close for a letter to a grandparent?
4. List two things you should avoid using in a letter to an elder.
5. In which paragraph should you ask about your grandparent's health?

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F. ASSIGNMENT (COMPOSITION)

1. Write a full informal letter (at least 150 words) to your grandfather or grandmother, telling them you plan to visit for the holidays.
2. Follow the correct format.
3. Use a respectful and affectionate tone.
4. Include at least two specific things you are looking forward to doing when you visit.
5. Remember to ask about their health.

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5. LITERATURE IN ENGLISH

Topic: Drama – Theme, Setting, Characterization in Recommended Drama Text

A. Introduction

This lesson is a focused review of the three most important elements of your recommended drama text: Theme, Setting, and Characterization. Unlike a novel (prose), a drama (play) reveals these elements visually and through dialogue.

B. Element 1: Theme

- **Definition:** The **theme** is the central message, lesson, or idea about life that the playwright wants to communicate. It is the "Why?" of the play.
- **How to find it:** A theme is not one word (like "love"). It is a full sentence (e.g., "Love can overcome family rivalry").
- **Application (Teacher-led):**
    - What is the main *topic* of our play? (e.g., Power, Tradition, Greed, Love).
    - What is the playwright's *message* about this topic? (This is the **theme**).
    - *Example:* If the topic is "Power," is the theme "Power corrupts" or "Power is necessary for order"?

C. Element 2: Setting

- **Definition:** The **setting** is the **time** (e.g., 1960s, 21st century) and **place** (e.g., a small village, a king's palace, a city) of the play.
- **How we know:** The playwright tells us in the **stage directions** at the beginning of an act or scene. (e.g., *[A dusty, poor room in a village. A single chair sits center stage. It is night.]*)
- **Importance:**
    1. **Atmosphere (Mood):** The setting creates the feeling (e.g., the poor room feels sad or tense).

2. **Conflict:** The setting can *cause* the problem. A play set in a royal palace will have problems of power and succession. A play set in a slum will have problems of poverty and survival.

D. Element 3: Characterization

- **Definition:** How the playwright creates and reveals the characters.
- **How we know:** In drama, we rely on **indirect characterization**:
    1. **Dialogue:** What the character says (their Diction). Are they polite? Rude? Educated?
    2. **Action:** What the character *does* (e.g., helps someone, steals, lies).
    3. **Reaction:** What other characters *say about* them or *how* they react to them.
- **Review:**
    - **Protagonist:** The main character, who the audience follows.
    - **Antagonist:** The character or force that opposes the protagonist.
    - **Dynamic Character:** A character who *changes* or learns a lesson by the end.
    - **Static Character:** A character who stays the same.

E. EVALUATION (LITERATURE)

1. What is the difference between a "topic" (one word) and a "theme" (a sentence)?
2. How do we find out the setting of a play?
3. What is "indirect characterization"?
4. List the three ways we learn about a character in a play.
5. What is a "dynamic character"?

F. ASSIGNMENT (LITERATURE)

Answer these questions based on your recommended JSS3 drama text.

1. State one major **theme** of the play (in a full sentence).
2. Describe the main **setting** of the play.

WEEK 8

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Aurally and orally differentiate between the vowels /æ/, /ɑː/, and /ɜː/ as found in the scheme's examples.
2. **Grammar:** Define, identify, and correctly use both Reflexive and Relative Pronouns in sentences.
3. **Reading & Comprehension:** Apply all comprehension skills (skimming, scanning, inference, vocabulary-in-context) to a new passage.
4. **Composition:** Define the features of a formal article and write an organized, persuasive article on "The Evils of Youth Unemployment."
5. **Literature:** Analyze the recommended drama text and demonstrate understanding of dramatic structure by writing a short playlet.

1. SPEECH WORK

Topic: Vowel Contrast /æ/, /ɑː/, and /ɜː/ **(Based on examples: *bath/birth, arm/earn, farm/firm*)**

A. Introduction

This lesson addresses a complex but important vowel contrast. The scheme of work provides pairs that, in many forms of English, contrast two *different* long vowels. We will tackle this by breaking down three distinct sounds:

1. **/æ/ (Short 'a'):** The vowel in c**a**t, h**a**t, m**a**n. It is a short front vowel.
2. **/ɑː/ (Long 'ah'):** The vowel in f**a**ther, c**ar**, **ar**m. It is a long, open, back vowel. The scheme's examples (*bath, arm, farm*) use this sound.
3. **/ɜː/ (Long 'er'):** The vowel in b**ir**d, n**ur**se, **ear**n. It is a long, central vowel. The scheme's examples (*birth, earn, firm*) use this sound.

The key contrast in your examples is ** /ɑː/ vs. /ɜː/ **.

B. Articulatory Description (How to Make the Sounds)

1. To make the /æ/ sound (as in *cat*):

- **Tongue:** The front of your tongue is low.
- **Lips:** Your lips are spread wide (unrounded).
- **Jaw:** Your jaw is dropped open. It's a "bleating" sound: "aaaa."

2. To make the /ɑː/ sound (as in *farm*, *arm*, *bath*):

- **Tongue:** Your tongue is very low and pulled to the *back* of your mouth.
- **Lips:** Your lips are neutral, open, and relaxed (unrounded).
- **Jaw:** Your jaw is open wide (like at the doctor's: "Say ahh").
- **Sound:** It is a long, drawn-out sound: "aaaaah."

3. To make the /ɜː/ sound (as in *firm*, *earn*, *birth*):

- **Tongue:** Your tongue is flat and in the **center** of your mouth.
- **Lips:** Your lips are relaxed and in a neutral shape (unrounded).
- **Sound:** It is a long, steady sound from the middle of your throat: "errrrr."

C. Minimal Pairs (Practice)

Let's practice the scheme's examples, which contrast /ɑː/ and /ɜː/.

/ɑː/ (arm, farm)	**/ɜː/ (earn, firm)**
arm	**ear**n
f**ar**m	f**ir**m
b**ar**n	b**ur**n
p**ar**k	p**er**k
h**ar**d	h**ear**d
c**ar**d	c**ur**d
b**a**th (UK)	b**ir**th

D. Pronunciation Drill (Sentences)

1. The f**ar**m /ɑː/ was f**ir**m /ɜː/.
2. I h**ear**d /ɜː/ it was h**ar**d /ɑː/.
3. We saw a b**ir**d /ɜː/ in the b**ar**n /ɑː/.
4. C**ur**d /ɜː/ is not a c**ar**d /ɑː/.
5. P**er**k /ɜː/ up, we are going to the p**ar**k /ɑː/.
6. (Contrasting all three): The c**a**t /æ/ in the c**ar**t /ɑː/ was h**ur**t /ɜː/.

E. EVALUATION (SPEECH WORK)

1. What is the main difference in tongue position between /ɑː/ and /ɜː/?
2. Which sound, /ɑː/ or /ɜː/, is in the word "work"?
3. Which sound, /ɑː/ or /ɜː/, is in the word "dark"?
4. Pronounce these pairs clearly: (a) farm / firm, (b) barn / burn.
5. From the list, find the word that has a different vowel sound: *serve, heart, nurse, girl*. (Answer: heart)

F. ASSIGNMENT (SPEECH WORK)

1. Write down five words that contain the /ɑː/ sound.
2. Write down five words that contain the /ɜː/ sound.
3. Write down five words that contain the /æ/ sound.
4. Write two original sentences, each using at least one /ɑː/ word and one /ɜː/ word.
5. From the words below, group them into three columns based on their sound (/æ/, /ɑː/, or /ɜː/): *clerk, task, bank, sharp, learn, hard, laugh, match, world, sir*.

2. GRAMMAR

Topic: Reflexive and Relative Pronouns

A. PART 1: REFLEXIVE PRONOUNS

1. Definition: A **Reflexive Pronoun** is a pronoun that ends in -self (singular) or -selves (plural). It is used when the subject and the object of a verb are the *same person or thing*.

2. List of Reflexive Pronouns:

- **Singular:** myself, yourself, himself, herself, itself
- **Plural:** ourselves, yourselves (for more than one 'you'), themselves

3. Functions:

- **Function 1: As an Object (Reflexive Use)**
  - This is used when the subject performs an action *to itself*.
  - *Example:* I saw **myself** in the mirror. (Subject = I, Object = myself)
  - *Example:* He accidentally cut **himself**.
  - *Example:* The cat is washing **itself**.
  - *Example:* They fooled **themselves**.
  - **Common Error:** *Incorrect:* "Please call my wife and *myself*." *Correct:* "Please call my wife and *me*." (Use "myself" only if "I" is the subject).
- **Function 2: As an Emphatic Pronoun (Intensive Use)**
  - This is used to add *emphasis* to a noun or pronoun. It means "that person/thing and nobody else."
  - *Example:* The principal **himself** came to our class. (This emphasizes "the principal.")
  - *Example:* I will do it **myself**. (This means "I will do it personally, without help.")

B. PART 2: RELATIVE PRONOUNS

1. Definition: A **Relative Pronoun** is a pronoun that *introduces* a dependent clause (called a relative clause) and *connects* it to a noun that came before it. It gives us more information about that noun.

2. List and Usage:

- **who:** Refers to **people** (as the subject).
    - *Example:* That is the man **who** *stole the car*. (The relative clause "who stole the car" describes "the man.")
- **whom:** Refers to **people** (as the object). It is formal and often replaced by "who."
    - *Example:* That is the man **whom** *the police arrested*. (The police arrested *him*.)
- **whose:** Refers to **possession** (for people, animals, or things).
    - *Example:* He is the boy **whose** *book was stolen*.
- **which:** Refers to **animals or things**.
    - *Example:* This is the book **which** *I bought yesterday*.
    - *Example:* The car, **which** *is red*, belongs to my father.
- **that:** Refers to **people, animals, or things**. (It is less formal than *who* or *which*).
    - *Example:* He is the man **that** *lives next door*.
    - *Example:* This is the book **that** *I bought*.

C. EVALUATION (GRAMMAR)

1. What is the plural reflexive pronoun for "himself"? (themselves)
2. What is the function of the reflexive pronoun in this sentence: "I **myself** heard the noise"? (Reflexive or Emphatic?)
3. Choose the correct relative pronoun: "The woman (who / which) sold the food is my aunt."
4. Choose the correct relative pronoun: "The house (who / which) is on the hill is old."
5. What is the possessive relative pronoun used to show ownership? (whose)

D. ASSIGNMENT (GRAMMAR)

1. Fill in the blank with the correct *reflexive* pronoun:

- (a) We must learn to behave _____ in public.
- (b) The president _____ admitted his mistake.
- (c) My phone can restart _____.

2. Fill in the blank with the correct *relative* pronoun (*who, which, whose*):
   - (a) The student _____ answer was correct won a prize.
   - (b) I cannot find the pen _____ I was using.
   - (c) The doctor _____ treated me was very kind.
3. Write one sentence using "herself" as a *reflexive* object.
4. Write one sentence using "ourselves" as an *emphatic* pronoun.
5. Combine these two sentences into one using a relative pronoun: "The boy is my brother. The boy is wearing the red shirt."

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3. READING & LISTENING COMPREHENSION

Topic: Reading Comprehension Practice

A. Introduction

This lesson is a practice session to combine all the reading skills you have learned, especially those from Term 1 (Skimming, Scanning, and Inference/Deduction). We will read a passage and answer questions that test these skills.

B. Practice Passage

Read the passage below carefully.

The rise of 'fast fashion'—the rapid production of cheap, trendy clothing—has completely changed the way people buy clothes. In the 1990s, a fashion brand might have had four seasons (Spring, Summer, Autumn, Winter). Today, many online brands have 52 'micro-seasons,' with new styles dropping every single week. Consumers, especially young people, are encouraged to buy more, wear it less, and dispose of it quickly to keep up.

While this trend seems to democratize fashion by making it cheap, it comes at an enormous hidden cost. The environmental impact is staggering. The fashion industry is now responsible for nearly 10% of global carbon emissions, more than all international flights and maritime shipping combined. Furthermore, most of this cheap clothing is made from polyester, a synthetic fibre derived from oil, which is a non-renewable resource. When these clothes are washed, they release millions of microplastic fibres into our water systems.

The social cost is just as high. To keep prices low, factories are often based in low-income countries where labour laws are weak. Garment workers, mostly women, are forced to work 14-16 hours a day, in unsafe conditions, for wages that are far below the cost of living. So, while the tag on that new ₦2,000 shirt may show a low price, the *true* cost is being paid by the planet and by the people who make it.

C. Comprehension Questions

1. **Main Idea (Skimming):** What is the central argument of this passage? A. Fast fashion is a good thing because it is cheap and democratic. B. Polyester is a very useful fibre for making clothes. C. Fast fashion, while cheap, has severe hidden environmental and social costs. D. Young people are the only group responsible for fast fashion.
2. **Scanning:** What percentage of global carbon emissions is the fashion industry responsible for?
3. **Vocabulary-in-Context:** What is the meaning of the word "**democratize**" as used in paragraph 2? A. To make something political. B. To make something expensive and exclusive. C. To make something accessible and available to everyone. D. To vote on a new law.
4. **Deduction (Inference):** What can you infer about the author's opinion of fast fashion? A. The author is critical and disapproves of it. B. The author is neutral and just stating facts. C. The author is supportive and enjoys fast fashion. D. The author believes fast fashion helps workers in low-income countries.
5. **Deduction (Inference):** Why does the author mention that polyester is "derived from oil"? A. To show that it is a high-quality, natural material. B. To show that it is non-renewable and environmentally damaging. C. To show that it is easy to wash and care for. D. To show that it is a new invention.

D. EVALUATION (READING & COMPREHENSION)

(Answers to the questions in section C)

1. (C) Fast fashion, while cheap, has severe hidden environmental and social costs.
2. Nearly 10%.
3. (C) To make something accessible and available to everyone.
4. (A) The author is critical and disapproves of it.
5. (B) To show that it is non-renewable and environmentally damaging.

E. ASSIGNMENT (READING & COMPREHENSION)

1. What is "fast fashion," according to the passage?
2. List two *environmental* problems caused by fast fashion, according to the text.

3. List one *social* problem caused by fast fashion, according to the text.
4. The author says the *true* cost of a cheap shirt is high. What does this mean?
5. What do you think is the author's **purpose** in writing this? (To inform, to persuade, or to entertain?) Explain your answer.

4. COMPOSITION

Topic: Article Writing – "The Evils of Youth Unemployment"

A. Introduction

An **article** is a piece of writing for a public audience. It is published in a newspaper, magazine, or on a website. It is different from an essay because it is meant for the general public, not just a teacher.

- **Topic:** The Evils of Youth Unemployment (The *negative effects* of young people not having jobs).
- **Format:** Formal, persuasive, and structured.
- **Tone:** Serious, concerned, and analytical.

B. Key Features of an Article

1. **A Catchy Headline (Title):** A title that grabs the reader's attention.
    - *Example:* **The Evils of Youth Unemployment: A Ticking Time Bomb**
2. **A By-line:** This tells the reader who wrote the article.
    - *Example:* **By [Your Full Name]**
3. **Introduction:**
    - Hooks the reader (with a question or a shocking statistic).
    - Defines the problem (youth unemployment).
    - States the main argument (that it has terrible consequences).
4. **Body Paragraphs:**
    - Each paragraph discusses one "evil" or negative effect.
    - Use facts, examples, and logical reasoning (like a debate).
5. **Conclusion:**
    - Summarizes the main points.
    - Offers a solution or a **call to action** (what must be done).

C. Planning the Article: "The Evils of Youth Unemployment"

- **Headline:** Youth Unemployment: A National Crisis
- **By-line:** By [Your Name]
- **Introduction:**
    - Start with a hook: "Every day, thousands of educated and energetic young graduates sit at home, their certificates gathering dust. This is the reality of youth unemployment, and it is more than just a personal problem; it is a national disease."
- **Body Paragraph 1 (The First Evil: A Rise in Crime):**
    - Explain that "an idle mind is the devil's workshop."
    - Link unemployment to internet fraud ("yahoo-yahoo"), theft, and kidnapping, as young people grow desperate for money.
- **Body Paragraph 2 (The Second Evil: Social Vices):**
    - Explain the link to hopelessness.
    - This hopelessness leads to drug and alcohol abuse, gambling, and a loss of self-worth among the youth.
- **Body Paragraph 3 (The Third Evil: Economic Stagnation):**
    - Explain "brain drain" (our most talented youths leave Nigeria to work abroad).
    - The nation loses its strongest and brightest workers, leading to a weak economy. We are wasting our greatest resource.
- **Conclusion (Solution/Call to Action):**
    - Summarize: "In conclusion, youth unemployment is not just a statistic; it is a root cause of crime, social decay, and economic failure."
    - Call to action: "The government and private sector must work together to create real jobs, support small businesses, and invest in skills (not just certificates) before this ticking time bomb explodes."

D. EVALUATION (COMPOSITION)

1. What is the main difference between an article and an essay?
2. What is a "by-line"?
3. What is the purpose of the introduction in an article?
4. What is a "call to action" (used in the conclusion)?

5. List two "evils" (negative effects) of youth unemployment.

E. ASSIGNMENT (COMPOSITION)

1. Write a full, formal article (at least 200 words) on the topic: **"The Evils of Youth Unemployment."**
2. You must include a **headline** and a **by-line**.
3. Follow the 5-paragraph structure (Introduction, 3 Body Paragraphs, Conclusion).
4. Your conclusion must include a "call to action."
5. Write a good, catchy headline for a *different* article on "The Dangers of Examination Malpractice."

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5. LITERATURE IN ENGLISH

Topic: Drama – Use of Recommended Text & Writing a Short Playlet

A. PART 1: ANALYSIS OF RECOMMENDED DRAMA TEXT

This part of the lesson involves applying your knowledge of dramatic elements to the play you are studying in class.

Key Dramatic Elements to Review:

- **Dialogue:** What characters say. This reveals their personality, education, and motives.
- **Stage Directions:** Notes in italics/parentheses () that describe the *setting* (place), *action* (what actors do), and *tone* (e.g., *angrily*).
- **Props:** Objects that actors use (e.g., a letter, a weapon, a cup).
- **Costume:** What characters wear, which reveals their status, wealth, or personality.
- **Conflict:** The central problem (e.g., Character vs. Character, Character vs. Society).
- **Theme:** The main message (e.g., "Tradition vs. Modernity," "The Corrupting Nature of Power").

(The teacher will lead a discussion using these questions based on the class text.)

Discussion Questions:

1. How do the stage directions at the beginning of Act 1, Scene 1, establish the *mood* or *atmosphere* of the play?
2. Think about the protagonist. Find one line of **dialogue** that perfectly summarizes their personality.
3. What is the main **conflict** of the play?
4. Identify one **prop** that is crucial to the plot. What happens with this prop?
5. How does the **costume** of the "King/Chief/Rich Man" contrast with the costume of the "Servant/Poor Man"? What does this show?

B. PART 2: HOW TO WRITE A SHORT PLAYLET

A **playlet** is a very short play. You will now write one.

Key Format Rules:

1. **Dramatis Personae:** A list of characters at the beginning.
2. **Setting:** A description of the scene.
3. **Dialogue:** Written with the character's name in caps, followed by a colon.
4. **Stage Directions:** Written in parentheses () and *italics*.

Example Playlet: "The Missing Money"

Dramatis Personae:

- **MAMA TUNDE:** A busy, strict mother.
- **TUNDE:** A 13-year-old boy, looking nervous.

Setting: *A simple sitting room. A sofa and a small table. Mama Tunde is sweeping angrily.*

(Mama Tunde sweeps, muttering to herself. Tunde walks in slowly, holding his school bag.)

MAMA TUNDE: (Stops sweeping and puts her hands on her hips) Tunde, where is the ₦1,000 I left on this table?

TUNDE: (Looks away, not meeting her eyes) What ₦1,000? I... I didn't see any money.

MAMA TUNDE: (Walks closer to him) Don't lie to me. I left it there this morning before I went to the market. Now, for the last time, where is the money?

TUNDE: (His hands tremble. He looks at the floor) I... I don't know, Mama.

MAMA TUNDE: (Sighs and points to the door) Go to your room. We will discuss this when your father gets home.

(Tunde drops his bag and runs to his room. Mama Tunde picks up his bag, which feels very heavy. She opens it and pulls out a new video game. She holds it up, her eyes wide with anger and disappointment.)

(THE END)

C. EVALUATION (LITERATURE)

1. What is the purpose of "Dramatis Personae"?
2. How is a character's *action* or *feeling* shown in a script? (e.g., "in parentheses")
3. What is the difference between a "prop" and the "setting"?
4. In the example playlet, what is the *conflict*?
5. How did the audience find out Tunde was lying? (Through dialogue, or stage directions/action?)

D. ASSIGNMENT (LITERATURE)

1. Answer this question about your **recommended drama text**: What is the main **theme** of the play?
2. Answer this question about your **recommended drama text**: Describe the **protagonist's** main **conflict**.
3. **Creative Writing:** Write your *own* short playlet (at least 10 lines of dialogue).
4. Your playlet must have at least **two** characters.
5. Your playlet must include **Dramatis Personae**, a **Setting**, and at least two **Stage Directions** (in italics). (Topic idea: "The Broken Window," "The Late Student," or "The Surprise Gift").

WEEK 9

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Aurally and orally differentiate between the long, rounded vowel /ɔ:/ and the short, open vowel /ɒ/.
2. **Grammar:** Define subjective, objective, and possessive personal pronouns and apply the rules of their usage correctly in sentences.
3. **Reading** & **Comprehension:** Apply comprehension skills to a passage, focusing on inferring the author's purpose, tone, and implied meaning.
4. **Composition:** Plan and write a well-structured expository essay on "Drug Addiction," detailing its causes, effects, and solutions.
5. **Literature:** Define Hyperbole and Irony as poetic devices and construct original sentences using them correctly.

1. SPEECH WORK

Topic: Contrast Vowels /ɔ:/ and /ɒ/

A. Introduction

This lesson focuses on two vowel sounds that can be confusing: one is long and one is short. Both are made with rounded lips.

- **/ɔ:/ (Long, Rounded Vowel):** This is the sound in f**ough**t, br**ough**t, c**all**, and l**aw**.
- **/ɒ/ (Short, Open Vowel):** This is the sound in h**o**t, p**o**t, and c**o**t.

The primary difference is **length** and **lip rounding**. /ɔ:/ is long and has tighter lip rounding, while /ɒ/ is very short and has looser, more open lip rounding.

B. Articulatory Description (How to Make the Sounds)

1. To make the /ɔ:/ sound (as in *brought*):

- **Tongue:** The tongue is in a mid-high position towards the *back* of your mouth.
- **Lips:** Your lips are **tightly rounded** and pushed forward.
- **Sound:** It is a **long**, drawn-out sound: "orrrrr."
- *Common Spellings:* or (f**or**k, c**or**n), aw (l**aw**, s**aw**), au (c**au**ght), ought (br**ought**, f**ought**), all (c**all**, w**all**), our (f**our**).

2. To make the /ɒ/ sound (as in *hot*):

- **Tongue:** The tongue is in a **low** position towards the *back* of your mouth.
- **Lips:** Your lips are **loosely rounded** and your jaw is open.
- **Sound:** It is a **short**, quick sound: "oh."
- *Common Spellings:* o in a closed syllable (h**o**t, p**o**t, n**o**t, g**o**t, d**o**g, l**o**g).

C. Minimal Pairs (Practice)

Listen to the clear difference between the long /ɔ:/ and the short /ɒ/.

/ɔ:/ (long)	**/ɒ/ (short)**
c**augh**t	c**o**t
f**ough**t	f**o**t (uncommon)
sp**or**t	sp**o**t
c**or**d	c**o**d
sh**or**t	sh**o**t
b**oa**rd	b**o**dy
w**ar**	w**o**t (uncommon)

Scheme Examples:

- br**ought** /ɔ:/ vs. h**o**t /ɒ/
- f**ough**t /ɔ:/ vs. c**o**t /ɒ/
- m**al**t /ɔ:/ vs. p**o**t /ɒ/ (Note: 'malt' is often pronounced /mɔ:lt/)

D. Pronunciation Drill (Sentences)

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1. I f**ough**t /ɔ:/ for the c**o**d /ɒ/ in the p**o**t /ɒ/.
2. D**o**n't /ɒ/ w**a**lk /ɔ:/ on the h**o**t /ɒ/ fl**oo**r /ɔ:/.
3. The sh**o**t /ɒ/ was sh**or**t /ɔ:/.
4. I s**aw** /ɔ:/ a l**o**t /ɒ/ of f**ou**r /ɔ:/ foot b**oa**rds /ɔ:/.
5. He was c**augh**t /ɔ:/ in a h**o**t /ɒ/ sp**o**t /ɒ/.

E. EVALUATION (SPEECH WORK)

1. What is the main difference in length between /ɔ:/ and /ɒ/?
2. Which sound, /ɔ:/ or /ɒ/, requires *tighter* lip rounding?
3. Which sound, /ɔ:/ or /ɒ/, is in the word "call"?
4. Which sound, /ɔ:/ or /ɒ/, is in the word "dog"?
5. Pronounce these pairs clearly: (a) sport / spot, (b) short / shot.

F. ASSIGNMENT (SPEECH WORK)

1. Write down five words that contain the /ɔ:/ sound.
2. Write down five words that contain the /ɒ/ sound.
3. Write two original sentences, each using at least one /ɔ:/ word and one /ɒ/ word.
4. Find two more minimal pairs for /ɔ:/ and /ɒ/ (other than the ones in the lesson).
5. From the words below, group them into two columns based on their sound (/ɔ:/ or /ɒ/): *saw, sorry, got, war, not, law, body, talk, box, corn*.

2. GRAMMAR

Topic: Personal Pronouns – Rules of Usage (Case)

A. Introduction

Personal Pronouns are words that replace nouns referring to people or things (e.g., *I, me, he, him, they, them*). A common error is using the wrong *form* (or **case**) of a pronoun. The case of a pronoun changes based on its grammatical job in the sentence.

There are three main cases: Subjective, Objective, and Possessive.

B. Rule 1: The Subjective Case (Nominative)

- **Pronouns:** I, you, he, she, it, we, they
- **Rule:** Use the subjective case when the pronoun is the **SUBJECT** of the verb (the person or thing *doing* the action).
- *Examples:*
    - **He** is a teacher. (Who is a teacher? **He** is.)
    - **They** went to the market. (Who went? **They** did.)
- **Common Error (Compound Subjects):**
    - *Incorrect:* "My friend and *me* are in the same class."
    - *Correction:* To check, remove the other person: "Me am in the same class." (Wrong). "I am in the same class." (Right).
    - *Correct:* "My friend and **I** are in the same class."

C. Rule 2: The Objective Case (Accusative)

- **Pronouns:** me, you, him, her, it, us, them
- **Rule (a):** Use the objective case when the pronoun is the **OBJECT** of the verb (the person or thing *receiving* the action).
    - *Example:* The principal saw **him**. (The principal saw *who*? **Him**.)
    - *Example:* The dog followed **us**.

- **Rule (b):** Use the objective case after a **PREPOSITION** (e.g., *to,* for, *with, between, at, on*).
    - *Example:* The gift is for **her**.
    - *Example:* Please give the book to **me**.
- **Common Error (Compound Objects):**
    - *Incorrect:* "Between you and *I*, this is a secret."
    - *Correct:* "Between you and **me**, this is a secret." (Because "between" is a preposition).
    - *Incorrect:* "The teacher punished Tunde and *I*."
    - *Correct:* "The teacher punished Tunde and **me**." (Tunde and me are the objects).

D. Rule 3: The Possessive Case

This case shows ownership. It has two forms:

1. **Possessive Adjectives:**
    - **Words:** my, your, his, her, its, our, their
    - **Rule:** These words MUST be followed by a noun.
    - *Example:* That is **my** book. This is **our** class.
2. **Possessive Pronouns:**
    - **Words:** mine, yours, his, hers, its, ours, theirs
    - **Rule:** These words stand ALONE. They replace the noun.
    - *Example:* That book is **mine**. The class is **ours**.

- **Common Error (Apostrophes):**
    - *Incorrect:* The book is *our's*. The dog wagged *it's* tail.
    - *Correct:* The book is **ours**. The dog wagged **its** tail. (Note: **It's** = "It is").

E. EVALUATION (GRAMMAR)

1. What is the rule for using the subjective case?
2. What are the two rules for using the objective case?
3. Choose the correct pronoun: "(She / Her) and (I / me) went to the library."

4. Choose the correct pronoun: "The secret is between you and (I / me)."
5. Choose the correct pronoun: "The red bag is (her / hers)."

F. ASSIGNMENT (GRAMMAR)

1. Correct the errors in these sentences:
    - (a) The teacher gave the books to my friend and I.
    - (b) Him and his brother are twins.
    - (c) The car is their's.
2. Write one sentence using "we" as the subject.
3. Write one sentence using "us" as the object of a preposition.
4. Explain the difference between "its" and "it's" and write one sentence for each.
5. Write a short paragraph (3-5 sentences) describing your family. Use at least two subjective, two objective, and two possessive pronouns.

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3. READING & LISTENING COMPREHENSION

Topic: Reading Comprehension Practice (Inferring Tone & Purpose)

A. Introduction

This practice refers to the skills learned in Week 2 (Listening for Implied Meanings). When we read, we cannot hear a *tone of voice*, but we can **infer** the author's tone and purpose by looking at their **word choice (diction)**, the **facts** they present, and the **opinions** they express.

- **Tone:** The author's *feeling* or *attitude* about the subject (e.g., angry, sad, critical, objective, humorous, sarcastic).
- **Purpose:** The author's *reason* for writing (e.g., to inform, to persuade, to entertain).

B. Practice Passage

Read the passage below carefully.

A child's place is in a classroom, not a factory or a street corner. Yet, walk through any major market in this country, and you will see them – small boys, barely ten years old, weaving through dangerously fast traffic, hawking bags of "pure water." You will see small girls, who should be learning mathematics, instead kneeling for hours to scrub pots for a food seller, their hands raw and red.

We, as a society, call this "helping the family" or "learning a trade." This is a lie we tell ourselves. It is not "helping"; it is the theft of a future. It is a national disgrace. While we complain about falling standards of education, we are simultaneously stealing that education from millions of children. We look the other way because it is convenient, but this convenience is built on the broken backs of our own children. The time to stop this hypocrisy is now.

C. Comprehension Questions

1. **Main Idea (Gist):** What is the central argument of this passage? A. Children should be allowed to help their families. B. Child labour is a serious problem that society is

ignoring. C. Hawkers cause too much traffic in big cities. D. Education standards are falling in our schools.

2. **Vocabulary in Context:** What is the meaning of the word "**hypocrisy**" as used in the final paragraph? A. The act of being poor. B. The act of pretending to have morals or beliefs that one does not really have. C. The act of working hard. D. A type of government policy.
3. **Inference (Tone):** What is the author's **tone** in this passage? A. Objective and neutral B. Humorous and light-hearted C. Angry, critical, and urgent D. Sad and hopeless
4. **Inference (Purpose):** What is the author's main **purpose** for writing this? A. To inform readers about the types of jobs children do. B. To entertain the reader with stories about children. C. To persuade the reader that child labour is a national disgrace that must be stopped. D. To prove that children are better at scrubbing pots than adults.
5. **Deduction:** According to the author, why does society "look the other way"? A. Because the children are not in any real danger. B. Because it is convenient to have children do these jobs. C. Because the children are learning a valuable trade. D. Because the author does not know.

D. EVALUATION (READING & COMPREHENSION)

(Answers to the questions in section C)

1. (B) Child labour is a serious problem that society is ignoring.
2. (B) The act of pretending to have morals or beliefs that one does not really have.
3. (C) Angry, critical, and urgent (Words like "disgrace," "theft of a future," "lie," "broken backs").
4. (C) To persuade the reader that child labour is a national disgrace that must be stopped.
5. (B) Because it is convenient to have children do these jobs.

E. ASSIGNMENT (READING & COMPREHENSION)

1. Define "author's tone" in your own words.
2. Define "author's purpose" in your own words.

3. From the practice passage, write down two words or phrases that show the author's *angry* or *critical* tone.
4. Do you think the author believes that children *choose* to do this work? Explain your answer.
5. Write a short paragraph (3-4 sentences) agreeing or disagreeing with the author's point of view.

4. COMPOSITION

Topic: Expository Essay – "Drug Addiction"

A. Introduction

An **Expository Essay** is a formal piece of writing that **explains**, **informs**, and **describes** a topic. It is not a story (narrative) or an argument (debate), but a factual analysis. The topic "Drug Addiction" is a serious social issue. Your essay should be structured, formal, and objective.

B. Key Features of an Expository Essay

1. **Clear Thesis Statement:** A sentence in the introduction that states the main idea of the entire essay.
2. **Logical Structure:** Organized into paragraphs, each with a clear topic sentence.
3. **Factual Evidence:** Uses facts, examples, and logical reasoning (not personal, emotional stories).
4. **Formal Tone:** No slang. The language is serious and academic.
5. **Clear Transitions:** Uses words like *First,* Furthermore, However, In *conclusion*.

C. Planning the Essay: "Drug Addiction"

- **Title:** Drug Addiction: A Growing Threat to Our Youth
- **Introduction:**
    - **Hook:** Start with a powerful general statement. (e.g., "Every day, the futures of thousands of young people are destroyed by a powerful and dangerous enemy.")
    - **Definition:** Define drug addiction. (e.g., "Drug addiction is a chronic disease characterized by the uncontrollable craving for and use of harmful substances, despite their negative consequences.")
    - **Thesis Statement:** State the main points your essay will cover. (e.g., "To tackle this problem, it is essential to understand its primary causes, its devastating effects, and its potential solutions.")
- **Body Paragraph 1: The Causes of Drug Addiction**

    - **Topic Sentence:** "There are several reasons why young people fall into the trap of drug addiction."
    - **Examples:**
        - **Peer Pressure:** The desire to fit in with a particular group.
        - **Personal Problems:** Trying to escape from depression, poverty, or family issues.
        - **Easy Access:** The availability of cheap drugs in many communities.
- **Body** Paragraph **2: The Effects on the Individual**
    - **Topic Sentence:** "The consequences for the addict are devastating."
    - **Examples:**
        - **Health:** Severe damage to the brain, liver, and heart; mental health problems.
        - **Future:** Dropping out of school, inability to keep a job, loss of potential.
        - **Personal:** Destroyed relationships with family and friends; overdose and death.
- **Body Paragraph 3: The Effects on Society**
    - **Topic Sentence:** "Furthermore, the individual's problem quickly becomes a problem for the entire community."
    - **Examples:**
        - **Crime:** Addiction fuels theft, robbery, and violence as addicts seek money for drugs.
        - **Economy:** A burden on the healthcare system and a loss of productive citizens.
- **Body** Paragraph 4: The Solutions to **Drug Addiction**
    - **Topic Sentence:** "However, this problem is not impossible to solve if we take a multi-pronged approach."
    - **Examples:**
        - **Education:** Strong anti-drug campaigns in schools and the media.
        - **Rehabilitation:** Providing affordable and effective treatment centers.
        - **Parental/Community Support:** Families and communities must stop shaming addicts and start supporting their recovery.

- **Conclusion:**
    - **Summary:** "In conclusion, drug addiction is a complex social disease driven by peer pressure and personal pain, leading to tragic effects for both the individual and society."
    - **Final Thought:** "It is the shared responsibility of the government, communities, and families to fight this epidemic through education and compassion."

D. EVALUATION (COMPOSITION)

1. What is the main purpose of an expository essay?
2. What is a "thesis statement"?
3. What is the difference between an "effect on the individual" and an "effect on society"?
4. Why is "peer pressure" a *cause* of drug addiction?
5. What is a good concluding sentence for this essay?

E. ASSIGNMENT (COMPOSITION)

1. Write a full, five-paragraph expository essay (at least 200 words) on the topic: **"Drug Addiction."**
2. Follow the structure (Introduction, 3-4 Body Paragraphs, Conclusion) planned in this lesson.
3. Your essay must have a clear **thesis statement** in the introduction.
4. Underline the **topic sentence** in one of your body paragraphs.
5. Write an introductory paragraph for a *different* expository essay on "The Importance of Regular Exercise."

5. LITERATURE IN ENGLISH

Topic: Poetry – Language in Poetry; Construct Sentences with Irony and Hyperbole

A. Introduction

Poetry uses language in a much more compressed and powerful way than prose. Poets use **figurative language** (or poetic devices) to create vivid pictures and deep meanings in the mind of the reader. This lesson focuses on two powerful devices: Hyperbole (exaggeration) and Irony (contradiction).

B. Hyperbole (Hi-PER-bo-lee)

- **Definition: Hyperbole** is a deliberate, extreme exaggeration used for emphasis or to make a point. It is not meant to be taken literally.
- **Purpose:** To be funny, to show strong emotion, or to emphasize a quality.
- **Examples in Everyday Speech:**
    - "I'm so hungry I could eat a horse." (Meaning: I am extremely hungry.)
    - "My school bag weighs a ton." (Meaning: It is very heavy.)
    - "I've told you a million times not to do that." (Meaning: I have told you many times.)
- **Constructing Sentences with Hyperbole:**
    - *To describe being tired:* "I'm so tired, I could sleep for a year."
    - *To describe being fast:* "She ran faster than the speed of light."
    - *To describe sadness:* "He cried a river of tears."

C. Irony

- **Definition: Irony** is a figure of speech where there is a strong contrast between what is said and what is actually meant, or between what is expected to happen and what *does* happen.
- There are three main types:

1. **Verbal Irony (Sarcasm):**

- Saying the *opposite* of what you mean. The tone of voice is often the biggest clue.
- *Example:* Walking out into a heavy rainstorm and saying, "What lovely weather we're having."
- *Example:* Looking at a very messy room and saying, "Wow, you are so clean."

2. **Situational Irony:**
    - When the *opposite* of what is expected to happen, happens. The outcome is a surprise that is often a cruel twist of fate.
    - *Example:* "A fire station burns down." (You expect it to be the safest place from fire.)
    - *Example:* "A police officer gets arrested for theft." (You expect them to prevent, not commit, crime.)
    - *Example:* "The man who invented the 'Stop' sign was killed in a car accident."
3. **Dramatic Irony:** (Mostly in plays/stories)
    - When the *audience* knows a secret or a truth that one or more of the *characters* on stage do not know.

D. EVALUATION (LITERATURE)

1. Define "Hyperbole."
2. Define "Verbal Irony."
3. What figure of speech is this: "This test is so easy, a baby could pass it"?
4. What figure of speech is this: "Thank you for shouting at me, you are such a good friend"?
5. What *type* of irony is this: "The shoemaker's children had no shoes"?

E. ASSIGNMENT (LITERATURE)

1. Write two original sentences that use **Hyperbole**.
2. Write two original sentences that use **Verbal Irony (Sarcasm)**.
3. Write one clear example of **Situational Irony**.
4. Identify the figure of speech in each sentence (Hyperbole or Irony):
    - (a) My new shoes are killing me.
    - (b) The food was so hot my mouth was on fire.

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- (c) I love it when you break my phone. It's my favourite thing.

5. Write a short, four-line poem (a quatrain) about any topic, using one clear example of hyper

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WEEK 10

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Aurally and orally differentiate between the short, lax vowel /ʊ/ and the long, tense vowel /u:/.
2. **Grammar:** Define, identify, and correctly use demonstrative pronouns (this, that, these, those) in both pronoun and adjective functions.
3. **Reading & Comprehension:** Define "summary" and apply the skill of summarizing to accurately reduce paragraphs to their main ideas.
4. **Composition:** Define the structure of a formal debate and write compelling arguments for the motion, "Teachers are Better than Farmers in Society."
5. **Literature:** Recall the key plot points of the recommended prose text and write a concise, accurate summary of the novel.

1. SPEECH WORK

Topic: Contrast Vowels /ʊ/ and /u:/

A. Introduction

This lesson focuses on two vowel sounds that are both made at the back of the mouth with rounded lips. The main difference is their **length** and **tongue tension**.

- **/ʊ/** (Short, Lax Vowel): This is the short "oo" sound, as in p**u**ll, b**oo**k, and s**u**gar. It is a **lax** sound, meaning your muscles are relaxed.
- **/u:/ (Long, Tense Vowel):** This is the long "oo" sound, as in p**oo**l, f**oo**d, and s**ue**. It is a **tense** sound, meaning your muscles are tighter.

B. Articulatory Description (How to Make the Sounds)

1. To make the /ʊ/ sound (as in *pull*):

- **Tongue:** The back of your tongue is high and relaxed.
- **Lips:** Your lips are **loosely rounded**.
- **Sound:** It is a **short**, quick sound.
- *Common Spellings:* oo (b**oo**k, l**oo**k, f**oo**t), u (p**u**ll, p**u**sh, b**u**sh), ou (c**ou**ld, w**ou**ld, sh**ou**ld), o (w**o**man).
- *Scheme Examples:* p**u**ll, b**u**sh, s**u**gar.

2. To make the **/u:/ sound (as in *pool*):**

- **Tongue:** The back of your tongue is high and **tense**.
- **Lips:** Your lips are **tightly rounded** and pushed forward.
- **Sound:** It is a **long**, drawn-out sound: "oooooo."
- *Common Spellings:* oo (f**oo**d, p**oo**l, m**oo**n), u_e (J**u**ne, fl**u**te), ew (fl**ew**, n**ew**), ue (bl**ue**, s**ue**), ui (fr**ui**t, s**ui**t), ou (gr**ou**p, s**ou**p, y**ou**).
- *Scheme Examples:* p**oo**l, s**ue**, f**oo**d.

C. Minimal Pairs (Practice)

Listen to the clear difference between the short /ʊ/ and the long /u:/.

/ʊ/ (short)	/u:/ (long)
p**u**ll	p**oo**l
f**u**ll	f**oo**l
l**oo**k	L**u**ke (a name)
w**oo**d	w**oo**ed
sh**ou**ld	sh**oo**ed
c**ou**ld	c**oo**ed

D. Pronunciation Drill (Sentences)

1. The f**oo**l /u:/ p**u**lled /ʊ/ his f**oo**t /ʊ/ from the p**oo**l /u:/.
2. L**oo**k /ʊ/ at the bl**ue** /u:/ m**oo**n /u:/.

3. Y**ou** /u:/ sh**ou**ld /ʊ/ p**u**t /ʊ/ the f**oo**d /u:/ in the b**oo**k /ʊ/ bag. (A silly sentence for sound practice!)
4. The w**o**man /ʊ/ c**ou**ld /ʊ/ not eat the s**ou**p /u:/.

E. EVALUATION (SPEECH WORK)

1. What is the main difference in length and lip rounding between /ʊ/ and /u:/?
2. Which sound, /ʊ/ or /u:/, is in the word "group"?
3. Which sound, /ʊ/ or /u:/, is in the word "foot"?
4. Which sound, /ʊ/ or /u:/, is in the word "push"?
5. Pronounce these pairs clearly: (a) full / fool, (b) pull / pool.

F. ASSIGNMENT (SPEECH WORK)

1. Write down five words that contain the /ʊ/ sound.
2. Write down five words that contain the /u:/ sound.
3. Write two original sentences, each using at least one /ʊ/ word and one /u:/ word.
4. Find two more minimal pairs for /ʊ/ and /u:/ (other than the ones in the lesson).
5. From the words below, group them into two columns based on their sound (/ʊ/ or /u:/): *fruit, good, June, soup, pull, would, blue, look, who, woman*.

2. GRAMMAR

Topic: Demonstrative Pronouns

A. Introduction

Demonstrative Pronouns are words that *point to* specific people or things. They "demonstrate" which noun you are talking about. They answer the question: **Which one(s)?**

The four demonstrative pronouns are: **this**, **that**, **these**, and **those**.

B. The Rules of Usage (Number & Proximity)

Demonstratives are used based on two simple rules:

1. **Number:** Is the noun singular (one) or plural (more than one)?
2. **Proximity (Distance):** Is the noun near (here) or far (there)?

We can see this in a simple chart:

	NEAR (Here)	**FAR (There)**
Singular (one)	**this**	**that**
Plural (many)	**these**	**those**

- *Example 1:* (Pointing to a book in your hand) "**This** is my book."
- *Example 2:* (Pointing to a book across the room) "**That** is my book."
- *Example 3:* (Pointing to shoes on your feet) "**These** are my shoes."
- *Example 4:* (Pointing to shoes across the room) "**Those** are my shoes."

C. Two Functions of Demonstratives

Demonstratives can be used in two different ways: as pronouns or as adjectives (determiners).

Function 1: As Pronouns (They replace the noun) When used as a pronoun, the word stands *alone*.

- "**This** is my pen." (This = the pen)
- "**That** was a great movie." (That = the movie)
- "**These** are the correct answers." (These = the answers)
- "I will buy **those**." (Those = the items)

Function 2: As Adjectives (Determiners) (They modify the noun) When used as an adjective, the word comes *before* the noun.

- "**This pen** is mine."
- "**That movie** was great."
- "**These answers** are correct."
- "I will buy **those shoes**."

D. EVALUATION (GRAMMAR)

1. What are the four demonstrative pronouns?
2. Which two demonstratives are used for *plural* nouns?
3. Which two demonstratives are used for things that are *far* away?
4. In this sentence, is "this" a pronoun or an adjective: "**This** is my bag"?
5. In this sentence, is "this" a pronoun or an adjective: "**This bag** is mine"?

E. ASSIGNMENT (GRAMMAR)

1. Fill in the blanks with the correct demonstrative (this, that, these, those):
    - (a) Look at _____ birds flying way up there.
    - (b) Please take _____ books off my desk right here.
    - (c) _____ is my house, across the street.
    - (d) _____ pen in my hand is new.
2. Write one sentence using "**these**" as a pronoun.
3. Write one sentence using "**that**" as an adjective (determiner).
4. Correct the error in this sentence: "I do not like those kind of people." (Hint: "Kind" is singular, but "those" is plural).

5. Write a short dialogue (4-6 lines) between a market seller and a customer using all four demonstratives.

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3. READING & LISTENING COMPREHENSION

Topic: Reading to Summarize Paragraphs

A. Introduction

A **summary** is a brief statement that covers the **main points** of a text. It is a "short version" of the original. Summarizing is a skill that combines:

- **Skimming** (to find the main idea).
- **Identifying the Topic Sentence** (to know the paragraph's focus).
- **Rewriting** in your own words.

A good summary is **short**, **clear**, **accurate**, and **in your own words**.

B. How to Summarize a Paragraph (Step-by-Step)

1. **Read:** Read the entire paragraph carefully to understand its full meaning.
2. **Identify:** Find the **topic sentence** (the main idea, usually the first or last sentence).
3. **Select:** Identify the 1-3 most important **supporting details** that explain the topic sentence.
4. **Omit:** Leave out (omit) minor details, examples, repetitions, and descriptive language.
5. **Rewrite:** Combine the main idea and key supporting details into one or two new sentences, using your **own words**.

C. Practice Passage

Original Paragraph:

"The problem of waste in our major cities is becoming a chronic emergency. As urban populations continue to grow, the volume of refuse generated daily is staggering. In many cities, plastic bags, water sachets, and disposable bottles clog the drainage systems, leading to severe flooding during the rainy season. This is not just an environmental issue; it is a serious public health crisis. When gutters are blocked, they become stagnant pools of water, which are perfect breeding grounds for mosquitoes, directly contributing to high rates of malaria."

Summarizing Process:

1. **Read:** (Done)
2. **Topic Sentence:** "The problem of waste in our major cities is becoming a chronic emergency."
3. **Key Details:**
    - Waste (plastics) clogs drains.
    - Clogged drains cause flooding.
    - Clogged drains become breeding grounds for mosquitoes, spreading malaria.
4. **Omit:** "staggering," "water sachets," "rainy season," "stagnant pools."
5. **Rewrite (Summary):**

    "Urban waste is a serious problem in cities, as it blocks drains, which causes both flooding and the spread of diseases like **malaria."**

This summary is one sentence, in our own words, and covers all the main points.

D. EVALUATION (READING & COMPREHENSION)

1. What is a "summary"?
2. What is the first step you should take when summarizing a paragraph?
3. What kinds of information should you *omit* from a summary? (List two).
4. Why is it important to use "your own words"?
5. Read this paragraph and pick the best summary:

    "To be a good student, one must be disciplined. This means managing your time well, creating a study timetable, and sticking to it. It also involves listening in class, taking good notes, and always doing your homework, even when you don't feel like it."

    (a) A good student must be disciplined by managing time, taking notes, and doing homework. (b) A good student takes good notes in class and always does their homework. (c) A good student creates a study timetable and listens to the teacher.

(Answer: a)

E. ASSIGNMENT (READING & COMPREHENSION)

1. What is the main difference between a summary and a paraphrase? (Hint: A paraphrase is usually the same length as the original).
2. Go to your Basic Science or Social Studies textbook.
3. Find one paragraph (at least 5 lines long).
4. Write down the topic sentence of that paragraph.
5. Write a one or two-sentence summary of that paragraph in your *own words*.

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4. COMPOSITION

Topic: Argumentative Essay – "Teachers are Better than Farmers in Society"

A. Introduction

An **argumentative essay** (or debate) is a formal piece of writing that takes a clear **position** on a controversial topic and defends that position with logical points, evidence, and examples.

- **The Motion (Topic):** "Teachers are Better than Farmers in Society"
    - "Better" here means "more important" or "more valuable."
- **Proposition:** This side agrees with the motion. (Teachers *are* better than farmers).
- **Opposition:** This side disagrees with the motion. (Farmers *are* better, or they are equally important).

B. Structure of an Argumentative Essay (Debate)

1. **Introduction:**
    - Greet your audience (for a speech) or state the topic (for an essay).
    - Define the key terms ("Teachers" = educators of the mind; "Farmers" = producers of food).
    - State your position (Thesis): "I am here to argue for/against the motion..."
2. **Body Paragraphs (The Points):**
    - Use a logical model (like A.E.E.C. from Term 1) for each point.
    - **A**ssertion: State your main point.
    - **E**xplanation: Explain *why* your point is true.
    - **E**xample: Give a real-life example.
    - **C**onclusion: Link it back to the motion.
3. **Conclusion:**
    - Summarize your main points.
    - Restate your position strongly.

C. Brainstorming Arguments

Proposition (FOR: Teachers are better)	Opposition (AGAINST: Farmers are better)
Point 1 (Foundation): Teachers are the *foundation* of all other professions. They *create* the farmer. A farmer cannot be a *good* farmer without the education (science, maths) a teacher provides.	**Point 1 (Foundation):** Farmers are the *foundation* of life itself. Without food from the farmer, the teacher (and everyone else) would starve and die. You can't teach a dead student.
Point 2 (Impact): A farmer feeds the body, which is a temporary need. A teacher feeds the *mind* and *builds character*, which is a permanent impact that builds society.	**Point 2 (Impact):** The farmer's impact is *immediate* and *daily*. Society can survive a week without a lesson, but it cannot survive a week without food. Survival is the first priority.
Point 3 (Progress): Farmers provide "what is," but teachers provide "what *can be*." Teachers are responsible for all progress, innovation, science, and technology that moves society forward.	**Point 3 (Economy):** Farmers are the *backbone* of the nation's economy. Agriculture provides raw materials for industry and export, funding the very schools where teachers work.

D. EVALUATION (COMPOSITION)

1. What is the main purpose of an argumentative essay?
2. What is the "motion"?
3. What is the role of the "Proposition" side?
4. What is the role of the "Opposition" side?
5. State one strong point for the Proposition (that teachers are better).
6. State one strong point for the Opposition (that farmers are better).

E. ASSIGNMENT (COMPOSITION)

1. Choose **one side** of the debate (Proposition or Opposition).
2. Write a full, formal argumentative essay (at least 200 words) on the topic.

3. Your essay must have a clear **Introduction**, at least **two** strong body paragraphs (using logical reasoning and examples), and a **Conclusion**.
4. What is the *strongest* argument for the side you *did not* choose?
5. What is a good, catchy title for your essay?

5. LITERATURE IN ENGLISH

Topic: Summarizing the Recommended Prose Text

A. Introduction

A **plot summary** of a novel is a concise, objective overview of the main events of the story. It is *not* a review, an analysis, or your opinion. It is a factual retelling of the story, from beginning to end, in a much shorter form.

A good summary answers: "What was this book about?"

B. How to Write a Plot Summary of a Novel

A good summary must include these five elements (often in this order):

1. **Exposition (The Beginning):** Who is the **protagonist** (main character)? Where and when is the **setting**? What is the *normal* life?
2. **Inciting Incident (The Conflict Begins):** What is the **main problem** that starts the story? What happens to disrupt the protagonist's normal life?
3. **Rising** Action **(The Struggle):** What are the 1-3 *major* events that happen as the protagonist tries to solve the conflict? (Omit all minor characters and subplots).
4. **Climax (The Turning Point):** What is the *highest point* of tension? Where does the protagonist face the antagonist or the main problem head-on?
5. **Resolution (The End):** How does the story end? How is the conflict resolved? What is the *new normal* for the protagonist?

A simple model for this is: **Somebody... Wanted... But... So... Then...**

- **Somebody:** (The protagonist)
- **Wanted:** (Their goal or motivation)
- **But:** (The main conflict/antagonist)
- **So:** (The climax/turning point)
- **Then:** (The resolution/ending)

C. Application (Teacher-led)

(The teacher will apply this "Somebody... Wanted... But... So... Then..." model to the class-recommended JSS3 prose text. Below is a general *example using "The Tortoise and the Hare.")*

- **Example Summary:**

  "A fast and arrogant **Hare** (Somebody) **wanted** to prove he was the best runner (Wanted), so he challenged a slow and steady **Tortoise** to a race (But). The Hare was so far ahead that he decided to take a nap (So). He overslept, and the Tortoise, who never stopped walking, crossed the finish line first and won the race (Then)."

D. EVALUATION (LITERATURE)

1. What is a "plot summary"?
2. What is the difference between a summary and a review?
3. What are the five key parts of a plot that a summary should include?
4. What things should be *omitted* from a plot summary?
5. What is the "inciting incident" of a story?

E. ASSIGNMENT (LITERATURE)

1. Write a one-paragraph summary (5-8 sentences) of your **recommended prose text**.
2. Your summary *must* include:
   - The protagonist's name and the setting.
   - The main conflict (problem).
   - The climax (turning point).
   - The resolution (how it ended).
3. Use the "Somebody... Wanted... But... So... Then..." model to *plan* your summary first.
4. Write a short summary (3-4 sentences) of a popular folktale you know well (like

WEEK 11

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Accurately identify and pronounce the schwa sound /ə/ in various word positions.
2. **Grammar:** Clearly differentiate between the function of a demonstrative pronoun and a demonstrative adjective.
3. **Reading & Comprehension:** Apply critical evaluation skills (fact vs. opinion, author's bias) to a given passage.
4. **Composition:** Plan and write a structured expository essay on the causes and effects of "Population Explosion."
5. **Literature:** Conduct a thorough revision of the recommended drama text by answering analytical questions about its plot, characters, and themes.

1. SPEECH WORK

Topic: The Schwa /ə/ (Revision)

A. Introduction

This lesson is a revision of the most important and most common vowel sound in the English language: the **schwa**. It is a short, "lazy," **unstressed** vowel sound. It is the sound you hear at the beginning of "about," the middle of "pencil," and the end of "pastor."

- **/ə/:** The sound in **a**bout, past**or**, **a**gain, **a**bove, teach**er**.

Its symbol /ə/ looks like an upside-down 'e'.

B. Articulatory Description (How to Make the Sound)

The schwa is the "neutral" vowel.

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- **Tongue:** Your tongue is completely relaxed in the **center** of your mouth.
- **Lips:** Your lips are relaxed and unrounded (in a neutral shape).
- **Jaw:** Your jaw is relaxed and only slightly open.

The schwa is **always** found in an **unstressed** syllable. This is its most important rule.

C. The Schwa's "Disguises" (Spelling Patterns)

The most difficult part of the schwa is that it can be represented by *any* vowel letter (a, e, i, o, u) or even vowel combinations. You must listen for the *sound*, not the *spelling*.

1. **'a' as /ə/:**
    - **a**bout, **a**gain, **a**bove, **a**go, sal**a**d, banan**a**
2. **'e' as /ə/:**
    - prob**l**em, tel**e**phone, moth**er**, fath**er**, list**e**n
3. **'i' as /ə/:**
    - penc**i**l, cous**i**n, fam**i**ly, Apr**i**l
4. **'o' as /ə/:**
    - c**o**mputer, c**o**ndition, lem**o**n, less**o**n, c**o**rrect
5. **'u' as /ə/:**
    - s**u**pport, s**u**ccess, alb**u**m, foc**u**s
6. **'or' / 'ar' / 'er' as /ə/ (at the end of words):**
    - doct**or**, past**or**, sail**or**, begg**ar**, teach**er**

D. Pronunciation Drill (Sentences)

Listen for the /ə/ sound in the bold syllables.

1. **A** /ə/ farm**er** /ə/ told **a** /ə/ story **a**bout /ə/ **a** /ə/ banan**a** /ə/.
2. My moth**er** /ə/ and fath**er** /ə/ bought **a** /ə/ com**for**t**a**ble /ə/ /ə/ /ə/ sof**a** /ə/.
3. The doct**or** /ə/ was giv**e**n /ə/ **a** /ə/ penc**i**l by the sail**or** /ə/.
4. Pleas**e** /ə/ **a**gain, /ə/ what is the c**o**rrect /ə/ answ**er** /ə/?

E. EVALUATION (SPEECH WORK)

1. What is the schwa sound?
2. Is the schwa sound found in a stressed or an unstressed syllable?
3. Identify the letter(s) that make the /ə/ sound in the word "pastor".
4. Identify the letter(s) that make the /ə/ sound in the word "pencil".
5. Which of these words contains a schwa sound? (a) Man (b) Sit (c) Father (d) Hot

F. ASSIGNMENT (SPEECH WORK)

1. Write down five words where the letter 'a' makes the /ə/ sound.
2. Write down five words where the letter 'e' makes the /ə/ sound.
3. Write down five words where the letter 'o' makes the /ə/ sound.
4. Write one original sentence that contains at least three (3) schwa sounds. Underline the letters making the sound.
5. From the words below, group them by the letter that makes the schwa sound: *teacher, ago, support, condition, family, above, listen, focus*.

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2. GRAMMAR

Topic: Differentiating Demonstrative Pronouns and Demonstrative Adjectives

A. Introduction

This lesson revises the four **demonstrative** words: **this**, **that**, **these**, and **those**. These words are used to "point out" or "demonstrate" specific nouns. They can function as either **pronouns** or **adjectives** (determiners), and it is crucial to know the difference.

B. Review: The Four Demonstratives

1. **Proximity (Distance):**
    - **Near:** this, these
    - **Far:** that, those
2. **Number (Quantity):**
    - **Singular:** this, that
    - **Plural:** these, those

	NEAR (Here)	FAR (There)
Singular (one)	**this**	**that**
Plural (many)	**these**	**those**

C. The Core Difference: Function

The word's function depends entirely on its **job in the sentence**.

Function 1: Demonstrative Pronoun

- **Job:** It **replaces** a noun. It stands **alone** as the subject or object.
- **Formula:** Demonstrative + Verb (e.g., *This is...*) OR Verb + Demonstrative (e.g., *I want that.*)
- **Examples:**
    - "**This** is my book." (Here, "This" *is* the subject. It replaces "This thing.")

- "**That** smells wonderful." (Here, "That" *is* the subject.)
- "I will buy **these**." (Here, "these" *is* the object.)
- "**Those** are your friends." (Here, "Those" *is* the subject.)

Function 2: Demonstrative Adjective (or Determiner)

- **Job:** It **modifies** a noun. It comes **before** a noun to describe "which one."
- **Formula:** Demonstrative + Noun
- **Examples:**
  - "**This book** is mine." (Here, "This" *modifies* the noun "book.")
  - "**That smell** is wonderful." (Here, "That" *modifies* the noun "smell.")
  - "I will buy **these shoes**." (Here, "these" *modifies* the noun "shoes.")
  - "**Those friends** are yours." (Here, "Those" *modifies* the noun "friends.")

D. Side-by-Side Comparison

As a Pronoun (Stands alone)	As an Adjective (Comes before a noun)
This is my pen.	**This pen** is mine.
That is your house.	**That house** is yours.
These are new.	**These shoes** are new.
Those are rotten.	**Those mangoes** are rotten.

E. EVALUATION (GRAMMAR)

1. What are the four demonstrative words?
2. What is the function of a pronoun? (It *replaces* a noun).
3. What is the function of an adjective? (It *modifies* a noun).
4. In this sentence, what is the function of "that": "**That** is my house"?
5. In this sentence, what is the function of "that": "**That house** is mine"?

F. ASSIGNMENT (GRAMMAR)

1. Write one sentence using "**this**" as a demonstrative **pronoun**.
2. Write one sentence using "**this**" as a demonstrative **adjective**.

3. Write one sentence using "**those**" as a demonstrative **pronoun**.
4. Write one sentence using "**those**" as a demonstrative **adjective**.
5. Correct the error in this common sentence: "I do not like those kind of people." (Hint: "Kind" is singular, so it should be "that kind of people").

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3. READING & LISTENING COMPREHENSION

Topic: Reading Comprehension Practice (Critical Evaluation)

A. Introduction

This lesson is a practice in **Critical Evaluation**, which we first studied in Week 1. This means you must read a passage and *judge* it. You are not just finding facts; you are identifying the author's **opinions**, **purpose**, **tone**, and **bias**.

- **Fact:** A statement that can be proven true or false. (e.g., "The Earth revolves around the Sun.")
- **Opinion:** A belief or judgment that cannot be proven. (e.g., "The Sun is beautiful.")
- **Purpose:** The author's reason for writing (To **inform**, to **persuade**, to **entertain**).
- **Tone/Bias:** The author's emotion or attitude (e.g., *critical, supportive, objective, angry, sarcastic*).

B. Practice Passage

Read the passage below carefully.

Social media is, without a doubt, the single greatest threat to the modern generation. It is a toxic wasteland of comparison, bullying, and misinformation. Young people, who should be reading books or playing sports, are instead glued to tiny screens, chasing "likes" as a pathetic substitute for real self-worth. These platforms are not "connecting" us; they are isolating us in digital prisons. While some claim it has benefits, such as spreading information, these are a drop in the ocean compared to the tsunami of mental health crises it has caused. We must regulate these dangerous platforms immediately before an entire generation is lost.

C. Comprehension Questions

1. **Author's Purpose:** What is the author's main purpose for writing this passage? A. To inform readers about the history of social media. B. To persuade readers that social media

is dangerous and must be controlled. C. To entertain readers with stories about social media.

2. **Author's Tone/Bias:** Which words best describe the author's tone? A. Calm, objective, and neutral B. Happy and enthusiastic C. Angry, critical, and urgent D. Confused and uncertain
3. **Fact vs. Opinion:** Which of the following is an **Opinion** from the passage? A. Young people are "glued to tiny screens." B. Social media is a "toxic wasteland." C. Some people claim social media has benefits. D. Social media platforms exist.
4. **Vocabulary-in-Context:** When the author calls "likes" a "**pathetic substitute** for real self-worth," he means that likes are... A. a good way to feel happy. B. a useful and important tool. C. a sad and useless replacement. D. a funny and interesting game.
5. **Deduction:** What does the author imply about "reading books" and "playing sports"? A. That they are old-fashioned and boring. B. That they are less important than being online. C. That they are healthy, real activities that young people *should* be doing. D. That they also cause mental health crises.

D. EVALUATION (READING & COMPREHENSION)

(Answers to the questions in section C)

1. (B) To persuade readers that social media is dangerous and must be controlled.
2. (C) Angry, critical, and urgent (proven by words like "threat," "toxic wasteland," "pathetic," "tsunami of crises").
3. (B) Social media is a "toxic wasteland." (This is a judgment, not a provable fact).
4. (C) a sad and useless replacement.
5. (C) That they are healthy, real activities that young people *should* be doing.

E. ASSIGNMENT (READING & COMPREHENSION)

1. In your own words, what is the difference between a "fact" and an "opinion"?
2. Do you think the author of the passage is biased? Why or why not? (Use one word from the text to support your answer).
3. Write one sentence from the passage that is an **Opinion**.

4. Write one sentence from the passage that is a **Fact** (or is presented as one).
5. Find an opinion article in a newspaper or online (an editorial). Write one sentence that describes the author's **tone** (e.g., "The author is *angry* about...").

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4. COMPOSITION

Topic: Expository Writing – "Population Explosion"

A. Introduction

An **Expository Essay** is a formal piece of writing that **explains**, **informs**, and **describes** a topic. It is not a story (narrative) or an argument (debate), but a factual analysis. The goal is to make a complex topic easy for the reader to understand.

Topic: "Population Explosion" (the rapid, sudden, and massive increase in the human population).

B. Key Features of an Expository Essay

1. **Clear Thesis Statement:** A sentence in the introduction that states the main idea of the entire essay.
2. **Logical Structure:** Organized into paragraphs, each with a clear topic sentence.
3. **Factual Evidence:** Uses facts, examples, and logical reasoning (not personal, emotional opinions).
4. **Formal Tone:** No slang. The language is serious and academic.
5. **Clear Transitions:** Uses words like *First, Furthermore, However, In conclusion*.

C. Planning the Essay: "Population Explosion"

- **Title:** Population Explosion: Causes and Consequences
- **Introduction:**
    - **Hook:** Start with a powerful general statement. (e.g., "The human population on Earth is growing at an alarming rate, faster than at any other time in history.")
    - **Definition:** Define "population explosion." (e.g., "This rapid and dramatic increase in the number of people is known as population explosion.")
    - **Thesis Statement:** State the main points your essay will cover. (e.g., "This dangerous trend is caused by several key factors and has devastating effects on our planet, economy, and society.")

- **Body Paragraph 1: The Causes**
    - **Topic Sentence:** "There are two main causes of this rapid population growth."
    - **Point 1 (Decreased Death Rate):** Explain that advances in modern medicine, better sanitation, and increased food production mean people are living longer (lower infant mortality, higher life expectancy).
    - **Point 2 (High Birth Rate):** Explain that in many cultures, there is a preference for large families, or a lack of access to education and family planning.
- **Body Paragraph 2: The Effects on Environment & Society**
    - **Topic Sentence:** "The most immediate consequence of this explosion is the immense strain on our environment and social services."
    - **Point 1 (Resources):** More people demand more resources, leading to deforestation (cutting down trees for housing), water shortages, and pollution.
    - **Point 2 (Services):** There is too much pressure on hospitals, schools, and housing, leading to overcrowded classrooms and slums.
- **Body Paragraph 3: The Effects on the Economy**
    - **Topic Sentence:** "Furthermore, a nation's economy is often the greatest victim of population explosion."
    - **Point 1 (Unemployment):** There are more people than available jobs, leading to massive youth unemployment.
    - **Point 2 (Poverty):** This high unemployment leads to increased poverty and a rise in crime rates as people become desperate.
- **Conclusion:**
    - **Summary:** "In conclusion, population explosion is a serious global crisis caused by falling death rates and high birth rates."
    - **Final Thought:** "It leads to environmental damage, a strain on services, and widespread poverty. Therefore, it is essential for governments to promote sustainable education and family planning to secure a stable future for humanity."

D. EVALUATION (COMPOSITION)

1. What is the main purpose of an expository essay?
2. What does "population explosion" mean?

3. List two **causes** of population explosion mentioned in the plan.
4. List two **effects** (consequences) of population explosion mentioned in the plan.
5. What is a "thesis statement," and where is it usually found?

E. ASSIGNMENT (COMPOSITION)

1. Write a full, five-paragraph expository essay (at least 200 words) on the topic: **"Population Explosion."**
2. Follow the structure (Introduction, 3 Body Paragraphs, Conclusion) planned in this lesson.
3. Your essay must have a clear **thesis statement** in the introduction.
4. Underline the **topic sentence** in one of your body paragraphs.
5. Write an introductory paragraph for a *different* expository essay on "The Advantages of Living in a City."

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5. LITERATURE IN ENGLISH

Topic: Drama – Revision of Text with Relevant Questions

A. Introduction

This lesson is a comprehensive revision of your recommended drama text. Unlike prose (a novel), which is told by a narrator, a **drama** (or play) is a story told entirely through the **dialogue** and **actions** of its characters. It is meant to be performed on a stage.

B. Key Dramatic Elements to Review

- **Plot:** The sequence of events, driven by a central **Conflict**.
- **Characterization:** The personality of a character, revealed **indirectly** through:
    - **Dialogue:** What they say and *how* they say it.
    - **Action:** What they do (or fail to do).
    - **Reaction:** What other characters say about them or how others react to them.
- **Protagonist:** The main character, who the audience follows.
- **Antagonist:** The character or force that opposes the protagonist.
- **Setting:** The time and place, revealed by **Stage Directions** (the notes in italics).
- **Theme:** The main message or lesson of the play.
- **Props:** Objects that the actors use on stage (e.g., a letter, a weapon, a cup).
- **Costume:** The clothes the characters wear, which reveal their status, wealth, or personality.

C. Analytical Questions for Your Recommended Text

(The teacher will lead a discussion using these questions, which must be applied to the specific play your class has read. You must provide specific examples from the text to support your answers.)

1. **Plot & Conflict:** What is the central **conflict** (the main problem) in this play? Is it a fight between two people (Character vs. Character), a fight against rules (Character vs. Society), or a fight in the character's mind (Character vs. Self)?

2. **Character (Protagonist):** Who is the protagonist? What is their main *goal* or *desire*? What is their greatest *weakness*?
3. **Character (Antagonist):** Who or what is the antagonist? How does this person or force try to *stop* the protagonist from achieving their goal?
4. **Indirect Characterization:** How do we know what the protagonist is *really* like? Give one example of their **dialogue** or **action** that reveals their true personality.
5. **Visuals (Props/Costumes):** What is the most important **prop** in the play? Why? (e.g., "The 'X' was important because it proved..."). How did the **costumes** help you understand the difference between the rich and poor characters?
6. **Setting & Atmosphere:** Where and when does the play take place? How does this **setting** make the main conflict worse?
7. **Theme:** What is the main **theme** (message) of the play? What is the author trying to teach the audience about life? (State this in a full sentence, e.g., "The play teaches that greed leads to destruction.")

D. EVALUATION (LITERATURE)

1. How is a drama's story told differently from a novel's?
2. What are "stage directions"?
3. What is the difference between a "prop" and a "costume"?
4. Define "indirect characterization."
5. What is the "climax" of a play?

E. ASSIGNMENT (LITERATURE)

Answer these questions in full sentences, based on your recommended JSS3 drama text.

1. Who is the **protagonist**, and who is the main **antagonist**?
2. What is the central **conflict** of the play, and how is it *resolved* at the end?
3. Describe the main **setting** of the play. How does this setting affect the characters' actions?
4. What is one major **theme** (message) of the play?
5. Describe one **prop** or **costume** and explain *why* it is important for understanding a character or the plot.

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THIRD TERM

WEEK 1

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Identify and correct pronunciation errors from the previous term's examination, particularly with confusing vowel and consonant pairs.
2. **Grammar:** Identify and correct grammatical errors from the exam, focusing on sentence structure, pronouns, and punctuation.
3. **Reading & Comprehension:** Re-evaluate the exam passage, identify why errors were made, and re-apply skills of critical evaluation, inference, and summary.
4. **Composition:** Analyze the exam essay questions, review the features of argumentative and expository essays, and identify areas for structural and mechanical improvement.
5. **Literature:** Re-examine the exam questions on the recommended texts, correct misunderstandings of plot, character, and theme, and reinforce the use of textual evidence.

1. SPEECH WORK

Topic: Revision of Last Term's Examination (Speech Work Section)

A. Introduction

The purpose of this revision is to identify the most common errors made in the Speech Work section of last term's exam. We will review the correct articulation of sounds that were tested, allowing students to understand and correct their mistakes. This will involve reviewing minimal pairs and phonetic transcription questions.

B. In-Depth Review of Common Error Areas (based on Term 2 topics)

(Teacher will use the specific exam questions as examples)

1. **Consonant Contrast /t/ vs. /θ/ (e.g., *tin* vs. *thin*) (Term 2, Wk 1)**

- **Common Error:** Choosing a word with /t/ (like "tank") when asked for the /θ/ sound (like "thank").
- **Review:** The /t/ sound is a **stop**, made with the tongue-tip *tapping* the alveolar ridge (behind the teeth). The /θ/ sound is a **fricative**, made with the tongue-tip *touching* the back of the top teeth and pushing air out (hissing).
- **Correction Drill:** (Teacher drills students) "Say: *three* /θ/, *tree* /t/. *path* /θ/, *pat* /t/."

2. **Consonant Contrast /ʃ/ vs. /ʒ/ (e.g., *mission* vs. *vision*) (Term 2, Wk 3)**
   - **Common Error:** Confusing these two sounds in transcription or "odd-one-out" questions.
   - **Review:** Both are fricatives with a similar mouth shape. However, /ʃ/ ("sh") is **voiceless** (no vibration in the throat). /ʒ/ ("zh") is **voiced** (vibration in the throat).
   - **Correction Drill:** "Place your hand on your throat. Say 'mission' /ʃ/ - no vibration. Now say 'vision' /ʒ/ - feel the vibration. Practice: *pressure* /ʃ/, *pleasure* /ʒ/."
3. **Nasal Consonants /m/, /n/, /ŋ/ (Term 2, Wk 6)**
   - **Common Error:** Confusing /n/ (alveolar) and /ŋ/ (velar), especially in words spelt with 'n' before 'k' or 'g'.
   - **Review:** /m/ is on the lips. /n/ is with the tongue-tip. /ŋ/ is with the *back* of the tongue.
   - **Correction Drill:** "Say: *sin* /n/. Now say *sing* /ŋ/. Feel the sound move from the front of your mouth to the back. Practice: *bank* /bæŋk/, *anger* /ˈæŋgə(r)/."
4. **Vowel Contrast /u:/ vs. /ʊ/ (e.g., *pool* vs. *pull*) (Term 2, Wk 10)**
   - **Common Error:** Failing to distinguish the long, tense /u:/ from the short, lax /ʊ/.
   - **Review:** /u:/ is a long "oooo" sound (as in *food, blue, sue*). /ʊ/ is a short "uh" sound (as in *book, put, should*).
   - **Correction Drill:** "Say: *fool* /u:/. Now say *full* /ʊ/. Practice: *Luke* /u:/, *look* /ʊ/."

C. EVALUATION (SPEECH WORK)

1. Based on the exam, what was your most common error in Speech Work?
2. Pronounce these three words clearly: *sheep* /ʃ/, *cheap* /tʃ/, *jeep* /dʒ/.
3. Pronounce these two words clearly: *cot* /ɒ/, *caught* /ɔ:/.

4. Does the word "uncle" contain the /n/ or /ŋ/ sound? (Answer: /ŋ/)
5. Does the word "vision" contain the /ʃ/ or /ʒ/ sound? (Answer: /ʒ/)

D. ASSIGNMENT (SPEECH WORK)

1. Find the five (5) questions you failed in the Speech Work section of your exam.
2. For each question, write down the correct answer.
3. Write three minimal pairs for any of the sound contrasts you found difficult (e.g., *pull/pool, sin/sing, path/pat*).
4. Write one sentence that correctly uses two words you previously confused (e.g., "The *teacher* /tʃ/ is *sure* /ʃ/").
5. Practice saying the words you failed five times each to a family member.

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2. GRAMMAR (ENGLISH STRUCTURE)

Topic: Revision of Last Term's Examination (Grammar Section)

A. Introduction

The Grammar (or Structure) section of the exam tested your ability to apply the rules of English. Many errors are made not from lack of knowledge, but from failing to identify the *function* of a word in a sentence.

B. In-Depth Review of Common Error Areas (based on Term 2 topics)

(Teacher will distribute scripts and review specific questions)

1. **Sentence Structures (Simple vs. Compound) (Term 2, Wk 3 & 4)**
    - **Common Error:** Confusing a simple sentence with a compound subject/verb for a compound sentence.
    - **Exam Review:** "Question 10 asked to identify the sentence type for: *'The boy and his father went to the market and bought food.'*
    - **Correction:** This is a **SIMPLE SENTENCE**. A compound sentence must have *two independent clauses* (two full S-V units) joined by a FANBOYS conjunction. This sentence only has *one* clause with a compound subject (The boy and his father) and a compound verb (went and bought)."
    - *Compare:* "The boy went to the market, **but** his father stayed home." (This is a **Compound Sentence**).
2. **Pronoun Usage (Personal, Reflexive, Relative) (Term 2, Wk 8 & 9)**
    - **Common Error:** Using the subjective case (I) after a preposition or as an object.
    - **Exam Review:** "Question 15 asked to fill in the blank: *'The principal gave the books to Tunde and ___ (I/me).'*
    - **Correction:** The answer is **me**. "To" is a preposition, which must be followed by an *objective* pronoun (me, him, her, us, them). The rule is "Tunde" (Object 1) and "me" (Object 2).

- **Exam Review:** "Question 18: *'The student ___ (who/whose/which) pen was stolen reported to the teacher.'*
- **Correction:** The answer is **whose**, as it is the only relative pronoun that shows possession (the pen *belonging to* the student)."

3. **Punctuation (Capital Letters) (Term 2, Wk 6)**
    - **Common Error:** Forgetting to capitalize proper nouns, proper adjectives, or the pronoun "I".
    - **Exam Review:** "Question 20 asked to correct: *'i am proud to be a nigerian studying french.'*
    - **Correction: I** (always capitalized) am proud to be a **N**igerian (proper adjective) studying **F**rench (proper noun/adjective)."

C. EVALUATION (GRAMMAR)

1. Correct this sentence: "Between you and I, this class is noisy."
2. Correct this sentence: "The man which came yesterday is my uncle."
3. Is this sentence simple or compound? "I sang and danced."
4. Is this sentence simple or compound? "I sang, and he danced."
5. What is the function of "this" in the sentence: "This is my book"? (Pronoun or Adjective?)

D. ASSIGNMENT (GRAMMAR)

1. Find three (3) questions you failed in the Grammar section of your exam.
2. Write the full question and the correct answer.
3. For each question, write one or two sentences explaining *why* the answer is correct, referencing the grammatical rule (e.g., "The answer is 'me' because it is the object of the preposition 'to'.").
4. Write one new, original compound sentence.
5. Write one new, original sentence using a relative pronoun ("who," "which," or "whose").

3. READING & LISTENING COMPREHENSION

Topic: Revision of Last Term's Examination (Comprehension Section)

A. Introduction

This revision will focus on *how* to read questions correctly. In comprehension, errors often come from misunderstanding the *type* of question being asked (e.g., answering a "gist" question with a minor detail, or a "critical" question with a simple fact).

B. In-Depth Review of Question Types (based on Term 2 topics)

(Teacher will use the exam passage and questions)

1. **Critical Evaluation (Fact vs. Opinion) (Term 2, Wk 1 & 11)**
    - **Exam Review:** "Question 30 asked for a *statement of opinion* from the passage."
    - **Correction:** A **fact** is a statement that can be proven true or false (e.g., "The company employs 500 people."). An **opinion** is a judgment, belief, or feeling (e.g., "The company is a *terrible* place to work."). The correct answer was (c) because it contained a judgment word ("terrible").
2. **Implied Meanings / Tone (Term 2, Wk 2 & 9)**
    - **Exam Review:** "Question 32 asked for the author's *tone*."
    - **Correction:** Tone is the author's *feeling*. You find it by looking at their word choice (diction). Words like "disaster," "failure," and "tragedy" show a **critical** or **negative** tone. Words like "brilliant," "success," and "hopeful" show a **positive** or **supportive** tone. A passage with only data and neutral words has an **objective** tone.
3. **Summarizing / Main Gist (Term 2, Wk 3 & 10)**
    - **Exam Review:** "Question 35 asked for the *best summary* of the passage."
    - **Correction:** The correct summary is the *only* option that includes the main idea from the *beginning* (the cause) and the main idea from the *end* (the effect/solution). Other options were "distractors" that focused on only one minor detail from the middle of the passage.

C. EVALUATION (READING & COMPREHENSION)

1. What is the main difference between a fact and an opinion?
2. How do you find an author's tone in a written passage? (By their *word choice*).
3. What is the "gist" of a passage?
4. "The governor said the new road cost 5 billion Naira." Is this a fact or an opinion?
5. "The governor is the best leader we have ever had." Is this a fact or an opinion?

D. ASSIGNMENT (READING & COMPREHENSION)

1. Reread the comprehension passage from last term's exam.
2. Find five questions from that section that you failed or found difficult.
3. Write the correct answer for each of those five questions.
4. Choose *one* of those questions and write a short paragraph explaining *why* you got it wrong (e.g., "I misread the question," "I confused 'fact' with 'opinion'," "I chose a minor detail instead of the main idea").
5. Write a new, one-paragraph summary of the exam passage.

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4. COMPOSITION

Topic: Revision of Last Term's Examination (Composition Section)

A. Introduction

The Composition section tests your ability to organize your thoughts into a formal, structured piece of writing. The most common errors are not in ideas, but in **structure, organization,** and **formal language**.

B. In-Depth Review of Exam Essays (based on Term 2 topics)

(Teacher will review the prompts, e.g., "Teachers vs. Farmers" (Argumentative) and "Population Explosion" (Expository))

1. **Expository Essay (e.g., "Population Explosion") (Term 2, Wk 9 & 11)**
    - **Purpose:** To **explain** or **inform**.
    - **Common Errors:**
        - Telling a story (narrative) instead of explaining.
        - Giving opinions (argumentative) instead of facts.
        - No clear structure (e.g., mixing up causes and effects in the same paragraph).
    - **Correction:** An expository essay must be structured logically.
        - *Intro:* Define Population Explosion and state your thesis (e.g., "This essay will explain the causes and effects...").
        - *Body 1:* Discuss the **Causes** (e.g., lower death rate, lack of family planning).
        - *Body 2:* Discuss the **Effects** (e.g., unemployment, lack of resources).
        - *Conclusion:* Summarize the points.
2. **Argumentative Essay (e.g., "Teachers are Better than Farmers") (Term 2, Wk 10)**
    - **Purpose:** To **persuade** the reader to agree with your side.
    - **Common Errors:**
        - "Sitting on the fence" (arguing both sides). You must *pick one*.

        - No logical structure (like A.E.E.C. - Assertion, Explanation, Example, Conclusion).
        - Being rude to the opposition ("Only a fool would believe...").
    - **Correction:** You must state your position clearly and defend it.
        - *Intro:* Greet, define terms, and state your position ("I am here to argue *for* the motion...").
        - *Body 1:* "My first point is..." (Use A.E.E.C.)
        - *Body 2:* "My second point is..." (Use A.E.E.C.)
        - *Conclusion:* "In conclusion, it is clear that..."

C. EVALUATION (COMPOSITION)

1. What is the main purpose of an expository essay?
2. What is the main purpose of an argumentative essay?
3. What is a "thesis statement"?
4. What does the "E" in A.E.E.C. stand for? (Explanation/Example).
5. What is "sitting on the fence" in a debate, and why is it wrong?

D. ASSIGNMENT (COMPOSITION)

1. Look at the mark your teacher gave you for your exam essay.
2. Read your teacher's comments. What was your *biggest* weakness? (e.g., "Spelling," "Paragraphing," "Not enough examples," "Wrong format").
3. Choose the essay question from the exam (Argumentative or Expository).
4. Write a new, one-paragraph **introduction** for that essay, ensuring it has a strong hook and a clear thesis statement.
5. Write one new **body paragraph** for that essay, using the correct structure (T-E-E-L for expository or A.E.E.C. for argumentative).

5. LITERATURE IN ENGLISH

Topic: Revision of Last Term's Examination (Literature Section)

A. Introduction

The Literature section tests your *understanding* and *analysis* of the recommended texts. Simply knowing the story is not enough; you must be able to explain the *how* and *why*—the plot, characters, and themes.

B. In-Depth Review of Common Error Areas (based on Term 2 topics)

(Teacher will review questions on the recommended Prose and Drama texts)

1. **Plot vs. Theme (Term 2, Wk 4, 6, 10, 11)**
    - **Common Error:** Confusing what *happened* (plot) with what it *means* (theme).
    - **Exam Review:** "Question 40 asked for a **theme**.
    - **Correction:** *'The protagonist loses his job'* is a **plot point**. *'The novel teaches that pride leads to a downfall'* is a **theme**. A theme is the universal lesson or message.
2. **Characterization (Term 2, Wk 6)**
    - **Common Error:** Simply describing the character's appearance instead of their *personality*.
    - **Exam Review:** "Question 42 asked to *analyze* the protagonist."
    - **Correction:** A good answer explains *why* the character does what they do.
        - *Weak Answer:* "He is a tall man who wears a hat."
        - *Strong Answer:* "He is a **proud** and **stubborn** man, which we see when he *refuses to take advice* from his wife (Action) and *speaks rudely* to the chief (Dialogue)."
3. **Prose vs. Drama (Term 2, Wk 10 & 11)**
    - **Common Error:** Forgetting that drama is *visual* and relies on dialogue and stage directions.
    - **Exam Review:** "Question 45 asked how we know the King was angry."

- **Correction:** The answer is found in the **stage directions** (The King rises, his voice booming) and his **dialogue** ("Get out of my sight!"). You cannot say "The narrator told us he was angry," because a play has no narrator.

C. EVALUATION (LITERATURE)

1. What is the difference between Plot and Theme?
2. What is the difference between a protagonist and an antagonist?
3. What is a "dynamic character"? (A character who changes).
4. How do we learn about characters in a drama? (Dialogue, Action, Stage Directions).
5. Define "Situational Irony." (When the opposite of what is expected happens).

D. ASSIGNMENT (LITERATURE)

1. Find one theory/essay question from the Literature section of your exam that you scored poorly on.
2. Write the question at the top of a new page.
3. Write a new, detailed, one-paragraph answer to that question.
4. Your new answer must include at least **two specific examples** (quotes, actions, or events) from the text to support your point.
5. Define the following literary terms:
    - (a) Hyperbole
    - (b) Irony
    - (c) Plot
    - (d) Setting
    - (e) Theme

WEEK 2

LEARNING OBJECTIVES

By the end of this week's lessons, students will be able to:

1. **Speech Work:** Define "monophthong" and accurately differentiate between the 12 pure vowel sounds of English.
2. **Grammar:** Recall the definitions, types, and functions of Nouns and Pronouns and use them correctly in sentences.
3. **Reading & Comprehension:** Analyze the different types of comprehension questions (literal, inferential, vocabulary, etc.) and apply strategies to answer them correctly.
4. **Composition:** Clearly distinguish between the purpose and features of Narrative and Descriptive essays.
5. **Literature:** Define and identify the core literary elements of plot, characterization (major/minor), theme, tragic/comic elements, and diction.

1. SPEECH WORK

Topic: Review of Monophthongs (Pure Vowels)

A. Introduction

In English speech, there are 20 vowel sounds. These are divided into **Monophthongs** (12) and **Diphthongs** (8). This lesson revises the 12 monophthongs.

A **Monophthong** (from Greek *mono*, meaning "one," and *phthong*, meaning "sound") is a **pure vowel sound**. The sound has a single, unchanging quality. Your tongue and lips remain in one position while making the sound. This is different from a diphthong, where your tongue "glides" from one position to another (e.g., /aɪ/ in "my").

The 12 monophthongs are divided into **short vowels** and **long vowels**.

B. In-Depth Review: The 12 Monophthongs

1. The Short Vowels (7)

1. **/ɪ/ (Short 'i'):** As in h**i**t, s**i**t, sh**i**p, b**i**n.
    - *Tongue:* High and front. *Lips:* Spread. *Sound:* Quick.
2. **/e/ (Short 'e'):** As in h**ea**d, s**e**t, b**e**d, m**e**n.
    - *Tongue:* Mid-front. *Lips:* Spread. *Sound:* Quick.
3. **/æ/ (Short 'a'):** As in c**a**t, h**a**t, b**a**d, m**a**n.
    - *Tongue:* Low and front. *Lips:* Spread wide. *Sound:* Quick.
4. **/ɒ/ (Short 'o'):** As in h**o**t, p**o**t, g**o**t, n**o**t.
    - *Tongue:* Low and back. *Lips:* Loosely rounded. *Sound:* Quick.
5. **/ʊ/ (Short 'oo'):** As in p**u**t, b**oo**k, c**ou**ld, sh**ou**ld.
    - *Tongue:* High and back. *Lips:* Rounded. *Sound:* Quick.
6. **/ʌ/ (Short 'u'):** As in c**u**t, b**u**s, s**u**n, m**o**ney.
    - *Tongue:* Low and central. *Lips:* Neutral/Unrounded. *Sound:* Quick.
7. **/ə/ (The Schwa):** The weak, unstressed sound. As in **a**bout, teach**er**, penc**i**l.
    - *Tongue:* Central. *Lips:* Neutral. *Sound:* Very quick and weak.

2. The Long Vowels (5)

1. **/iː/ (Long 'ee'):** As in s**ea**t, f**ee**t, m**e**, mach**i**ne.
    - *Tongue:* High and front. *Lips:* Tightly spread. *Sound:* Long.
2. **/uː/ (Long 'oo'):** As in sh**oe**, bl**ue**, f**oo**d, gr**ou**p.
    - *Tongue:* High and back. *Lips:* Tightly rounded. *Sound:* Long.
3. **/ɜː/ (Long 'er'):** As in b**ir**d, sh**ir**t, n**ur**se, w**or**k.
    - *Tongue:* Central. *Lips:* Neutral/Unrounded. *Sound:* Long.
4. **/ɔː/ (Long 'or'):** As in d**oor**, c**au**ght, l**aw**, w**ar**.
    - *Tongue:* Mid-back. *Lips:* Tightly rounded. *Sound:* Long.
5. **/ɑː/ (Long 'ah'):** As in f**a**ther, c**ar**, h**ear**t, p**ar**k.
    - *Tongue:* Low and back. *Lips:* Neutral/Open. *Sound:* Long.

C. Practice (Minimal Pairs)

A key skill is differentiating between long and short vowels.

- /ɪ/ vs /iː/: sh**i**p / sh**ee**p, l**i**ve / l**ea**ve
- /ɒ/ vs /ɔː/: p**o**t / p**or**t, c**o**t / c**au**ght
- /ʊ/ vs /uː/: p**u**ll / p**oo**l, f**u**ll / f**oo**l
- /æ/ vs /ʌ/: c**a**t / c**u**t, b**a**g / b**u**g

D. EVALUATION (SPEECH WORK)

1. What is a monophthong (pure vowel)?
2. What is the main difference between /ɪ/ and /iː/?
3. Which vowel sound is in the word "work"? (/ɜː/)
4. Which vowel sound is in the word "park"? (/ɑː/)
5. Which vowel sound is in the word "hot"? (/ɒ/)
6. Which sound is the most common, weakest vowel sound in English? (The Schwa /ə/)

E. ASSIGNMENT (SPEECH WORK)

1. From the list, group the words by their vowel sound (/iː/, /ɪ/, /e/, /æ/): *bed, bad, sit, seat, man, men, his, he's*.
2. From the list, group the words by their vowel sound (/ɔː/, /ɒ/, /uː/, /ʊ/): *look, Luke, pot, port, fool, full, caught, cot*.
3. Write one word for each of the remaining 4 pure vowels: /ɑː/, /ɜː/, /ʌ/, /ə/.
4. What is the technical term for the vowel sound in "my" or "go"? (Diphthong).
5. Write two sentences, with one containing the sound /æ/ (cat) and the other containing the sound /ʌ/ (cut).

2. GRAMMAR (ENGLISH STRUCTURE)

Topic: Review of Nouns and Pronouns

A. Introduction

This lesson revises the first two parts of speech, which are the fundamental "naming words" that anchor a sentence: Nouns and Pronouns.

B. In-Depth Review of Nouns

A **Noun** is a word that names a person, animal, place, thing, or idea.

1. Types of Nouns:

- **Proper Nouns:** Specific names of people, places, or organizations. They are always capitalized.
    - *Examples:* **Bello**, **Lagos**, **Nigeria**, **Monday**, **Google**.
- **Common Nouns:** General names for a class of people, places, or things.
    - *Examples:* **boy**, **city**, **country**, **day**, **company**.
- **Abstract Nouns:** Names of ideas, qualities, feelings, or concepts. You cannot see or touch them.
    - *Examples:* **love**, **honesty**, **fear**, **bravery**, **time**, **wisdom**.
- **Concrete Nouns:** Names of things you can experience with your five senses (see, touch, smell, hear, taste).
    - *Examples:* **table**, **smoke**, **music**, **perfume**, **book**.
- **Collective Nouns:** A singular name for a group of individuals.
    - *Examples:* **flock** (of sheep), **army** (of soldiers), **committee**, **family**, **team**.
- **Countable Nouns:** Nouns that can be counted and have a plural form.
    - *Examples:* one **book**, two **books**; one **man**, two **men**.
- **Uncountable (Mass) Nouns:** Nouns that cannot be counted and usually have no plural form.
    - *Examples:* **water**, **rice**, **information**, **advice**, **luggage**, **furniture**.

2. Functions of Nouns in a Sentence:

- **Subject of a Verb:** The person/thing *doing* the action.
  - *Example:* **The teacher** arrived.
- **Object of a Verb:** The person/thing *receiving* the action.
  - *Example:* I saw **the teacher**.
- **Subject Complement:** Renames the subject after a linking verb (is, are, was, seem, become).
  - *Example:* Mr. Ade is **a teacher**. (Mr. Ade = a teacher)
- **Object of a Preposition:** Follows a preposition (in, on, at, for, with).
  - *Example:* I gave the book **to the teacher**.

C. In-Depth Review of Pronouns

A **Pronoun** is a word used **in place of** a noun to avoid repetition.

1. Personal Pronouns (Subjective & Objective Case):

- **Subjective Case:** Used as the *subject* of a verb. (I, you, he, she, it, we, they)
  - *Example:* **She** went to the market.
- **Objective Case:** Used as the *object* of a verb or preposition. (me, you, him, her, it, us, them)
  - *Example:* The teacher saw **her**. He gave the book to **me**.
- **Rule:** When you have a compound subject, *always* use the subjective case.
  - *Incorrect:* "My friend and me are in JSS3."
  - *Correct:* "My friend and **I** are in JSS3." (Test: "I am in JSS3." not "Me am in JSS3.")

2. Possessive Pronouns: (Show ownership)

- **Possessive Adjectives:** Come *before* a noun. (my, your, his, her, its, our, their)
  - *Example:* That is **my** book.

- **Possessive Pronouns:** Stand *alone* and replace the noun. (mine, yours, his, hers, its, ours, theirs)
    - *Example:* That book is **mine**.
- **Rule:** it's (with an apostrophe) means "it is." its (no apostrophe) is the possessive pronoun.

3. Reflexive & Emphatic Pronouns: (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves)

- **Reflexive:** The subject performs an action on itself. The pronoun is the *object*.
    - *Example:* He cut **himself**.
- **Emphatic:** Used for *emphasis* only. The sentence still makes sense without it.
    - *Example:* The principal **himself** came to our class.

4. Relative Pronouns: (Introduce a relative clause to describe a noun)

- **who/whom:** For people. ("The man **who** came...")
- **which:** For things/animals. ("The book **which** I read...")
- **whose:** For possession. ("The boy **whose** bag was stolen...")
- **that:** For people or things.

D. EVALUATION (GRAMMAR)

1. Define an "abstract noun" and give two examples.
2. Define a "collective noun" and give two examples.
3. What is the function of the noun "doctor" in the sentence: "My mother is a doctor"?
4. Correct this sentence: "The book is for my sister and I."
5. What is the difference between a possessive adjective (like 'my') and a possessive pronoun (like 'mine')?

E. ASSIGNMENT (GRAMMAR)

1. Write a sentence where a noun functions as (a) the Subject and (b) the Object.
2. Correct the errors in these sentences:

- (a) Him and Tunde are in the same class.
- (b) The dog wagged it's tail.
- (c) The prize is for you and I.

3. Fill in the blank with the correct relative pronoun (who, which, whose):
    - (a) The student ___ pen was lost is crying.
    - (b) The house ___ is on the hill has collapsed.
    - (c) The man ___ came to dinner is my uncle.
4. Write one sentence using "ourselves" as a *reflexive* pronoun.
5. Write one sentence using "ourselves" as an *emphatic* pronoun.

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3. COMPREHENSION / VOCABULARY DEVELOPMENT

Topic: Analysis of Past Comprehension Questions

A. Introduction

Success in your BECE/JSSCE Comprehension section depends on understanding the *types* of questions you are being asked. You are tested on more than just your memory; you are tested on your ability to read, think, and deduce.

This lesson reviews the 6 main types of comprehension questions.

B. In-Depth Review of Question Types

(Teacher should provide a sample passage for this review. A good passage would be an expository text of 3-4 paragraphs.)

Sample Passage (For this lesson):

The chameleon is a master of disguise. This remarkable lizard is famous for its ability to change its colour, a trait that serves two primary purposes: camouflage and communication. For camouflage, the chameleon can alter its appearance to blend in with its surroundings, making it nearly invisible to both its predators (like snakes and birds) and its prey (like insects). This is a vital survival mechanism.

However, contrary to popular belief, chameleons do not change colour *just* to match their background. They also change colour to regulate their body temperature and, most importantly, to communicate. A bright, vibrant colour can signal to a rival that a male is dominant and ready to fight. A dark, dull colour can signal submission or stress. For the chameleon, colour is a complex and vital language.

Let's analyze the 6 question types based on this passage:

1. Literal (Factual) Question:

- **Purpose:** To check if you can find information that is *directly stated* in the text.
- **Keywords:** "According to the passage...", "What does the author state...", "What is..."
- **Example Q:** "According to the passage, what are the two primary purposes for a chameleon's colour change?"
- **Answer:** Camouflage and communication.

2. Inferential (Deductive) Question:

- **Purpose:** To check if you can "read between the lines" and understand what the author *means* but does not *say*.
- **Keywords:** "It can be inferred...", "The passage suggests...", "Why do you think..."
- **Example Q:** "What can you infer about a chameleon that is showing a very dark, dull colour?"
- **Answer:** You can infer that it is stressed, sick, or showing another male that it gives up and does not want to fight.

3. Vocabulary-in-Context Question:

- **Purpose:** To check if you can figure out a word's meaning from its *context* (the words around it).
- **Keywords:** "The word 'X' as used in the passage means..."
- **Example Q:** "What does the word '**dominant**' mean as used in paragraph 2?"
- **Answer:** It means powerful, in charge, or ready to fight.

4. Main Idea / Gist Question:

- **Purpose:** To check if you understand the *overall point* of the passage.
- **Keywords:** "What is the best title...", "The passage is mainly about..."
- **Example Q:** "Which of these is the best title for this passage?"
    - (a) Chameleons and Snakes
    - (b) The Language of Colour
    - (c) Chameleons: More Than Just Camouflage
- **Answer:** (c)

5. Author's Purpose or Tone Question:

- **Purpose:** To understand *why* the author wrote the passage (Purpose) or their *attitude* (Tone).
- **Keywords:** "The author's tone is...", "The author's purpose is..."
- **Example Q:** "What is the author's tone in this passage?"
- **Answer:** Informative, objective, or admiring.

6. Reference Question:

- **Purpose:** To check if you can connect pronouns to the nouns they replace.
- **Keywords:** "The word '**it**' in line X refers to..."
- **Example Q:** "The word '**its**' in line 3 ('its predators') refers to..."
- **Answer:** The chameleon.

C. EVALUATION (COMPREHENSION)

1. What is the difference between a literal question and an inferential question?
2. What does "vocabulary-in-context" mean?
3. What is the "main idea" of a passage?
4. "The author's purpose is to..." What are the three most common purposes? (Inform, Persuade, Entertain).
5. Why is it important to identify reference words?

D. ASSIGNMENT (COMPREHENSION)

1. Reread the sample passage about the Chameleon.
2. Write one new **Literal** question based on the passage.
3. Write one new **Inferential** question based on the passage.
4. Write one new **Vocabulary-in-Context** question based on the passage.
5. Provide the correct answers for the three questions you just wrote.

4. COMPOSITION

Topic: Review of Narrative and Descriptive Essays

A. Introduction

This lesson revises two important essay types. While they are often mixed, they have different primary goals.

- A **Narrative Essay TELLS A STORY**. Its main goal is to show a sequence of events (Plot).
- A **Descriptive Essay PAINTS A PICTURE**. Its main goal is to make the reader *experience* a person, place, or object through their senses.

B. In-Depth Review of Narrative Essays

- **Purpose:** To tell a story (real or imagined) that has a point or teaches a lesson.
- **Key Elements (The "Story")**:
    1. **Plot:** The most important element. It must have:
        - *Beginning (Exposition):* Introduce characters and setting.
        - *Middle (Rising Action & Climax):* The main problem or event happens.
        - *End (Resolution):* The problem is solved, and a lesson is learned.
    2. **Characters:** The people the story is about (Protagonist, Antagonist).
    3. **Setting:** The time and place.
- **Language:** Often uses past tense. Chronological order (First... Next... Then... Finally...).
- **Example Prompt:** "A Day I Will Never Forget" or "All That Glitters Is Not Gold."

C. In-Depth Review of Descriptive Essays

- **Purpose:** To describe a person, place, object, or feeling so vividly that the reader can see, hear, smell, feel, and taste it.
- **Key Element (The "Picture")**:
    1. **Sensory Details (The 5 Senses):** This is the *most* important part.
        - **Sight:** *What did it look like?* (e.g., "the bright red, peeling paint")

    - **Sound:** *What did it sound like?* (e.g., "the high-pitched, endless scraping")
    - **Smell:** *What did it smell like?* (e.g., "the sharp, tangy smell of salt and fish")
    - **Touch/Feel:** *What did it feel like?* (e.g., "the rough, cracked surface")
    - **Taste:** (If applicable) (e.g., "the bitter, metallic taste of the medicine")
- **Language:** Uses strong verbs and vivid adjectives (e.g., not "a nice car," but "a gleaming, royal-blue sports car").
- **Example Prompt:** "My Favourite Place," "My Favourite Subject," "The Market on a Saturday."

D. "Show, Don't Tell" (The Golden Rule)

This is the key to both essay types, especially descriptive.

- **Telling:** "The man was angry."
- **Showing:** "The man's face turned beet-red, and he slammed his fist on the table so hard that the cups rattled."
- **Telling:** "The room was scary."
- **Showing:** "The room was pitch black, and the only sound was the steady *drip... drip... drip* of a leaking tap somewhere in the darkness."

E. EVALUATION (COMPOSITION)

1. What is the main purpose of a narrative essay?
2. What is the main purpose of a descriptive essay?
3. What are the "five sensory details"?
4. What is the "climax" in a narrative plot?
5. Change this "telling" sentence into a "showing" sentence: "I was very nervous."

F. ASSIGNMENT (COMPOSITION)

1. Write a strong introductory paragraph for a **narrative** essay on the topic, "My First Day at JSS1." (It should set a scene and hint at a story).

2. Write a strong introductory paragraph for a **descriptive** essay on the topic, "My School Compound." (It should use sensory details to paint a picture).
3. List 5 sensory details (sight, sound, smell, etc.) for the topic, "A Busy Bus Stop."
4. Write a "showing" sentence for "The food was delicious."
5. Write a "showing" sentence for "The old man was sad."

5. LITERATURE IN ENGLISH

Topic: Review of Major/Minor Characters, Theme, Plot, Tragic/Comic Elements, Diction

A. Introduction

This is a comprehensive review of the advanced terms used to analyze literature (prose, drama, and poetry). As JSS3 students, you must be able to use these terms to explain *how* a story works.

B. In-Depth Review of Literary Terms

1. Plot (Revision):

- The sequence of events.
- **Exposition** (Start), **Rising Action** (Tension builds), **Climax** (Peak of tension), **Falling Action**, **Resolution** (End).

2. Characterization (Major vs. Minor):

- **Major Characters:** The story revolves around them.
    - **Protagonist:** The main character, who the audience roots for.
    - **Antagonist:** The character or force that opposes the protagonist.
- **Minor Characters:** They support the story but are not the main focus. They are there to help or hinder the protagonist, or to reveal more about the major characters.
- **Review:**
    - **Dynamic:** A character who *changes* significantly (in personality or belief) by the end.
    - **Static:** A character who *does not* change.
    - **Round:** A complex, believable character with many traits.
    - **Flat:** A simple, one-dimensional character (e.g., the "bully").

3. Theme (Revision):

- The **central message**, moral, or idea about life that the author wants to convey.

- **Theme is a full sentence, not one word.**
    - *Topic:* "Greed"
    - *Theme:* "The author shows that greed ultimately leads to self-destruction."

4. Tragic and Comic Elements (Genre):

- **Tragedy:** A serious, dignified story where the protagonist (who is often a good person) faces a great struggle. The story ends in disaster (often death) for the protagonist, usually because of their own **Tragic Flaw** (a weakness like pride, ambition, or jealousy).
    - *Example:* A king who is so proud he refuses to listen to advice, and as a result, loses his kingdom and his life.
- **Comedy:** A story with a happy, or at least a positive, ending. It is *not* always "funny," but it is not tragic. The protagonist overcomes the obstacles. In classic comedy, the story often ends with a celebration, like a wedding.
    - *Example:* A story about two people who misunderstand each other, get into arguments, but finally resolve their differences and become friends or get married.

5. Diction:

- **Definition:** The author's or playwright's specific **choice of words**.
- **Purpose:** Diction is the *tool* used to build everything else.
    - **Formal Diction:** Using complex, serious, and professional language. (e.g., "We must *endeavour* to *ascertain* the truth.")
    - **Informal Diction (Colloquial):** Using casual, everyday language or slang. (e.g., "We have to *find out* what's going on.")
- **Function in Literature:**
    - *Reveals Character:* An educated professor speaks with formal diction, while a market seller might use colloquial diction.
    - *Sets Tone/Mood:* Using dark, heavy, and sad words (e.g., "gloomy," "despair," "shattered") creates a tragic or sad mood.

C. EVALUATION (LITERATURE)

1. What is the difference between a major character and a minor character?
2. What is the difference between a dynamic character and a static character?
3. What is a "tragic flaw"?
4. Explain the difference between a "Topic" (like 'love') and a "Theme."
5. What is "diction," and how does it help reveal a character's personality?

D. ASSIGNMENT (LITERATURE)

Answer these questions based on the recommended Prose or Drama text you studied.

1. Who is the **protagonist** and who is the **antagonist**?
2. Name one **minor character** and explain their *purpose* (what do they do for the story?).
3. Would you classify the story as a **tragedy** or a **comedy**? Explain your answer in one sentence.
4. What is one major **theme** of the text? (Write it as a full sentence).
5. Find one example of **diction** (a specific word or phrase) used by a character that tells you something about their education or personality (e.g., "The principal always used formal language, like...").

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WEEK 3

1. SPEECH WORK: REVIEW OF DIPHTHONGS

Introduction: Speech sounds are broadly divided into vowels and consonants. Vowels are sounds produced with no obstruction of air from the lungs. Vowels can be **monophthongs** (pure, single vowel sounds, like /i:/ in 'see') or **diphthongs** (gliding vowel sounds).

What is a Diphthong? A diphthong is a single vowel sound that is formed by the combination of two different vowel sounds. It starts with one vowel sound and "glides" into another within the same syllable. There are eight common diphthongs in English.

The Eight English Diphthongs:

1. **/eɪ/ (as in "say")**
    - **Description:** Starts from /e/ (like in 'bet') and glides towards /ɪ/ (like in 'sit').
    - **Examples:** p**ai**n, r**ai**n, d**a**te, l**a**te, w**ai**t, s**a**y, gr**ea**t, w**eigh**t, **ei**ght
2. **/aɪ/ (as in "my")**
    - **Description:** Starts from /a/ (an open-front sound) and glides towards /ɪ/.
    - **Examples:** m**y**, fl**y**, l**i**ke, t**i**me, h**igh**, n**igh**t, b**uy**, **eye**, h**eigh**t
3. **/ɔɪ/ (as in "boy")**
    - **Description:** Starts from /ɔ:/ (like in 'sore') and glides towards /ɪ/.
    - **Examples:** b**oy**, t**oy**, j**oy**, n**oi**se, v**oi**ce, c**oi**n, **oi**l, ann**oy**
4. **/aʊ/ (as in "now")**
    - **Description:** Starts from /a/ (an open-front sound) and glides towards /ʊ/ (like in 'put').
    - **Examples:** n**ow**, h**ow**, c**ow**, br**ow**n, d**ow**n, **ou**t, sh**ou**t, l**ou**d, m**ou**th
5. **/əʊ/ (as in "go") - (Note: Also written as /oʊ/ in American English)**
    - **Description:** Starts from the central vowel /ə/ (schwa) and glides towards /ʊ/.
    - **Examples:** g**o**, n**o**, s**o**, h**o**me, st**o**ne, r**oa**d, b**oa**t, c**oa**t, th**ough**
6. **/ɪə/ (as in "near")**
    - **Description:** Starts from /ɪ/ (like in 'sit') and glides towards the central vowel /ə/.
    - **Examples:** n**ear**, h**ere**, d**eer**, cl**ear**, f**ear**, b**eer**, w**eir**d, p**ier**ce

7. **/eə/ (as in "hair")**
    - **Description:** Starts from /e/ (like in 'bet') and glides towards the central vowel /ə/.
    - **Examples:** h**air**, **air**, ch**air**, f**air**, p**air**, th**ere**, wh**ere**, b**ear**, sh**are**
8. **/ʊə/ (as in "pure")**
    - **Description:** Starts from /ʊ/ (like in 'put') and glides towards the central vowel /ə/.
    - **Examples:** p**ure**, c**ure**, t**our**, p**oor**, s**ure**, mat**ure**, d**ur**ing

EVALUATION:

1. What is a diphthong?
2. How is a diphthong different from a monophthong?
3. Write the phonetic symbol for the vowel sound in the word "LOUD".
4. Give two examples of words containing the sound /eɪ/.
5. Which of these words contains a diphthong: *sit, set, sight, sat*?

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2. GRAMMAR: REVIEW OF VERBS AND ADVERBS

A. Verbs

Definition: A verb is a word or group of words that expresses an action (e.g., *run, eat, think*) or a state of being (e.g., *is, are, was, feel, seem*). It is the most important part of a sentence.

Types of Verbs:

1. **Main Verbs (Lexical Verbs):** These carry the main meaning of the sentence.
    - **Transitive Verbs:** Require a direct object to complete their meaning. (e.g., "She **wrote** *a letter*." The object is "a letter".)
    - **Intransitive Verbs:** Do not require an object. (e.g., "He **slept**." "The bird **sings**.")
2. **Auxiliary Verbs (Helping Verbs):** These help the main verb to form tenses, moods, or voices.
    - **Primary Auxiliaries:** *be, have, do* (e.g., "He **is** running." "She **has** eaten." "**Do** you understand?")
    - **Modal Auxiliaries:** Express ability, permission, possibility, necessity, etc. (e.g., *can, could, will, would, shall, should, may, might, must*)

Verb Forms:

1. **Finite Verbs:** Show tense (past/present) and agree with a subject. (e.g., "He **walks**." "They **walked**.")
2. **Non-Finite Verbs:** Do not show tense and do not agree with a subject.
    - **Infinitives:** The base form, often with 'to'. (e.g., "I want **to eat**.")
    - **Gerunds:** The '-ing' form of a verb used as a noun. (e.g., "**Swimming** is good exercise.")
    - **Participles:** Used as adjectives or to form tenses.
        - **Present Participle:** (-ing) "The **running** boy fell."
        - **Past Participle:** (-ed, -en) "The **broken** chair is mine."

B. Adverbs

Definition: An adverb is a word that modifies (describes or gives more information about) a verb, an adjective, or another adverb. It answers questions like *How? When? Where? How often? To what extent?*

Types of Adverbs:

1. **Adverbs of Manner:** (How?) e.g., *slowly, quickly, carefully, well, badly*
    - "He drove **carefully**."
2. **Adverbs of Place:** (Where?) e.g., *here, there, everywhere, outside, in*
    - "Please wait **here**."
3. **Adverbs of Time:** (When?) e.g., *now, then, today, yesterday, soon*
    - "She will arrive **soon**."
4. **Adverbs of Frequency:** (How often?) e.g., *always, often, sometimes, never, rarely*
    - "They **often** visit us."
5. **Adverbs of Degree:** (To what extent?) e.g., *very, extremely, quite, too, almost*
    - "The food is **very** hot." (Modifies adjective 'hot')
    - "He ran **too** quickly." (Modifies adverb 'quickly')

Position of Adverbs: The position of an adverb in a sentence can vary, but common patterns include:

- **Manner:** Usually after the verb or object. ("He speaks English **well**.")
- **Frequency:** Usually before the main verb but after 'be'. ("He **rarely** complains." "He is **rarely** late.")
- **Time:** Usually at the beginning or end of a clause. ("**Today**, we are going out." "We are going out **today**.")

Evaluation:

1. Define a transitive verb and give one example in a sentence.
2. What is the function of a modal auxiliary verb? Name two.

3. "The old man walked very slowly." Identify one verb, one adverb of manner, and one adverb of degree in this sentence.
4. Write a sentence using an adverb of frequency.
5. Correct the error: "He speaks good English."

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3. COMPREHENSION / VOCABULARY DEVELOPMENT: PAST QUESTIONS FORMAT

Passage: The forest floor was a tapestry of light and shadow. Sunlight filtered through the dense canopy, creating golden pools on the damp earth. A family of monkeys chattered noisily in the branches above, their dark shapes leaping acrobatically from bough to bough. Kemi crouched low, her camera raised. She was a wildlife photographer, and her mission today was to capture an image of the elusive okapi, an animal so shy it was almost mythical.

She had been tracking the animal for three days, following its distinctive, three-toed tracks and other subtle signs. Her guide, a local man named Tunde, had warned her about the difficulties. "The okapi," he had whispered, "hears everything, smells everything. You must become a ghost." Kemi had taken his advice to heart. She moved with infinite patience, every step deliberate, every breath controlled. Suddenly, Tunde froze, his hand raised. Kemi's heart hammered against her ribs. Through the thicket, she saw a flicker of striped legs. It was here.

Comprehension Questions:

1. According to the passage, why was the forest floor a "tapestry of light and shadow"?
2. What was Kemi's main objective in the forest?
3. State two challenges Kemi faced in finding the okapi.
4. How did Tunde's advice help Kemi in her search?
5. "Kemi's heart hammered against her ribs." What does this sentence suggest about Kemi's feelings?

Vocabulary Development: Find words in the passage that are similar in meaning to the following:

1. performing skilful movements
2. hard to find or catch
3. clear and easy to notice
4. relating to a myth; imaginary
5. on purpose; careful

4. COMPOSITION: REVIEW OF ARGUMENTATIVE & EXPOSITORY ESSAYS

A. Argumentative Essay

Definition: An argumentative essay is a type of writing that aims to **persuade** the reader to accept a particular point of view (your "argument" or "thesis"). It uses logic, evidence, and reasoning to support this viewpoint and may also address opposing viewpoints.

Key Features:

- **A Clear Thesis Statement:** A single sentence in the introduction that states your main argument. (e.g., "Mobile phones should be banned in secondary schools because they are a distraction, promote cheating, and hinder social interaction.")
- **Logical Arguments:** Each body paragraph presents a single, clear reason supporting your thesis.
- **Evidence:** You must support your arguments with facts, examples, statistics, or expert opinions.
- **Counter-Argument (Optional but strong):** Acknowledging and refuting the opposing view shows you have considered all sides.
- **Formal Tone:** Use formal language. Avoid slang or casual expressions.
- **Strong Conclusion:** Summarise your points and restate your thesis in a compelling way.

Structure:

1. **Introduction:** Grab the reader's attention, provide brief background, and state your thesis.
2. **Body Paragraphs (2-3):**
    - Start with a topic sentence (your reason).
    - Explain your reason.
    - Provide evidence/examples.
3. **(Optional) Counter-Argument Paragraph:** State the opposing view and then show why it is weak or wrong.
4. **Conclusion:** Restate your thesis, summarise your main points, and leave the reader with a strong final thought.

B. Expository Essay

Definition: An expository essay is a type of writing that aims to **explain, describe, define, or inform** (to "expose") a topic. It is not about arguing a point but about presenting information clearly and objectively.

Key Features:

- **Clear Topic:** The essay focuses on one central topic.
- **Factual Information:** The content is based on facts, not personal opinions or emotions.
- **Logical Organisation:** Information is presented in a clear, easy-to-follow order.
- **Objective Tone:** The writer's feelings are kept out of the essay.
- **Types:** Expository essays can:
    - **Define:** Explain the meaning of a concept (e.g., "What is Democracy?").
    - **Compare & Contrast:** Show similarities and differences (e.g., "City Life vs. Village Life").
    - **Cause & Effect:** Explain the reasons for and results of an event (e.g., "The Causes of Deforestation").
    - **Process ("How-to"):** Explain how to do something step-by-step (e.g., "How to Prepare Gari").

Structure:

1. **Introduction:** Introduce the topic and state the main idea (what you will be explaining).
2. **Body Paragraphs (2-3):** Each paragraph explains one aspect of the topic, using facts, details, and examples.
3. **Conclusion:** Summarise the main points of the explanation.

EVALUATION:

1. What is the main purpose of an argumentative essay?
2. What is the main purpose of an expository essay?
3. Define "Thesis Statement" as used in an argumentative essay.

4. Which type of essay would be most suitable for the topic: "The Process of Garri Making"?
5. List two key features of a good expository essay.

5. LITERATURE: REVIEW OF LITERARY TERMS IN POETRY

Introduction: Poets use special tools called **literary devices** (or figurative language) to make their poems more vivid, meaningful, and memorable.

Key Literary Terms:

1. **Simile:** A direct comparison between two unlike things, using the words "like" or "as".
    - *Example:* "He runs **as fast as** the wind." "Her smile was **like** sunshine."
2. **Metaphor:** An indirect or implied comparison between two unlike things, stating that one thing *is* the other. It does *not* use "like" or "as".
    - *Example:* "He **is a lion** in battle." "Her smile **is** sunshine."
3. **Personification:** Giving human qualities, feelings, or actions to inanimate objects, animals, or ideas.
    - *Example:* "The **wind whispered** through the trees." "My **alarm clock shouted** at me."
4. **Alliteration:** The repetition of the *same consonant sound* at the beginning of words that are close together.
    - *Example:* "**S**he **s**ells **sea****sh**ells by the **sea****sh**ore." (Note: 'c' in 'cells' would not be alliteration here as it makes an /s/ sound).
5. **Assonance:** The repetition of *vowel sounds* within words that are close together.
    - *Example:* "The r**ai**n in Sp**ai**n st**ay**s m**ai**nly on the pl**ai**n." (Repetition of the /eɪ/ sound).
6. **Irony:** A contrast between what is said and what is meant, or between what is expected and what actually happens.
    - **Verbal Irony:** Saying the opposite of what you mean (sarcasm is a form of this). (e.g., Looking at a messy room and saying, "You are so tidy!")
    - **Situational Irony:** When the opposite of what is expected happens. (e.g., A fire station burns down.)
    - **Dramatic Irony:** When the audience knows something that a character in the story does not.
7. **Onomatopoeia:** The use of words that imitate the sound they describe.

    - *Example:* **buzz, hiss, clang, moo, splash, boom**
8. **Rhyme:** The repetition of similar sounds at the end of lines in a poem.
    - *Example:* "The cat in the **hat** / Sat on the **mat**."
    - **Rhyme Scheme:** The pattern of rhymes, labelled with letters (e.g., AABB, ABAB).
9. **Rhythm:** The pattern of stressed and unstressed syllables in a line of poetry, creating a "beat".

Evaluation: Identify the main literary device used in each sentence:

1. "The moon was a ghostly galleon tossed upon cloudy seas."
2. "My love is like a red, red rose."
3. "The bees buzzed busily from flower to flower."
4. "Opportunity knocked on his door."
5. "The plop of the raindrop woke him."

WEEK 3 GENERAL ASSIGNMENT

1. (Speech) Write five words for each of the following diphthongs: /aɪ/ and /ɔɪ/.
2. (Grammar) Identify the verbs and adverbs in the following sentence: "The black cat ran quickly across the road yesterday and disappeared completely."
3. (Composition) Write a strong thesis statement for an argumentative essay on the topic: "Should school uniforms be abolished?"
4. (Literature) What is the difference between a simile and a metaphor? Give one example of each.
5. (Vocabulary) Use the following words in a sentence: (a) elusive (b) deliberate.

WEEK 4

1. SPEECH WORK: REVIEW OF CONSONANT SOUNDS

Introduction: A consonant is a speech sound that is produced with a partial or complete **obstruction** (blocking) of the airflow from the lungs. This is different from vowels, which have no obstruction.

Voicing: Consonants can be:

- **Voiced:** The vocal cords vibrate when producing the sound. (e.g., /b/, /d/, /g/, /z/)
- **Voiceless:** The vocal cords do not vibrate. (e.g., /p/, /t/, /k/, /s/)
    - *You can feel the vibration by touching your throat when you say 'zzz' (voiced) but not when you say 'sss' (voiceless).*

The 24 English Consonants (with examples):

1. Plosives (Stops): Air is completely blocked, then released in a "puff".

- /p/ (voiceless) - **p**in, **p**ot, ha**pp**y
- /b/ (voiced) - **b**in, **b**all, ro**b**
- /t/ (voiceless) - **t**in, **t**op, wa**t**er
- /d/ (voiced) - **d**in, **d**og, sa**d**
- /k/ (voiceless) - **c**at, **k**ite, **k**ey, ba**ck**
- /g/ (voiced) - **g**o, **g**et, bi**g**, do**g**

2. Fricatives: Air is forced through a narrow gap, creating friction (a hissing sound).

- /f/ (voiceless) - **f**an, **f**at, lea**f**, **ph**one
- /v/ (voiced) - **v**an, **v**et, ha**ve**, o**f**
- /θ/ (voiceless) - **th**in, **th**ink, ba**th**, **th**ree
- /ð/ (voiced) - **th**is, **th**at, **th**en, brea**the**
- /s/ (voiceless) - **s**un, **s**it, **c**ity, pa**ss**
- /z/ (voiced) - **z**oo, **z**ip, la**z**y, wa**s**

- /ʃ/ (voiceless) - **sh**ip, **sh**e, **sh**op, na**ti**on
- /ʒ/ (voiced) - plea**s**ure, mea**s**ure, televi**si**on

3. Affricates: A combination of a plosive and a fricative.

- /tʃ/ (voiceless) - **ch**in, **ch**air, wa**tch**
- /dʒ/ (voiced) - **j**am, **j**u**dg**e, **g**iant, bri**dge**

4. Nasals: Air escapes through the nose.

- /m/ (voiced) - **m**an, **m**o**m**, ha**m**
- /n/ (voiced) - **n**o, **n**u**n**, su**n**
- /ŋ/ (voiced) - si**ng**, ri**ng**, thi**ng**, a**n**kle

5. Liquids (Approximants):

- /l/ (voiced) - **l**eg, **l**ip, be**ll**, **l**ove
- /r/ (voiced) - **r**ed, **r**un, **r**ight

6. Glides (Semi-vowels):

- /w/ (voiced) - **w**et, **w**in, **w**hy
- /j/ (voiced) - **y**es, **y**ou, **y**ard

EVALUATION:

1. What is the main difference between a vowel and a consonant?
2. What is the difference between a voiced and a voiceless consonant?
3. Write the phonetic symbol for the *first* sound in the word "this".
4. Write the phonetic symbol for the *last* sound in the word "judge".
5. Give one example of a minimal pair, where the only difference is that one word has a voiced consonant and the other has a voiceless one (e.g., *pan/ban*).

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2. GRAMMAR: REVIEW OF ADJECTIVES, CONJUNCTIONS, PREPOSITIONS, INTERJECTIONS

A. Adjectives

Definition: An adjective is a word that describes or modifies a noun or a pronoun. It provides more information about its qualities, characteristics, or state.

- *Example:* "The **tall** girl." (modifies 'girl') "He is **smart**." (modifies 'He')

Types & Order of Adjectives: When using multiple adjectives, they often follow a specific order (though this is not a strict rule): **NOSASCOMP: N**umber (three), **O**pinion (beautiful), **S**ize (small), **A**ge (old), **S**hape (round), **C**olour (red), **O**rigin (Nigerian), **M**aterial (wooden), **P**urpose (reading)

- *Example:* "She bought a **beautiful, small, red, wooden** box."

Comparison of Adjectives: Adjectives have three forms:

1. **Positive:** The base form. (e.g., *big, beautiful*)
2. **Comparative:** Compares two things. (e.g., *bigger, more beautiful*)
3. **Superlative:** Compares three or more things. (e.g., *biggest, most beautiful*)

B. Conjunctions

Definition: A conjunction is a "joining" word. It connects words, phrases, or clauses.

- *Example:* "You **and** I." (connects words) "In the house **or** in the garden." (connects phrases) "He is poor, **but** he is honest." (connects clauses)

Types of Conjunctions:

1. **Coordinating:** Connects two equal or independent clauses.
    - **FANBOYS: F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o

2. **Subordinating:** Connects a dependent (subordinate) clause to an independent (main) clause.
    - *Examples: because, although, if, when, while, since, after, before, unless*
    - "He left **because** he was angry." ('because he was angry' cannot stand alone)
3. **Correlative:** Pairs of conjunctions that work together.
    - *Examples: either...or, neither...nor, both...and, not only...but also*
    - "You can have **either** the rice **or** the beans."

C. Prepositions

Definition: A preposition is a word (or group of words) that shows the relationship between a noun or pronoun and another word in the sentence. It often shows location, time, or direction.

- *Example:* "The book is **on** the table." (shows location) "He arrived **at** 9 pm." (shows time) "She walked **towards** the school." (shows direction)

Common Prepositions:

- *in, on, at, for, from, with, by, under, over, above, to, towards, through, since, during*

D. Interjections

Definition: An interjection is a word or short phrase that expresses a strong, sudden emotion. It is often followed by an exclamation mark.

- *Examples:* **Oh! Wow! Ouch! Alas! Hurray! Oops!**
- "**Wow!** That is a beautiful car."
- "**Ouch!** That hurt."

Evaluation:

1. Write a sentence using at least two adjectives in the correct order.
2. What is the function of a coordinating conjunction? List the seven of them.
3. Fill in the blank with a suitable preposition: "The meeting will start ____ 10 o'clock."

4. What is an interjection? Give two examples.
5. Combine these two sentences using a subordinating conjunction: "I studied hard. I failed the test."

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3. COMPREHENSION / VOCABULARY DEVELOPMENT: PAST QUESTIONS FORMAT

Passage: Read the following formal letter.

King's College, P.M.B. 1234, Lagos. 4th November, 2025.

The Honourable Commissioner, Ministry of Environment, The Secretariat, Alausa, Ikeja, Lagos.

Dear Sir,

A Call to Address the Menace of Plastic Waste in Our Community

I am writing on behalf of the Environmental Club of King's College to draw your urgent attention to the escalating problem of plastic waste in the Lagos metropolis, particularly in our school's vicinity. The drains are choked, the streets are littered, and the lagoon is fast becoming a dumping ground for plastic bottles and bags.

This environmental degradation is not just an eyesore; it poses a significant health hazard. The choked drains lead to flooding during the rainy season, which in turn creates breeding grounds for mosquitoes, exacerbating the problem of malaria. Furthermore, the plastic waste that ends up in the lagoon is ingested by aquatic life, poisoning the food chain.

We, the students, are deeply concerned and have initiated weekly clean-up exercises. However, our efforts are minuscule compared to the scale of the problem. We implore the Ministry to take decisive action. We suggest the immediate installation of more waste disposal bins, the launch of a public awareness campaign, and the enforcement of laws against indiscriminate dumping.

We are willing to partner with the Ministry in any capacity and would be grateful for the opportunity to discuss this further. Thank you for your anticipated cooperation.

Yours faithfully, *(Signature)* Adeleke Johnson (President, Environmental Club)

Comprehension Questions:

1. What is the main purpose of this letter?
2. Who is the writer of the letter, and on whose behalf is he writing?
3. According to the passage, list two specific problems caused by plastic waste.
4. What two solutions does the writer suggest to the Ministry?
5. What is the tone of the letter? (a) Angry and rude (b) Formal and concerned (c) Sad and hopeless (d) Casual and friendly

Vocabulary Development: Find words in the letter that mean the same as:

1. A threat or danger
2. Increasing rapidly in size or number
3. Area or neighbourhood
4. Making a problem worse
5. Request earnestly or beg

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4. COMPOSITION: REVISIT INFORMAL AND FORMAL LETTERS

Introduction: Letter writing is a way of communicating with someone in writing. The two main types are informal (friendly) and formal (official).

A. Informal Letter

- **Purpose:** Written to people you know well, such as family members, friends, and close relatives.
- **Tone:** Casual, friendly, personal, and conversational. You can use contractions (e.g., *I'm, don't*), slang, and jokes.
- **Features/Format:**
    1. **Your Address:** Top right corner.
    2. **Date:** Directly below your address.
    3. **Salutation:** (e.g., *Dear Dad, Dearest Funke, My dear friend,*)
    4. **Body:** The main message, usually in paragraphs.
    5. **Closing:** (e.g., *Yours, Your friend, Your loving son,*)
    6. **Your First Name:** (e.g., *Tunde*)

B. Formal Letter

- **Purpose:** Written for official or business reasons. (e.g., a letter to a bank, a job application, a letter of complaint, a letter to a government official).
- **Tone:** Formal, polite, respectful, and straight to the point (concise). You must **not** use contractions or slang.
- **Features/Format:**
    1. **Your Address:** Top right corner.
    2. **Date:** Directly below your address.
    3. **Recipient's Address:** On the left side, below your date. (Includes their title, name, and full address).
    4. **Salutation:**
        - If you know the name: *Dear Mr. Okoro, Dear Mrs. Bello, Dear Dr. Smith,*
        - If you don't know the name: *Dear Sir, Dear Madam, Dear Sir/Madam,*

5. **Title/Subject Line (Optional but recommended):** A brief heading that states the letter's purpose (e.g., **Application for the Post of Library Prefect**).
6. **Body:** The main message. Be clear and direct.
7. **Closing:** (e.g., *Yours faithfully,* (if you used "Dear Sir/Madam") or *Yours sincerely,* (if you used their name)).
8. **Your Signature:** Your handwritten signature.
9. **Your Full Name:** Printed clearly below your signature.

Feature	Informal Letter	Formal Letter
Recipient	Friends, family	Officials, companies, authorities
Tone	Casual, personal	Formal, polite, objective
Language	Contractions, slang allowed	No contractions, no slang
Salutation	Dear [First Name],	Dear Sir/Madam, Dear Mr./Mrs. [Last Name],
Closing	Yours, Best wishes,	Yours faithfully, Yours sincerely,
Signature	First name only	Signature and full name
Address	Only writer's address	Writer's and Recipient's address

Evaluation:

1. What is the main difference in tone between a formal and an informal letter?
2. List the two parts of a formal letter's format that are *not* required in an informal letter.
3. When should you use the closing "Yours faithfully,"?
4. For what purpose would you write an informal letter?
5. What is a "subject line" in a formal letter?

5. LITERATURE: USE PAST QUESTIONS (ANALYSIS OF AN UNSEEN POEM)

Instructions: Read the poem below carefully and answer the questions that follow.

Poem: "The School Bell"

Clang, clang, clang! The iron bell sings its song, A harsh, loud, morning bang, Telling us where we belong.

Through the gate, a running river, Of white shirts and blue, Some with joy and some with shiver, A new day starts for me and you.

The teacher's voice, a steady drum, Beats the facts into our head, We march along till evening comes, And we are free to go to bed.

Analysis Questions:

1. What is the poem about?
2. "The iron bell sings its song." Identify the literary device used in this line.
3. "Through the gate, a running river, / Of white shirts and blue". What is the "running river" being compared to? What literary device is this?
4. Identify one example of onomatopoeia in the poem.
5. What is the rhyme scheme of the first stanza (lines 1-4)?

WEEK 4 GENERAL ASSIGNMENT

1. (Speech) Write five words that contain the sound /tʃ/ (as in 'church').
2. (Grammar) Write one sentence that contains an adjective, a conjunction, and a preposition. Underline each one.
3. (Composition) Write the full salutation and closing for a formal letter to the Principal of your school, Mr. Emeka Adebayo.
4. (Literature) From the poem "The School Bell", identify a line that uses alliteration.
5. (Vocabulary) Use the following words from the comprehension passage in sentences of your own: (a) escalating (b) indiscriminate.

WEEKS 5-10

INTRODUCTION

This document is a comprehensive revision guide for the JSS3 Third Term English Studies examination. It covers the key topics from all five components of the subject. Use these notes to refresh your memory, identify your strengths and weaknesses, and practice for your assessments.

1. Speech Work: General Revision

This section revises the two main vowel types (diphthongs) and the complete set of consonant sounds.

A. Review of Diphthongs (Gliding Vowels)

A diphthong is a single vowel sound that involves a glide from one vowel position to another within the same syllable.

- **/eɪ/** as in: p**ai**n, d**a**te, s**ay**, gr**ea**t
- **/aɪ/** as in: m**y**, l**i**ke, h**igh**, b**uy**
- **/ɔɪ/** as in: b**oy**, n**oi**se, c**oi**n
- **/aʊ/** as in: n**ow**, l**ou**d, m**ou**th
- **/əʊ/** as in: g**o**, h**o**me, r**oa**d
- **/ɪə/** as in: n**ear**, h**ere**, cl**ear**
- **/eə/** as in: h**air**, **air**, th**ere**
- **/ʊə/** as in: p**ure**, t**our**, p**oor**

B. Review of Consonant Sounds

Consonants are sounds made with a partial or complete obstruction of airflow. They are classified by **voicing** (voiced or voiceless) and **manner** of articulation.

- **Plosives (Stops):**
  - /p/ (voiceless) & /b/ (voiced) - e.g., *pin/bin*

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    - /t/ (voiceless) & /d/ (voiced) - e.g., *tin/din*
    - /k/ (voiceless) & /g/ (voiced) - e.g., *cot/got*
- **Fricatives (Friction):**
    - /f/ (voiceless) & /v/ (voiced) - e.g., *fan/van*
    - /θ/ (voiceless) & /ð/ (voiced) - e.g., *thigh/thy*
    - /s/ (voiceless) & /z/ (voiced) - e.g., *sip/zip*
    - /ʃ/ (voiceless) & /ʒ/ (voiced) - e.g., *shoe/pleasure*
- **Affricates (Stop + Fricative):**
    - /tʃ/ (voiceless) & /dʒ/ (voiced) - e.g., *chin/gin*
- **Nasals (Through the nose):**
    - /m/, /n/, /ŋ/ (all voiced) - e.g., *sum, sun, sung*
- **Liquids & Glides (Approximants):**
    - /l/, /r/, /w/, /j/ (all voiced) - e.g., *leg, red, wet, yes*

Speech Work Evaluation:

1. From the words provided, select the one that contains the diphthong /aʊ/: *low, law, loud, lord*.
2. Identify the word that has a different vowel sound from the others: *here, fear, pair, clear*.
3. Write the phonetic symbol for the *last* sound in the word "sing".
4. Write the phonetic symbol for the *first* sound in the word "philosophy".
5. Which of these words contains a *voiced* fricative: *face, this, thin, bus*?

2. GRAMMAR (ENGLISH STRUCTURE): GENERAL REVISION

This section revises the main parts of speech and their functions.

- **Verbs:** Action words or state-of-being words.
    - **Main Verb:** Carries the meaning (e.g., *run, eat, is*).
    - **Auxiliary Verb:** Helps the main verb (e.g., *is* running, *has* eaten, *do* you know?).
    - **Transitive:** Takes a direct object (e.g., "She *kicked the ball*.").
    - **Intransitive:** Does not take an object (e.g., "He *slept*.").
- **Adverbs:** Modify verbs, adjectives, or other adverbs.
    - **Manner:** *how?* (e.g., *slowly, well*)
    - **Place:** *where?* (e.g., *here, outside*)
    - **Time:** *when?* (e.g., *yesterday, now*)
    - **Frequency:** *how often?* (e.g., *always, sometimes*)
    - **Degree:** *to what extent?* (e.g., *very, too*)
- **Adjectives:** Modify nouns or pronouns (e.g., *tall, beautiful*).
    - **Comparison:** Positive (*tall*), Comparative (*taller*), Superlative (*tallest*).
    - **Order (NOSASCOMP):** Number, Opinion, Size, Age, Shape, Colour, Origin, Material, Purpose.
- **Conjunctions:** Joining words.
    - **Coordinating (FANBOYS):** *For, And, Nor, But, Or, Yet, So* (joins equal clauses).
    - **Subordinating:** *because, if, although, when...* (joins a dependent clause to a main clause).
    - **Correlative:** *either...or, both...and...*
- **Prepositions:** Show relationships (time, location, direction). E.g., *in, on, at, under, towards, since*.
- **Interjections:** Express strong, sudden emotion. E.g., *Wow! Ouch! Alas!*

Grammar Evaluation:

1. Identify the part of speech of the underlined word: "He ran **quickly**."

2. Choose the correct conjunction: "He is poor, ____ he is very honest." (a) and (b) so (c) but (d) for
3. Fill in the blank with the correct preposition: "I have been waiting for you ____ 4 p.m."
4. Which of these sentences contains a transitive verb? (a) The baby is sleeping. (b) The man built a house. (c) She arrived late.
5. What is the superlative form of the adjective "good"?

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3. COMPREHENSION / VOCABULARY DEVELOPMENT: GENERAL REVISION

Instructions: Read the passage below and answer the questions that follow.

The ancient city of Benin was, by all accounts, a marvel of engineering and design. When European explorers first arrived in the 15th century, they were astonished. The city was a vast complex of houses and public buildings, all laid out in a grid of wide, straight streets. At its heart lay the king's palace, a sprawling compound of courtyards and galleries, its walls and pillars adorned with intricate bronze plaques.

The most remarkable feature, however, was the city's defence system. A series of massive earthen walls, or *iya*, encircled the city and its surrounding territories. Historians and archaeologists have estimated that these walls, in their entirety, were over 16,000 kilometres long. They were a monumental feat of human labour, built entirely by hand over many centuries. This intricate network of walls served not only as a formidable military barrier but also as a way to control trade and mark territorial boundaries. The decline of this great city, precipitated by internal conflicts and the eventual British punitive expedition of 1897, led to this magnificent structure being largely reclaimed by the forest.

Comprehension Questions:

1. What astonished the first European explorers who arrived in Benin?
2. According to the passage, what was at the "heart" of the city?
3. What was the total estimated length of the Benin walls?
4. List two functions of the city's wall system.
5. What two factors led to the decline of the city?

Vocabulary Development: Find words in the passage that mean the same as:

1. Amazed or very surprised.
2. Spread out over a large area.
3. Decorated.
4. Very impressive or imposing.

5. Caused to happen sooner or suddenly.

4. COMPOSITION: GENERAL REVISION

This section revises the structure and features of key writing types.

A. Argumentative vs. Expository Essays

- **Argumentative:**
  - **Purpose:** To **persuade** the reader to agree with your point of view.
  - **Tone:** Confident, formal, persuasive.
  - **Key Feature:** A strong **thesis statement** (your main argument) in the introduction.
  - **Content:** Uses evidence, logic, and examples to support arguments. May include a **counter-argument**.
- **Expository:**
  - **Purpose:** To **explain** or **inform** the reader about a topic (e.g., "How to...", "Causes of...", "Types of...").
  - **Tone:** Objective, formal, informative.
  - **Key Feature:** A clear **topic statement** in the introduction.
  - **Content:** Uses facts, definitions, and step-by-step processes. Does *not* include the writer's opinion.

B. Formal vs. Informal Letters

- **Formal Letter:**
  - **Purpose:** Official or business communication (e.g., to a Principal, a bank, a Commissioner).
  - **Features:**
    - Writer's address (top right)
    - Date (below writer's address)
    - Recipient's address (left, below date)
    - Salutation: *Dear Sir, Dear Madam, Dear Mr. Ade,*
    - Title/Subject Line (e.g., **Application for Leave**)

        - Closing: *Yours faithfully,* (if you started with Dear Sir/Madam) or *Yours sincerely,* (if you used their name).
        - Signature and full name.
    - **Tone:** Polite, respectful, concise. No slang or contractions.
- **Informal Letter:**
    - **Purpose:** Communication with friends or family.
    - **Features:**
        - Writer's address (top right)
        - Date (below address)
        - Salutation: *Dear Tunde, My dearest Mother,*
        - Closing: *Yours, Your friend, Your son,*
        - First name only.
    - **Tone:** Casual, friendly, conversational. Slang and contractions are allowed.

Composition Evaluation:

1. What is the main difference in *purpose* between an argumentative and an expository essay?
2. You are writing a letter to your cousin to tell him about your holiday. What type of letter is this?
3. What is the correct salutation for a formal letter to "The Manager, First Bank" (whose name you do not know)?
4. What is a "thesis statement"?
5. List two features of a formal letter that are *not* found in an informal letter.

5. LITERATURE IN ENGLISH: GENERAL REVISION

This section revises the key literary devices used in poetry.

- **Simile:** A direct comparison using "like" or "as". (e.g., "He is *as brave as* a lion.")
- **Metaphor:** An indirect comparison stating one thing *is* another. (e.g., "He *is a lion* in battle.")
- **Personification:** Giving human qualities to non-human things. (e.g., "The *wind whispered*.")
- **Alliteration:** Repetition of initial consonant sounds. (e.g., "*P*eter *p*iper *p*icked...")
- **Assonance:** Repetition of vowel sounds within words. (e.g., "Tr*y* to l*igh*t the f*i*re.")
- **Onomatopoeia:** A word that imitates a sound. (e.g., *buzz, hiss, clang, plop*).
- **Irony:** A contrast between expectation and reality. (e.g., A fire station burning down).
- **Rhyme:** Repetition of end-sounds in lines. (e.g., *hat/cat*).
- **Rhythm:** The "beat" or pattern of stressed and unstressed syllables.

Literature Evaluation: Instructions: Read the poem excerpt below and answer the questions.

The winter storm, a roaring beast, Hammers on the window pane. The world is a blanket of white fleece, Washed clean by the falling rain. The small bird, a shivering feather, Huddles in the naked tree.

1. Identify one example of a **metaphor** in the poem.
2. "The winter storm, a roaring beast" is an example of what two literary devices?
3. "Hammers on the window pane" is an example of which literary device?
4. What is the **rhyme scheme** of the first four lines?
5. Identify one example of **alliteration**.

GENERAL REVISION ASSIGNMENT (WEEKS 5-10)

1. **(Speech)** From the words *boy, buy, boat, bet*, select the one that contains the diphthong /aɪ/.

2. **(Grammar)** Combine the following two sentences into one using a suitable *subordinating* conjunction: "The ground is wet. It rained last night."
3. **(Comprehension)** Based on the comprehension passage, why were the Benin walls considered a "monumental feat of human labour"?
4. **(Composition)** You want to write an essay explaining the steps involved in graduating from your school. Would you write an argumentative or an expository essay? Why?
5. **(Literature)** Identify the main literary device used in the sentence: "The angry clouds marched across the sky."

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