

JSS2 SECOND TERM ENGLISH STUDIES

WEEK ONE: - REVISION OF LAST TERM'S WORK SPEECH WORK: REVISION OF DIPHTHONGS,
GRAMMAR: REPORTED SPEECH AND COMPOSITION: WRITING A REPORT

WEEK TWO: - SPEECH WORK: INTONATION, GRAMMAR: MAKING SENTENCES WITH PREPOSITIONS,
READING FOR SPEED, VOCABULARY: LAW AND JUSTICE AND COMPOSITION: A REPORT ON AN
ACCIDENT I HAVE WITNESSED

WEEK THREE: - SPEECH WORK: INTONATION, GRAMMAR: REGULAR AND IRREGULAR VERBS,
READING: TECHNIQUES OF SPEED, VOCABULARY: CULTURE AND TOURISM AND COMPOSITION:
INFORMAL LETTER TO A FRIEND ABOUT YOUR SCHOOL INTER-HOUSE SPORT

WEEK FOUR: - SPEECH WORK: STRESS, GRAMMAR: REPORTED COMMANDS, VOCABULARY: ICT AND
COMPOSITION: FORMAL LETTER TO THE LOCAL GOVERNMENT CHAIRMAN

WEEK FIVE: - GRAMMAR: REPORTED REQUESTS AND COMPOSITION: ARGUMENTATIVE ESSAY ON
HERBAL AND ORTHODOX MEDICINES

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QUESTION MARK, COLON AND SEMI-COLON

WEEK 1

GRAMMAR: REPORTED SPEECH (RULES GUIDING THE USE OF REPORTED SPEECH)

OBJECTIVE:

By the end of this lesson, students should be able to:

- Define reported speech
- State the rules guiding the use of reported speech
- Change statements from direct speech to reported speech

INTRODUCTION:

There are two speech forms in English Language. We have Direct Speech and Indirect Speech.

Direct Speech is used when a person makes a statement directly, not quoting anyone. It requires the use of inverted commas, to quote the statement made.

Example: "I want to go to the mall", Bola said.

In the example given above, Bola is the speaker, and she gives a direct speech, saying she wants to go to the mall.

However, for indirect speech, the reverse is the case.

The reported/indirect speech has to do with reporting what a person said. It is usually used to talk about the past, hence, the tense of the verb in the direct speech is changed, when it is changed to a reported speech.

Reporting verbs, such as "tell", "say" are usually used, and the word "that" is used to introduce the reported speech. Inverted commas are not used, unlike in a direct speech, where they are used.

Reported Speech is also known as Indirect Speech.

RULES GUIDING THE USE OF REPORTED SPEECH

There are some rules guiding the use of reported speech, to ensure accuracy and consistency in what was said, and what is being reported.

1. The verb in the direct speech changes to a past form, when the statement is being changed to a reported speech.

Example: Direct Speech: "I am travelling tomorrow", Bola said.

Reported Speech: Bola said that she was travelling the next day.

Verbs in the reported speech are usually changed in the following format:

- Present Tense to Simple Past Tense
- Present Continuous Tense to Past Continuous Tense
- Simple Past Tense to Past Perfect Tense
- Present Perfect Tense to Past Perfect Tense

2. There is the use of reporting verbs such as: Tell, Speak, Say, Said, etc.

Example: Direct Speech: "We go to church every Sunday", they said

Reported Speech: They said that they went to church every Sunday.

3. The time expressions in a reported speech are also changed, from what was used in the direct speech. This is important, especially when the statement being reported was made in the past, and the time frame is no longer fit to be used in the present.

Example: Direct Speech: "I am travelling to the village today", Felicia said.

Reported Speech: Felicia said she was travelling to the village that day.

Direct Speech: "They are moving to Canada tomorrow," She said.

Reported Speech: She said that they were moving to Canada, the following day.

The following time expressions are used in a reported speech:

- Now is changed to then
- Today is changed to that day
- Yesterday is changed to the previous day
- Tomorrow is changed to the following/ the next day
- Next week/month/year is changed to the following week/month/year.
- Tonight is changed to that night

4. In reporting questions, the interrogative form is changed into an affirmative sentence.

Example: Direct Speech: "Are you going home?", she asked.

Reported Speech: She asked if I was going home.

5. In reporting an order, the word "tell" or "ordered" is used.

Example: Direct Speech: "Don't go home", he said

Reported Speech: He told me not to go home.

Direct Speech: "Shut the door", the teacher said.

Reported Speech: The teacher ordered me to shut the door.

CHANGING STATEMENTS FROM DIRECT SPEECH TO REPORTED SPEECH

The following statements would be changed from direct speech to reported speech, following the rules given above.

1. Direct Speech: "I visited the zoo last year", She said.

Reported Speech: She said that she had visited the zoo the previous year

2. Direct Speech: "We took the exercise", the students replied.

Reported Speech: The students replied that they had taken the exercises.

3. Direct Speech: "Have you seen the book?", the teacher asked.

Reported Speech: The teacher asked if I had seen the book.

4. Direct Speech: "Clean the table", mummy said.

Reported Speech: Mummy told me to clean the table.

SUMMARY:

The reported speech is used to report what someone said, and to do this accurately, some rules have to guide the process of changing statements, from direct to reported speech.

ASSESSMENT:

Change the following sentences from direct speech to indirect speech:

1. "He wants to buy the book", the bookseller said.
2. "Everyone is around now", the woman said.
3. "Carry the buckets out", Daddy said.
4. "I would be reporting here next week", Shola said.

COMPOSITION: REPORT WRITING

OBJECTIVES:

By the end of this lesson, students should be able to:

- Define report writing is
- Give an outline for how a report is written

INTRODUCTION:

There are different forms of writing, and report writing is one of them. Unlike some forms of writing that involve writing from the writer's point of view, report writing is an objective kind of writing that gives accurate information about the thing being reported.

Report writing is a kind of writing used to present facts and details about an issue, a situation, work, or project. The goal of report writing is to relay needed information about a thing, to a specific person/ people, in a clear and concise manner. It could make use of charts, statistics, etc, to give adequate information about what is being reported.

When writing a report, it is usually better to write in the past tense, since what is being reported is a past event.

Important factors are considered when writing a report such as:

- **The Audience:** This refers to the person/people that would be reading the report.
- **The Purpose:** This has to do with the reason for writing the report, and what it would be used for.
- **The Details of the report;** that is, the information that the report carries.

OUTLINE OF A REPORT

A report is a structured form of writing. Hence, it must have an outline, with which the information in it is presented. A report should have the following outline:

- Title
- Introduction
- Body
- Conclusion
- Recommendation

- **Title:** This is the first thing that should be written in a report. The title should clearly state what is being reported. Example: An accident I witnessed.

- **Introduction:** This is the first paragraph in your report, that introduces the problem or incident you are reporting about. Your introduction should give your readers a hint about what happened, to get them interested in the entire report.
- **Body:** This is where the main work is. The body of your report presents the major information, about what is being reported. This is where the main information is, things like the place, and time of the incident is stated here to give your readers a clear picture of what is being reported. This could be written in more than one paragraph; however, it should be as clear as possible.
- **Conclusion:** This is the last paragraph in a report that brings everything to a close.
- **Recommendation:** A recommendation could be given, talking about the action that should be taken next.

SUMMARY:

A report is a formal and structured form of writing that follows specific guidelines, as listed above that must be followed.

ASSESSMENT:

- Write a report on A wedding ceremony I attended

WEEK 2

SPEECH WORK: IDENTIFICATION OF INTONATION PATTERNS IN STATEMENTS, QUESTIONS AND COMMANDS

OBJECTIVES:

By the end of this lesson, students should be able to:

- Define intonation
- State the functions of intonation
- List and explain the different types of intonation, by identifying intonation patterns in statements, questions and commands.

INTRODUCTION:

Intonation is an aspect of language that is closely related to Stress. It is used to show the attitude and emotion of speakers.

Intonation is a variation in the pitch level of one's voice, when speaking, or during articulation. It refers to how the voice rises, and falls, during a speech, in order to communicate different meanings in expressions of different kinds.

FUNCTIONS OF INTONATION

- It is used to differentiate one statement from another, in terms of its function; be it a command, statement, or command.
- It shows the emotion and attitude of the speaker, whether they are surprised, happy, disappointed, sad, etc.
- It can also be used to show what information is new, or already known in an utterance.

TYPES OF INTONATION

There are four types of intonation that are used when speaking. They are:

- The Rising Intonation
- The Falling Intonation
- The Rise-fall Intonation
- The Fall-rise Intonation

- The Rising Intonation is the kind of intonation that ends a statement, on a rising pitch. It is used in Yes/No Questions, Question tags; which are actual questions

Examples:

Yes/No Questions:

1. Are you going home tomorrow?
2. Is your mother in the house?
3. Has she returned the book?

Question Tags:

1. Your interview is tomorrow, isn't it?
2. The food is delicious, isn't it?
3. They have travelled, haven't they?

- The Falling Intonation is the kind of intonation that ends a statement on a falling pitch. It is used in Statements, Commands, WH-Questions, Confirmatory question tags, Exclamations.

Examples:

Statements:

1. I am going home.
2. Bolanle is my older sister.
3. I just got a call from my mum.

Commands:

1. Go home now!
2. Leave that place!
3. Wash those plates right away!

WH-Questions:

1. What is your name?
2. Where is your father?
3. When would your sister come back?

Confirmatory question tags:

1. She isn't here, is she?
2. They haven't left, have they?
3. He hasn't washed the car, has he?

Exclamations:

1. What a day!
2. How kind of you!
3. This is so beautiful!

- The Rise-fall Intonation: This occurs when a statement starts on a rising pitch and ends on a falling pitch. It is used for making Lists, Conditional Statements.

Examples:

Lists:

1. When you get to the market, buy rice, beans, pepper, and nylon.
2. We have these items on the shelf: Two books, a pack of pens, and four rulers.
3. He kept the following items in the storeroom: four packs of books, a pack of pens, three school bags, and a sandal.

Conditional statements:

1. If I go home, I would make my hair.
 2. If he reads well, he would pass the exams
 3. If they pay, they would be allowed to participate in the excursion.
- The Fall-rise Intonation: This occurs when a statement starts on a falling pitch and ends on a rising pitch. It is used to express doubt or uncertainty.

Examples:

Statements that reflect doubt/ uncertainty:

1. Perhaps we would be allowed to leave school earlier?
2. Do you think she would do it?
3. I doubt dad would let her travel alone.

SUMMARY:

Intonation has to do with how we say things. The different types of intonation reflect in our speech, depending on what we are saying.

ASSESSMENT:

- Write out five sentences each, for each type of intonation

GRAMMAR: MAKING SENTENCES WITH PREPOSITION

OBJECTIVES:

By the end of this lesson, students should be able to:

- Explain preposition
- State examples of a preposition, and use them in sentences

INTRODUCTION:

A preposition is one of the eight parts of speech that is used to show position.

Prepositions are used to show the relationship between words in a sentence. It is used to tell the location, time, place, direction, and relationship between things. It tells the position of a person/thing, as it relates with another person/thing.

A preposition must always be followed by a noun, noun phrase or pronoun in a sentence.

Examples of prepositions are:

By, off, in, on, inside, beneath, behind, before, after, to, above, near, with, for, since, through, down, during, across, beside, against, across, etc.

Examples:

- The cup is on the shelf.
- There are wolves inside the forest.
- My mother is near the church.
- He had to go home during the meeting.
- She sat across me in the lounge
- I have been here since last night.
- The boys are behind the tree.
- My father is with the keys
- I am going to the mall.
- They sat beside the speaker.

SUMMARY:

Prepositions are used to show the relationship between words in a sentence. It is also important to note that prepositions can be used to end a statement.

Example:

1. That is the book she spoke
2. He gave me the pen I wrote
3. That's the chair I sat on.

ASSESSMENT:

- Write out ten prepositions
- Make ten sentences with the ten prepositions listed above.

READING AND COMPREHENSION: READING FOR SPEED

OBJECTIVE:

By the end of this lesson, students should be able to:

- Define speed reading
- Explain vocalization, regressive reading, and reading words instead of phrases are, and how to avoid them in the reading process.

INTRODUCTION:

Reading is one of the four language skills that have to do with taking in written words, in order to understand. It is an important aspect of language learning.

Speed reading has to do with being able to read quickly and effectively while avoiding some things that could hinder one's speed.

Some of the things to avoid, to achieve speed reading shall be discussed below.

- **Vocalization:** This has to do with making sounds, or producing sounds with one's voice.

Vocalization while reading refers to saying out the words from the book, as you read, and this should be avoided as it could hinder swift understanding of what is being read.

To avoid vocalization, the following techniques can be applied:

1. Scan before reading
2. Distract your voice, by chewing with your mouth

- **Regressive Reading:** Regressive Reading is going back to re-read what has just been read. It involves moving back to what you just read and this also slows down the reading process.

To avoid regressive reading, the following techniques can be applied:

1. Use a pen to underline what has been read, in order to train your eyes to read forward, and not backward.
 2. Avoid distractions, which make you go over what has just been read, because of lack of comprehension.
- **Reading words instead of phrases:** Reading words instead of phrases is another thing to avoid in the reading process. While reading, words are to be taken in together as a group, and not individually, to achieve effective reading, and ensure understanding of what is being read.

SUMMARY:

Vocalization, regressive reading, and reading words instead of phrases are some things to avoid, in order to achieve speed reading.

ASSESSMENT:

Read a comprehension passage, and apply what you just learnt, by not vocalizing, reading regressively and not reading words, instead of phrases.

VOCABULARY: LAW AND JUSTICE

Here, words associated with law and justice would be stated and explained.

Words	Meaning
Acquit	This is when a person is proven to be innocent in a court case and set free.
Advocate	An advocate is a lawyer who pleads for the cause of his client in a court of law.
Affidavit	An affidavit is a written declaration, upon which a person swears an oath, in order to be used as evidence in court.
Alimony	Alimony is the money paid by one spouse to the other, in a situation when they are separated.
Amnesty	This is a state pardon given to law offenders, to set them free from whatever punishment was meted out to them.
Brief	A brief is a legal document that is presented to a court, to help the court reach a legal conclusion on the matter.
Plaintiff	A plaintiff is a person who files a lawsuit in court, against another person.
Counsel	A counsel is a lawyer or a legal adviser, who is involved in a case.
Cross-examination	Cross-examination is the act of asking a witness detailed questions, in order to determine if they have been saying the truth when asked previous questions.
Evidence	Evidence refers to facts, information or things presented in a court to prove that something is true and undeniable.
Forensic	This is the application of scientific methods to investigate a crime.
Jail	This is the place where criminals are confined, for the period of their punishment or jail term.

Jury	A jury is a group of people who are sworn to give impartial judgement, over a case, handed to them by a court.
Juvenile Court	This is a court where under-aged individuals; usually under 18, are tried for criminal activities they commit.
Restraining Order	This is an order given by a court to distance a victim from his/her abuser.

COMPOSITION: AN ACCIDENT I WITNESSED

It was on a Sunday afternoon. I was coming back from church with my parents when we suddenly heard a loud noise behind us. Before we knew it, people started running in the direction of the noise and shouting for help.

Alarmed, we also walked back, to know what the problem was, and then we discovered that two vehicles ran into each other.

One of the vehicles, which was a commercial bus, filled with passengers was taking one way, hence, he was on the wrong lane, and judging from the words from eyewitnesses, he was at a high speed, causing him to run into the other vehicle coming.

As they hit each other, the driver in the other vehicle, which was a family car hit his head, and sustained injuries, the woman sitting beside him, who I guessed should be his wife, luckily did not sustain any injury, but was thoroughly shaken by the incident.

In the other vehicle, which was at a high speed, the driver and the people sitting in the front seat sustained severe injuries, and they were quickly rushed to the hospital, alongside the driver of the car and his wife.

I was relieved that no one died in the accident and that all the injured persons, were taken to the hospital without delay. The policemen at the bus stop drove the vehicles away, as the uninjured passengers in the commercial bus got down.

WEEK 3

SPEECH WORK: INTONATION

Already examined in the previous week

REGULAR AND IRREGULAR VERBS

OBJECTIVES:

By the end of this lesson, students should be able to:

- Define regular verbs with examples
- Define irregular verbs with examples
- Give examples of regular and irregular verbs, and use them in sentences

INTRODUCTION:

A verb is used to depict action and doing. There are different forms and properties of verbs, such as transitive and intransitive verbs, regular and irregular verbs, finite and non-finite verbs, auxiliary verbs, modal verbs, etc.

In this lesson, we would be examining the regular and irregular verbs.

Regular Verbs: These are verbs that have a consistent pattern, in how they change to their past tense and past participle form. They have different categories, based on what is used to alter them from the base word to the simple past and past participle form.

- Regular verbs that have their simple past tense and past participle tense form, by adding "-ed". And if the word ends with "e", the letter "d" is simply added.

Examples:

Word	Simple Past Tense	Past Participle
Help	Helped	Helped
Talk	Talked	Talked
Clean	Cleaned	Cleaned
Bake	Baked	Baked
Die	Died	Died

In the table above, the words have their simple past, and participle form with the adding of "-ed", or "d" to the main word.

- When some verbs end with "y", the last letter is changed to "i", then "ed" is added.

Word	Simple Present Tense	Past Participle
Marry	Married	Married
Envy	Envied	Envied
Fry	Fried	Fried
Classify	Classified	Classified

Irregular Verbs: These are verbs that have an inconsistent or irregular pattern in how they form their simple past and past participle forms. There are three categories, which shall be discussed below:

- Irregular verbs in which all the three forms (base word, simple past tense and past participle tense) are the same.

Word	Simple Past Tense	Past Participle
Cut	Cut	Cut

Put	Put	Put
Let	Let	Let

- Irregular verbs in which the simple past and past participle form are the same, but not the same with the base word.

Word	Simple Past	Past Participle
Sit	Sat	Sat
Bring	Brought	Brought
Sell	Sold	Sold
Run	Ran	Ran
Dig	Dug	Dug

- Irregular verbs in which the three forms; base word, simple past tense and past participle tense are different from each other.

Word	Simple Past	Past Participle
Go	Went	Gone
Eat	Ate	Eaten
Begin	Began	Begun
Do	Did	Done
Drink	Drank	Drunk

SUMMARY:

The regular and irregular verbs are the different forms in which the tense of a verb is inflected, and they are explained in details above.

ASSESSMENT:

- Write the following words in their simple past and past participle form

Breed, speak, open, break, cry, exit, lie, read, plan, play, teach, draw, feel, grow, build.\

- Group the above words into the regular and irregular verb groups.

READING AND COMPREHENSION: TECHNIQUES OF SPEED READING

OBJECTIVES:

By the end of this lesson, students should be able to:

- Define reading
- State and explain the different techniques of speed reading

INTRODUCTION:

There are different techniques for reading, which are: Surveying, Scanning, Skimming.

Surveying: This has to do with going over a piece of writing, in order to get a general knowledge of what it entails. It can be done by reading the title, heading of each page, abstract, and summary, just to get the main gist, without necessarily reading in-depth.

Skimming: This is reading a written work, in order to get the main gist, or the main message it is passing across, in order to determine whether the entire book is relevant to you or not, or whether to give it an in-depth look later on.

This technique can be used when revising for an exam, or reading about a product you want to buy, to decide whether to buy it or not

Scanning: This has to do with reading a written work, in order to find a specific piece of information that is relevant to you. In scanning, once the information being searched for has been found, the scanning process has ended.

This can be achieved by looking at strategic areas in the written material, where the information being sought after can be found.

SUMMARY:

Speed reading is an important part of reading, which saves time.

ASSESSMENT:

Read a comprehension passage, and use the surveying, scanning, and skimming methods.

VOCABULARY: CULTURE AND TOURISM

Here, words associated with culture and tourism would be listed and explained.

Words	Meaning
Museum	This is a place where historical, artistic or scientific or cultural objects are stored and displayed, for public viewing.
Attractions	An attraction is a place where tourists visit, due to its inherent cultural significance, value or beauty.
Agritourism	This is an agricultural activity performed in order to attract tourists to farmland or ranch.
Camping Ground	A camping ground is a place where tourists can pitch a tent and sleep. It usually has toilets and washes places.
Sightseeing	Sightseeing is the act of going to see interesting places or the centre of attractions.
Adventure tour	This is a kind of tourism, whereby one goes on adventurous activities.
Cultural tourism	This is a kind of tourism in which tourists participate in cultural activities, to help them experience the culture first hand.
Culture shock	This is the feeling of anxiety or confusion experienced when one experiences a culture different from his or her, or what they are used to.
Myth	This is a traditional story about supernatural beings, believed to have existed in a particular society or cultural environment.

Ritual	A ritual is a solemn or sacred activity carried out in a society, according to a prescribed order.
Archaeology	This is a study of cultures that existed in the past, through searching out material evidence.
Values	Values refer to the ethics that society upholds, sees as important and imparts in their children, from one generation to another.
Traditions	This refers to the norms, principles and ethics which guide the conduct of people in a society

COMPOSITION: INFORMAL LETTER

Write a letter to your friend about your school inter-house sport

7, Albert Street,

Magodo,

Lagos State.

4th February 2021.

Dear Frank,

How are you doing? And how is mummy, daddy and your twin sister? I hope you are all fine. I have really missed your company in school, and even at home, ever since your family packed from the area.

My reason for writing this letter is to tell you about the just concluded inter-house sports competition in my school. I know you really wanted to participate in this year's competition, but for your moving out of the area.

The inter-house sport held two weeks ago on a Friday, on the Agbowo field, behind the school. It started at exactly 11 am, with the march past displays from the different houses, of which red house came first.

I participated in the 200m race, and I emerged the second position, making my house; the blue house comes second, while Yellow House won the race, as they emerged first. We also had other races, such as the Marathon race, sack race 100m, etc. Other sports activities, such as Long jump, high jump, javelin throw, etc. was also done. And at the end, Greenhouse emerged the overall winner, as they came first in the marathon race, sack race, javelin throw, and high jump.

I know you must be very happy reading this, knowing that your former house; Greenhouse came first. Anyways, my own house; Blue house came second, while yellow and red houses came third and fourth, respectively.

I hope you are enjoying your new environment, and have made new friends in school? I would really love you to reply to this letter, telling me about your new home, school and church. I look forward to hearing from you soon.

Yours sincerely,

Raymond.

WEEK 4

SPEECH WORK: STRESS: IDENTIFICATION OF THE CORRECT POINTS OF PAUSES IN DIFFERENT WORDS

OBJECTIVES:

By the end of this lesson, students should be able to:

- Define stress
- State and explain the different kinds of word stress pattern, with examples.
- State the rules that guide stress in the English language, with examples.

INTRODUCTION:

Stress is an important aspect of the English language, and it is closely related to Syllable. In the English language, words are divided into syllables and stressed according to the stress patterns that occur in them.

Stress refers to the emphasis that is placed on certain syllables in a word when speaking. It is important, as it affects the meaning that words convey.

TYPES OF STRESS PATTERN

Note: The syllables in each word, which is written in capital letters, is the stressed syllable in that word.

- **Two-Syllable Word Stress Pattern:** This refers to words that have two syllables, and are stressed according to the stress pattern, that occurs in them.

Examples include: QUIet, LOVEly, ROUtime, reJECT, etc.

- **Three-Syllable Word Stress Pattern:** This refers to words that have three syllables, and are stressed according to the stress pattern that occurs in them.

Examples include exPENsive, WONderful, treMENdous, INdustry.

- **Four Syllable Word Stress Pattern:** This refers to words that have four syllables, and are stressed according to the stress pattern, that occurs in them.

Examples include underSTANding, COMfortable, reaLISTic, psyCHOlogy.

RULES THAT GUIDE STRESS IN THE ENGLISH LANGUAGE

There are certain rules that guide how stress occurs in words in the English language. They shall be discussed as follows:

- Only vowel sounds are stressed.
- In two-syllable words, nouns and adjectives have their stress on the first syllable.
Example: WOman, TIred.

On the other hand, if it is a verb, the stress is placed on the second syllable. Example: rePEAT, viSIT.

- Words ending in 'ic', 'tion', 'sion' have their stress on the second to the last syllable.
Example: examiNAtion, susPENsion, fanTAStic, etc.
- Words ending in 'cy', 'ty', 'gy' and 'al', have their stress on the third to the last syllable.
Example: diPLOmacy, geOlogy, iDENtical

SUMMARY:

Words have different stress patterns in the English language, and this sometimes depends on the number of syllables they have, or the part of speech they belong to, as explained above.

ASSESSMENT:

Stress the following words according, according to the stress pattern that occurs in them:

Table, Exchange, Power, Invest, Regret, Stubborn, Critical, Gratuity, Legitimacy, Composition, Admission.

GRAMMAR: REPORTED COMMANDS

OBJECTIVES:

By the end of this lesson, students should be able to:

- Define reported commands
- Report a command, or use commands in reported speech

INTRODUCTION:

Reported speech has to do with reporting what a person said in the past, in the present. It is also known as Indirect Speech.

Reported speech has certain rules, which are applied when reporting various kinds of speech. And for reporting commands, there are also specific things to do.

In reporting a command or an order, the word "tell" or "ordered" is used.

Example: Direct Speech: "Wash the plates", his mother said

Reported Speech: His mother told him to wash the plates.

Direct Speech: "Close the window", the principal said

Reported Speech: The principal ordered me to close the window.

SUMMARY:

Reporting commands have to do with using certain words, to reflect the nature of the statement made, that it is a command.

ASSESSMENT:

Change the following commands indirect speech, to reported speech

- "Get out", the man said.
- "Lock the gate", her father said.
- "Bring me some water", her sister said.
- "Go home", his uncle said.

VOCABULARY: ICT

Here, words associated with ICT would be stated and explained. The full meaning of ICT is Information Communication Technology.

Words	Meaning
Mobile application	A mobile application is computer software that is designed to run on mobile devices, such as phones, tablets, etc.
Internet	Internet is a large array of connection, that connects computers all over the world, and through which people can share information, once they are connected.

Computer	A computer is an electronic machine that stores data and gives out information.
Android	An android is a mobile operating system that is used on several smartphones and tablets. It was developed by Google.
Telecommunication	This is the transmission of information using technology, through radio, telephone, etc.
Augmented Reality	This is an enhanced version of the physical world, that is done through the use of digital elements and technology
Information age	This refers to the time in which information became easily accessible, and widely distributed, through the use of computer technology.
Silicon Valley	This is a place in California, where global technology companies, such as Facebook, Apple, Google, etc. are situated.
Informatics	This is the science of how to use data, information and knowledge to improve human health.
Tech-savvy	A tech-savvy person is a person who is well informed about modern technology and uses his/her skills to take advantage of technology.
Coding	This is the process of using a programming language, to make a computer behave in a certain way.

COMPOSITION: FORMAL LETTER

Write a letter to your local government chairman, about the bad roads in your area.

Street,

No, 5 Austin

Oshodi,

Lagos State.

5th February

2021.

The Local Government Chairman,

Oshodi-Isolo Local Government,

Oshodi, Lagos.

P.O. Box 4556.

Dear Sir,

LETTER TO APPEAL FOR THE REPAIR OF THE ROAD AT AUSTIN STREET IN OSHODI

Good day, sir. My name is Cynthia Daniels. I live at No 5, Austin street in Oshodi, which happens to be an area under the local government you head. I am writing this letter to inform you of the urgent need to repair the road in the above-named street, to avoid accidents, and other damages to lives, and properties.

The road leading into the street is bad, and commuters find it very difficult to drive in every day. Also, as a result of the bad road, vehicles are usually involved in one form of accident or the other, as a big pothole at the beginning of the street, disturbs their navigation.

I would really be glad, if this letter is well responded to, and action is taken immediately to repair the road. Thank you.

Yours faithfully,

Cynthia Daniels.

WEEK 5

GRAMMAR: REPORTED REQUESTS

OBJECTIVES:

By the end of this lesson, students should be able to:

- Define reported requests are
- Report requests, or use requests in reported speech.

INTRODUCTION:

Reported speech has to do with reporting in the present, what a person said in the past. It is also known as Indirect Speech.

A request is when a person asks another person to do something; it is usually said politely. Reported requests are part of reported speech. When reporting requests, verbs like: ask, beg, implore, request, advise, etc. are used.

The pattern used, when reporting a request is: Verb+ Indirect object+ To infinitive

Examples:

Direct Speech: "Bring a cup of water", Bola said.

Reported Request: Bola asked me to bring a cup of water.

Direct Speech: "Watch over the baby", her mother said.

Reported Request: Her mother implored her to watch over the baby.

Direct Speech: "Don't walk alone at night", his uncle said.

Reported Request: His uncle advised him to not walk alone at night.

SUMMARY:

Reported Requests are used to report a request made in the past, in the present.

ASSESSMENT:

Write the following direct requests, as reported requests:

- "Buy some juice on your way home", her father said.
- "Open the windows", she said.
- "Carry the cups to the kitchen", the man said.
- "Write the letter", her friend said

COMPOSITION WRITING: ARGUMENTATIVE ESSAY

HERBAL MEDICINES ARE MORE POTENT THAN ORTHODOX MEDICINES

Good day,

Mr Chairman,

The panel of Judges,

Accurate Timekeeper,

Co-debaters,

Ladies and Gentlemen.

My name is Sharon Peters. I am a JSS 2 student of Roses Junior Secondary School. I am here to support the motion that herbal medicines are more potent than orthodox medicines. However, before I go on, I would like to define some of the key terms in this topic: herbal medicines, potent, and orthodox medicines.

Herbal medicines are plant-derived medicines, without industrial processing, that are used to cure illnesses and diseases.

Potent means to be effective, and capable of achieving a desired result or effect.

While orthodox medicine refers to the use of drugs by doctors and nurses to cure illnesses and diseases.

Now, I would proceed to prove why herbal medicines are more potent than orthodox medicines

To begin with, herbal medicines make use of natural ingredients and plants, which adapt easily to the body system. On the other hand, orthodox drugs make use of chemical substances, that are foreign to the body system.

Also, herbal medicines invoke the body's healing power, hence helping the body heal up naturally. While orthodox medicines do not go through a natural process.

In conclusion, herbal medicines take care of the entire body's wholeness, not just to suppress the symptoms of the current illness. While for orthodox medicines, the symptoms of the illness are only suppressed, and whenever the drug dosage is not taken completely, the illness resurfaces.

I believe that I have been able to convince you, with these points I raised, that herbal medicines are more potent than orthodox medicines.

Thank you!

WEEK 6

GRAMMAR: ADVERBIALS

OBJECTIVES:

By the end of this lesson, students should be able to

- Define adverbials
- Mention and explain the different kinds of adverbials

INTRODUCTION:

An adverbial is a word, or group of words, that performs the function of an adverb. They are used to modify or describe a sentence and the verb in it. They are closely related to an adverb, as they perform part of its function

Adverbials can appear anywhere in a sentence, whether at the beginning, middle or end.

Example:

1. I cook rice every day.
2. Every day, I cook rice.
3. I never cook rice on Sundays.

There are different types of adverbials, which include:

- Adverbial Complements
- Adjuncts
- Conjuncts
- Disjuncts

1. Adverbial Complement: They are obligatory adverbials, which are important. This is because, when they are removed, they render the statement ungrammatical.

Examples:

- He poured the food into the pot

Here, "into the pot" is an adverbial complement, as the statement would be ungrammatical if it is removed.

- Bolanle placed the money on the table.

2. Adjuncts: Adjuncts are a type of adverbial, which are optional in a statement, and when removed, they cannot render the statement ungrammatical.

Examples:

- She helped me yesterday
- John swept the room for me.

3. Conjuncts: Conjuncts are adverbials that are used to link two sentences.

Examples:

- I walked her down the street, so, she gave me the book
- They would be here today, hence, I would cook.

4. Disjuncts: Disjuncts are used to make comments on the remaining part of a sentence, they are used to describe the perspective or mood of the speaker, towards what is being said.

Examples:

- Fortunately, he passed his exams.
- Surprisingly, she did not come for her graduation ceremony.

SUMMARY:

Adverbials are used to modify or describe sentences and the verbs in them. The different types have been discussed above with examples.

ASSESSMENT:

Read the following sentences, and identify the different types of adverbials in them:

- He washed the clothes last night
- She put the book on the table
- I left them inside the car, so, they should be here soon.
- She is very ambitious and vision-driven.
- Funnily, they rarely visit their hometown.

GRAMMAR: THE PRESENT TENSE

OBJECTIVES:

By the end of this lesson, students should be able to:

- Define present tense
- Give examples of words in the present tense, and make examples with them

INTRODUCTION:

The Present tense is used for actions that occur habitually, or regularly. It is also used for well-known facts.

It is also used to express a universal truth or a well-known fact.

Examples are: buy, go, sweep, love, beat, dance, walk, eat, sleep, etc.

The Simple Present Tense takes either the singular or plural form. The singular form of verbs in the simple present tense take "s" or "es", at the end. And it is only used with the third person singular pronouns: He, She, It. While, other pronouns, such as I, We, They, You, take the plural form, which has no "s" or "es",

Examples:

1. She sleeps early every day.
2. Her mother cooks rice on Sundays.
3. He buys petrol from the filling station behind the house.
4. They dance at parties.
5. God loves everybody.

SUMMARY:

The present tense is of three types: the simple present tense, the present continuous tense, and the present perfect tense.

ASSESSMENT:

Write the following words in the present tense form:

Shouted, knelt, walked, worked, sat, rushed, built, nursed, cleaned, exited

VOCABULARY: SCIENCE AND TECHNOLOGY

Here, words that are related to science and Technology would be examined.

Words	Meaning
Robotics	This has to do with the use of science and technology to create machines, known as robots, which can assist humans.
Internet	This is a global wide area network that connects computers around the world.
Engineering	This is the aspect of science and technology that deals with the design, structure and building of engines and machines.
Biometrics	This is the use of individual unique characteristics for identification purposes.
Artificial Intelligence	This is the intelligence displayed by machines, that make them think and act like humans.
Computer	This is an electronic device that is used to process data and produce information.
Telecommunication	This is the aspect of technology that has to do with the passing across of information, via electronic means.
Forensic	This is the application of science and technological means, to investigate a crime.
Data Science	This has to do with the extraction of knowledge, from a wide range of structured and unstructured data, in order to apply the knowledge to various application domains.
Blockchain	This is a digital ledger that records financial transactions.

Fintech	This is a combination of the words: Finance and Technology. It has to do with using technology to deliver financial products and services
Cyberspace	This has to do with a widespread of interconnected digital technology
Astronautics	This has to do with travelling beyond the Earth, to outer space.
EdTech	This is fully known as Educational Technology. It involves the use of technological devices to facilitate learning.

-

COMPOSITION: EXPOSITORY ESSAY

ENTREPRENEURSHIP

Entrepreneurship is the process of designing and running a business. It is the ability to manage and build a business, in order to satisfy people's needs, and make profits. One key factor in entrepreneurship is risk-taking.

A person who does entrepreneurship is called an entrepreneur, and entrepreneurs are risk-takers. They take all the risks, as well as profit for their business. So, in a situation, where they lose money, they bear the loss alone, and when they gain, they also enjoy the profits by themselves.

Most entrepreneurship ventures start out as a small-sized business, however, over time, and with dedication, effort and resilience, it can grow into a big business venture.

There are some important characteristics that every entrepreneur must possess, in order to be successful, and some of them shall be discussed thus:

Firstly, an entrepreneur must be dedicated and passionate about his/her business. A passionate entrepreneur would give his/her best to the business, by doing all it takes to make it succeed. They would think of legal ways to get more customers, make their products better, advertise well, and be dedicated to doing well at their work.

Also, an entrepreneur must be business savvy and a great money manager. To be successful in the world of entrepreneurship, you must have enough knowledge on how to run a business, and also know how to manage money well. A good entrepreneur knows that their capital is different from their profit, hence, they don't spend both.

An entrepreneur must also be resilient and a risk-taker. Businesses may not always be rosy, however, as an entrepreneur, one must be resilient enough to get up after a failure, and put in more efforts to do well next time.

In all, entrepreneurship has its ups and downs, so, one must be fully prepared for different situations of life that can come up.

To end with, entrepreneurship is a huge part of the world economy, and it should be encouraged.

LITERATURE-IN-ENGLISH: FIGURES OF SPEECH

DISTINGUISH BETWEEN IRONY, EUPHEMISM AND HYPERBOLE

OBJECTIVES:

By the end of this lesson, students should be able to:

- Define figures of speech
- Explain the meaning of irony, euphemism and hyperbole
- Differentiate between irony, euphemism and hyperbole

INTRODUCTION:

A figure of speech is the deviation from the literal meanings of words, phrases and statements, to give a deeper meaning, in order to achieve a certain effect. Figures of speech are commonly used in the different genres of literature, in order to make the language interesting.

There are different types of Figures of speech, which include: Alliteration, Simile, Metaphor, Euphemism, Irony, Onomatopoeia, Oxymoron, Personification, Synecdoche, etc.

Irony: Irony is a figure of speech that occurs when someone says something, but means the exact opposite of what was said. It marks a contrast between appearance and reality.

Examples:

- He is so clean, that all his white shirts are stained with oil.

The real meaning intended in the above statement is that the person being spoken about is dirty.

- She is so small that she takes the space meant for two people on a bus.

The real meaning intended in the above statement is that she is big in size.

- They love each other, so much that they hate to help each other.

The real meaning intended in the above statement is that they do not love each other.

Euphemism: Euphemism occurs when a mild or indirect word/statement is used instead of a direct or harsh word/statement. In euphemism, words are not used in their direct meaning. It is used to lessen the effect that a direct word, when used, may have.

Examples:

- He kicked the bucket.

This means that he died.

- She is economical with the truth.

This means that she is a liar.

- They are between jobs.

This means that they are unemployed.

Hyperbole: This is also known as an exaggeration. It is an overstatement that deliberately exaggerates a thing or situation, for the sake of emphasis. It is the opposite of understatement, but it is not to be taken literally.

Examples:

- I am so hungry I could eat a whole cow.

This means that the person is extremely hungry. But however hungry he is, it is not possible for him to eat a whole cow.

- He is older than the hills

This means that the person is very old. However, no matter how old a person is, they cannot be as old as hills, as hills have been in existence for many centuries.

- I have called you a million times

This means that the person has called the other person many times. However, it is practically impossible to call a person a million times.

The irony, Hyperbole and Euphemism are all different types of figure of speech. However, they are different in terms of the functions they perform.

The irony is saying the direct opposite of what is meant, while euphemism is saying something, using mild or indirect terms, on the other hand, hyperbole exaggerates or overstates what is being said.

SUMMARY:

Figures of speech spices up language use, as seen in the three types explained above.

ASSESSMENT:

Read the following statements, and identify whether they have an element of irony, euphemism and hyperbole.

- The boy is taller than an Iroko tree.
- They eat like horses
- The woman is knocked up
- The man loves his wife so much, that he beats her up.
- She is a little thin on top.

WEEK 7

SPEECH WORK: CONSONANT SOUNDS /S/ AND /Z/

OBJECTIVES:

By the end of this lesson, students should be able to:

- Describe and differentiate consonant sounds /s/ and /z/.
- Give examples of words in which consonant sounds /s/ and /z/ appear.

INTRODUCTION:

Consonants are sounds that are articulated with a complete or partial closure of the vocal organs. There are 24 consonant sounds in the English language, and while 8 are voiceless, 16 of them are voiced.

The consonant sounds in the English Language are:

Voiceless Consonant Sounds: /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/

Voiced Consonant Sounds: /b/, /d/, /g/, /v/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /ð/

The Consonant sounds /s/ and /z/ are pairs of voiceless and voiced sounds.

The /s/ sound is a voiceless alveolar fricative consonant sound, and when it is pronounced, the front of the tongue is placed close to the tooth ridge, and the tip of the tongue is close to the upper side of the front teeth.

It is also known as the hissing sound because when it is pronounced, it sounds like a hissing sound.

Pronounce the following words, with the /s/ sound: slippers, sip, sleep, set, sear, search, etc

The /s/ sound appears in different words, in form of the following letters:

1. s- sort, salt, see, solve
2. c- city, censor, certain

The /z/ sound is a voiced alveolar fricative consonant sound, and it is pronounced with the front of the tongue placed close to the tooth ridge, and the tip of the tongue is close to the upper side of the front teeth.

The voiceless form of /z/ is /s/.

Pronounce the following words, with the /z/ sound: zion, zeal, zoo, zest

The /z/ sound appears in different words, in form of the following letters:

1. z- zealot, zags, zone
2. zz- lizzie

The /s/ and /z/ sounds are pairs of alveolar fricative sound.

ASSESSMENT:

Write ten words that carry the /s/ and /z/ sound each.

GRAMMAR: INTRODUCTION TO PUNCTUATION MARKS

OBJECTIVES:

By the end of this lesson, students should be able to:

- Define punctuation marks are
- Explain the different types of punctuation marks, and state their functions

INTRODUCTION:

Punctuation marks are an essential aspect of writing in the English language. They are used to reflect how words should be read, and they even add meaning to statements. They are made up of different symbols and signs that help to make reading easy.

A punctuation mark makes a lot of difference in writing, as they reflect the pauses we make when we speak, in writing.

Example: She is my sister?

She is my sister.

She is my sister!

The examples above contain the same sentence, but they convey different meaning and emotion, because of the different punctuation marks they have.

The first sentence is a question, the second is a statement, while the third example expresses delight.

The Punctuation marks in the English Language are very important, as they give full meaning to sentences of different kinds.

The following are the punctuation marks in the English Language, alongside how they are used.

1. The full stop: This is also known as period and it is used to indicate a long stop, and to show that a statement has ended.

Example: I am going home today.

- The full stop is also used for abbreviations.

Example: Mr Femi is the new bank manager.

P.H.C.N has interrupted the power supply.

- The full stop is also used in between numbers, to show decimal.

Examples:

The answer is 14.22s

2. Question Mark: The question mark is used to indicate questions. It can be used in the following ways:

- At the end of a question.

Examples:

Is she your sister?

Who is at the door?

- At the end of questioning statements

Examples:

She is here already?

Did they run away?

3. Exclamation Mark: The exclamation mark is used to express emotions of surprise, anger, joy, etc.

Examples:

- "Get out now!" He shouted.
- "She is here!" Justina screamed in excitement.

4. The Comma: The comma is often overused and abused. It is a tricky punctuation mark and should be used only when necessary. The comma is used to indicate a shorter pause, than when a full stop is used.

The comma can be used in the following ways:

- The comma can be used to separate items in a list:

Example:

I want to buy a red shoe, two books, a bag and four dresses.

She loves plantain, fish and egg.

- The comma is also used in question tags, to separate the statement from the tag.

Example:

She has gone home, hasn't she?

He loves her, doesn't he?

They don't stay in Abuja, do they?

5. The colon is another punctuation mark that also helps us in writing, and it can be used in the following ways:

- To introduce a list of items:

Examples:

The following items are in the bag: book, pens, wristwatch, and a pair of shoes.

- It is also used within time expressions, to separate hour from minutes.

Example: It is 12:20 pm.

She was here by 06:10 pm.

6. Semi-colon: This is a tricky punctuation mark that should be carefully used in writing. It can be used in the following ways:

- To join two sentences and independent clauses, to show the relationship between them.

Example:

I think we can leave now; the weather looks better.

She is here already; we would leave in ten minutes.

- To assemble detailed or serial lists.

Examples:

The summit would take place in four locations: Lagos; Nigeria, New Delhi; India, Toronto; Canada, Beijing; China.

7. *Inverted Commas*: This is also known as quotation marks. It could either be double: " " or single ' '. It is used in the following ways:

- To quote a direct statement or speech made by someone, from its beginning to the end.

Examples:

"I would be travelling by air next week", Stephen said.

"No one must leave this house" her father ordered.

- To mark out a certain word or phrase in a sentence, to lay emphasis on it.

Examples:

She and her father are in a "good" relationship.

8. *The Apostrophe*: This is a punctuation mark commonly used in writing, and it can be used in the following ways:

- To show possession:

Examples:

This is my mother's car

His friend's book was stolen.

- To show the omission of letters or contraction:

Examples:

He doesn't go home every weekend.

It's a whole lot of work

SUMMARY:

Punctuation marks are used to give meanings to sentences, indicate pauses, show possession, ask questions, etc.

ASSESSMENT:

Mention the different punctuation marks in the English Language

COMPOSITION: NARRATIVE ESSAY

MY LAST BIRTHDAY

My last birthday still remains one of the most memorable days of my life, and I would forever cherish the memories made with family and friends.

My birthday comes up on the 8th day of May every year, and the last one fell on a Saturday. Prior to that day, I didn't have any plan in mind, as regards my birthday, since my parents do not fancy throwing birthday parties for us.

I woke up that morning, and I joined my family for our usual family devotion, where my parents and siblings prayed for me, but to my surprise, no one gave me gifts, as was the tradition in our house. I was surprised, but I didn't say anything, thinking that I would receive the gifts later in the day.

After about two hours, someone knocked at our door, and I was asked to check who it was. It turned out to be a delivery man, who delivered a cake designed in my favourite cartoon, and a book I have been wanting to read. I screamed in delight, and immediately I turned, my entire family shouted happy birthday, then started bringing out the gifts they bought to give me.

At that moment, I was so happy, and tears started rolling down my face. We cut the cake, then I started opening the gifts. Afterwards, we ate breakfast, and my dad announced that we were going to the beach to celebrate my birthday. My mum already prepared food enough to feed ten people, and I wondered why.

On getting to the beach, we set up our space and sat down for a picnic. At that moment, I saw some of my friends from school and church who my parents invited over to celebrate. I was overjoyed, seeing them. After we ate, I alongside my siblings and friends, went to explore the beach to play.

It was a great experience and it would forever remain in my heart.

WEEK 8

SPEECH WORK: CONSONANT SOUNDS /K/ AND /G/

OBJECTIVE:

By the end of this lesson, students should be able to:

- Describe the consonant sounds /k/ and /g/
- Distinguish between them, with examples

INTRODUCTION:

The /k/ and /g/ are both velar plosive sounds. While the sound /k/ is voiceless, the sound /g/ is a voiced sound.

The /k/ sound is a voiceless velar plosive sound, that is produced with the back of the tongue, making contact with the back of the mouth, and then air is suddenly released.

Pronounce the following words, with the /k/ sound: like, king, kite, kit, cream, castle, etc.

The /k/ sound appears in different words, in form of the following letters:

1. k- kick, kitchen, kit, choke
2. c- career, crest, core, code
3. ch- chemist, chemical

The /g/ sound is a voiced velar plosive sound, that is produced in a similar way, to the /k/ sound. The only difference here is that /g/ is a voiced sound.

Hence, it is produced with the back of the tongue, making contact with the back of the mouth, and then air is released through the mouth.

Pronounce the following words, with the /g/ sound: girl, again, greet, gag, etc.

The /g/ sound appears in different words, in form of the following letters:

1. g- grow, gas, guess
2. gg- ragged, lagged, beggar
3. gh- ghost, ghetto

SUMMARY:

The /k/ and /g/ sounds are velar plosive sounds.

ASSESSMENT:

Write ten words, which carry the /k/ and /g/ sound each.

GRAMMAR: PUNCTUATION MARKS

THE FULL STOP AND COMMA

OBJECTIVES:

By the end of this lesson, students should be able to:

- Explain what punctuation marks are
- Describe the full stop, and how it can be used.
- Describe the comma, and how it can be used.

INTRODUCTION:

Punctuation marks are an essential aspect of writing in the English language. They are used to reflect how words should be read, and they even add meaning to statements. They are made up of different symbols, and signs, that help to make reading easy.

A punctuation mark makes a lot of difference in writing, as they reflect the pauses we make when we speak, in the writing form.

Example: She is my sister?

She is my sister.

She is my sister!

The examples above contain the same sentence, but they convey different meanings and emotions, because of the different punctuation marks they have.

The sentence is a question, the second is a statement, while the third example expresses delight.

The full stop: This is also known as period and it is used to indicate a long stop, and to show that a statement has ended.

Example: I am going home today.

The full stop can be used in different ways, as follows:

- The full stop is used to indicate the end of a statement, for a longer pause.

Example:

I am going to the market.

She is my friend.

- The full stop is also used for abbreviations.

Example: Mr Femi is the new bank manager.

P.H.C.N has interrupted the power supply.

- The full stop is also used in between numbers, to show decimal.

Examples:

The answer is 14.22s

The Comma: The comma is often overused and abused. It is a tricky punctuation mark and should be used only when necessary. The comma is used to indicate a shorter pause, than when a full stop is used.

The comma can be used in the following ways:

- The comma can be used to separate items in a list:

Example: I want to buy a red shoe, two books, a bag and four dresses.

She loves plantain, fish and egg.

- The comma can also be used to separate two clauses, that are passing across two different messages, or that contrast each other.

Example: I really want to go with you, but I have a lot of work to do.

- The comma can also be used in letters, after the salutation.

Example: Dear sir,

Dear ma,

Dear Steven,

- The comma is also used in question tags, to separate the statement from the tag.

Example: She has gone home, hasn't she?

He loves her, doesn't he?

They don't stay in Abuja, do they?

- When addressing a person, and referring to them by name, the comma is used to separate the statement from the name, and also in greetings,

Examples: Hello, Mrs Albert.

Good morning, Mr Smith

Kindly wash the plates, Festus

- The comma can also be used when writing dates

Examples: I was born on May 17, 2010.

My parents got married on 9th January 2006.

SUMMARY:

The Full stop and Comma are both used to indicate pauses when writing. However, the pause indicated by the comma is shorter, than the pause indicated when the full stop is used.

ASSESSMENT:

Put full stop or comma in the following statements, wherever they are appropriate

1. The boy and the girl are siblings
2. Good morning Mr Fred How are you doing today?
3. My sister wants to buy a red shirt white bag and black sneakers
4. We would -be moving to New York by Sept 12 2021
5. He hasn't swept the room, has he?

WEEK 9

SPEECH WORK: CONSONANT SOUNDS /m/, /n/ AND /ŋ/

OBJECTIVES:

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

- Describe the consonant sounds /m/, /n/ and /ŋ/
- Give examples of words in which they appear

INTRODUCTION:

Consonant sounds are sounds that are produced with an obstruction in the articulatory organs. The /m/, /n/ and /ŋ/ sounds are nasal sounds, and this means that during pronunciation, the air is expelled through the nose.

The /m/ sound is a voiced nasal bilabial sound. It is a nasal sound because, when it is pronounced, the air is released through the nose. And it is bilabial because, the lips come together when it is pronounced, and it is voiced because the vocal cords vibrate when it is pronounced.

Pronounce the following words, with the /m/ sound: mother, measure, mean, mask, mirror.

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

1. m- monster, music, monkey, mask
2. mm- crammed, rammed

The /n/ sound is a voiced nasal alveolar sound. It is a nasal sound because, the air is released through the nose, during its production, it is voiced because, the vocal cord vibrates during its production, and it is alveolar because the tip of the tongue is placed on the alveolar ridge.

Pronounce the following words, with the /n/ sound: never, next, new, nestle, etc.

The /n/ sound appears in different words, in form of the following letters:

1. n- nervous, neuron, necessary

The /ŋ/ sound is a voiced nasal velar sound. It is a nasal sound, because, air goes through the nose when it is pronounced, and it is voiced, because, the vocal cord vibrates when it is pronounced. And lastly, it is velar, because, the back of the tongue is placed on the velum, during the course of pronunciation.

Pronounce the following words, with the /ŋ/ sound: sing, king, ring

The /ŋ/ sound appears in different words, in form of the following letters:

1. ng- bling, fling, ru
2. /ŋ/ is spelt as "n", when it is followed by sound /k/

Think, thank, link, sink.

SUMMARY:

The /m/, /n/ and /ŋ/ sounds are all nasal sounds and they have been discussed above.

ASSESSMENT:

Group the following words in term of the sounds that appear in them, whether /m/, /n/ or /ŋ/

Marry, Neighbor, Bank, Narrow, Massage, Network, Ringing, Remain, Merry, Sank.

GRAMMAR: PUNCTUATION MARKS

THE QUESTION MARK, COLON AND SEMI-COLON

OBJECTIVES:

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

- Define punctuation marks
- Describe Question mark, and how it can be used
- Describe the Colon, and how it can be used.
- Describe the Semi-colon, and how it can be used.

INTRODUCTION:

Punctuation marks are an essential aspect of writing in the English language. They are used to reflect how words should be read, and they even add meaning to statements. They are made up of different symbols, and signs that help to make reading easy.

A punctuation mark makes a lot of difference in writing, as they reflect the pauses we make when we speak, in writing.

Example: She is my sister?

She is my sister.

She is my sister!

The examples above contain the same sentence, but they convey different meaning and emotion, because of the different punctuation marks they have.

The first sentence is a question, the second is a statement, while the third example expresses delight.

Question Mark: The question mark is used to indicate questions. It can be used in the following ways:

- At the end of a question.

Examples:

Is she your sister?

Who is at the door?

- At the end of questioning statements

Examples:

She is here already?

Did they run away?

The colon is another punctuation mark that also helps us in writing, and it can be used in the following ways:

- To introduce a list of items:

Examples:

The following items are in the bag: book, pens, wristwatch, and a pair of shoes.

- It is also used within time expressions, to separate hour from minutes.

Example: It is 12:20 pm.

She was here by 06:10 pm.

Semi-colon: This is a tricky punctuation mark that should be carefully used in writing. It can be used in the following ways:

- To join two sentences and independent clauses, to show the relationship between them.

Example:

I think we can leave now; the weather looks better.

She is here already; we would leave in ten minutes.

- To assemble detailed or serial lists.

Examples:

The summit would take place in four locations: Lagos; Nigeria, New Delhi; India, Toronto; Canada, Beijing; China.

SUMMARY:

The question mark is used at the end of a sentence, to indicate that it is a question, while the colon can be used to introduce a list of items, the semi-colon can be used in a serial list.

ASSESSMENT:

Put question mark, colon or semi-colon in the following statements, wherever they are appropriate.

1. He bought these items a book, four pens, three rulers and two pencils.

2. We have guests coming from Ikeja, Lagos Maitama, Abuja Zanko, Kogi, etc.
3. What is your sister's name
4. Where is your mother
5. He went home because of his mother but didn't see her.