

JSS3 ENGLISH STUDIES FIRST TERM NOTES

WEEK ONE

LESSON ONE – READING: READING FOR CRITICAL EVALUATION

Reading is one of the four language skills. It is a mental or thinking process which involves the interpretation of signs and symbols as they are perceived through the sense organ.

Reading for critical evaluation means reading in between lines to be able to distinguish between facts and falsehoods, exaggeration, etc.

Read Unit 1, Page 4 & 5 of ‘The New Concept English,’.

LESSON TWO: WRITING – REVISION ON COMPOSITION

LEARNING OBJECTIVES: At the end of the learning activities, the learners should be able to:

I. Define and mention types of compositions.

A composition is a piece of writing on a given topic.

TYPES OF COMPOSITION

1. Narrative Essay: An essay that tells a story or recounts an event. It is usually written in past tense. Examples: “The Poor Orphan”, “How I Spent My Last Holiday”, “He Who Laughs Last, Laughs Best”.

2. Descriptive Essay: An essay that gives a vivid mental picture of people, places and objects. Examples:

- Myself
- My Best friend
- An Interesting Place I Visited

3. Expository Essay: An essay that gives a detailed explanation of an idea or a process. Examples:

- How to prepare my Favourite Dish
- How to play Table Tennis
- Dangers of Examination Malpractice

4. Argumentative Essay: An essay that persuades or convinces an audience to adopt the writer’s point of view on a controversial topic. Examples:

- School Uniform Should Be Abolished in Nigeria.
- Students should Be Allowed to Use Mobile Phones.
- Girl-child Education is a Waste of Time.

ASSIGNMENT

1. What is a composition?

LESSON THREE: LISTENING AND SPEAKING – LONG AND SHORT VOWELS



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LEARNING OBJECTIVES: At the end of the learning activities, the learners should be able to:

I. Differentiate between long and short vowels.

Vowel sounds are sounds produced with some forms of vibrations. Long vowel sounds are those sounds prolonged in their production while short vowel sounds are sounds that are not prolonged in their production.

The long vowel sounds are:

|a:| - part, cart, heart

|ɜ:| - bird, shirt, nurse

|i:| - peel, leak, meat

/ɔ:| - port, court, fought

The short vowel sounds are:

|æ| - man, cat, lack

|ʊ| - pull, look, book

|ɒ| - pot, lock, mop

|ʌ| - love, some, money

ASSIGNMENT

1. State two differences between long and short sounds.

LESSON FOUR: GRAMMAR - ADVERBIALS

LEARNING OBJECTIVES: At the end of the learning activities, the learners should be able to:

I. Understand the concept of adverbials.

Adverbials are phrases or clauses that modify verbs in a sentence.

TYPES OF ADVERBIALS

1. Adverbial of Time: This indicates when an action takes place; it answers the question 'when?' Examples:

I. She should be there early in the morning.

II. I feel cold during the harmattan season.

III. The teacher has been here since morning.

2. Adverbial of Place: This explains where an action takes place and answers the question 'where?'

i. The book is inside your bag.

ii. The ball fell from the roof top.

iii. My mother is cooking in the kitchen.

3. Adverbial of Reason: This explains why an action takes place It answers the question 'why?' Examples:

i. She was promoted because of her hard work.

ii. Jesus Christ died for my sake.

iii. I can't play with you due to my forthcoming examination.



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4. Adverbial of Concession: It points out something contrary to the expectations seen in the main clause.

- i. People still mistrust him in spite of his honesty.
- ii. Although intelligent, she did not do well in the examination.
- iii. Despite her godliness, she steals other pupils' books.

ASSIGNMENT

1. Give your own definition of adverbial.

LESSON FIVE: LITERATURE – AFRICAN AND NON-AFRICAN FOLKTALES (MYTHS AND

LEARNING OBJECTIVES: At the end of the learning activities, the learners should be able to:

- I. Define folktale.
- II. Mention types.
- III. Give examples.
- IV. State the features of non-African folktales.

NON - AFRICAN FOLKTALE

A folktale is an olden day story handed down from generation to generation which has a moral lesson to us. We have African and non-African folktales.

Non-African folktales are folktales written by non-Africans. Examples:

- I. "The Three Hens"
- II. "The Trickster"
- III. "The Struggles of Mother Pig"
- IV. "The Monkey and the Baboon."

FEATURES OF NON- AFRICAN FOLKTALE

1. Specific setting
2. Didactic in nature
3. Used for entertainment
4. Use of tricksters
5. Use of magic
6. It can be oral or written
7. Use of animals or insects as characters.

THEMES IN NON- AFRICAN FOLKTALE

1. Courtly love
2. Chivalry
3. Benefits of friendship
4. Leadership flaws
5. Struggles for liberation



WEEK TWO

LESSON ONE: READING – READING FOR CRITICAL EVALUATION

READING FOR CRITICAL EVALUATION

Unit 2; pages 18 and 19 - “Life History of a Mosquito”

LESSON TWO: WRITING – NARRATIVE COMPOSITION

LEARNING OBJECTIVES: At the end of the learning activities, the learners should be able to:

- I. Define a narrative composition.
- II. Explain its features.
- III. Discuss how to write a narrative composition.
- IV. Write a given narrative topic.

A NARRATIVE COMPOSITION

This is a composition that tells a story or recounts an event.

FEATURES OF A NARRATIVE ESSAY

- The story may be real or imagined.
- The story must be interesting / captivating.
- The story must have human characters.
- It must have a beginning, a climax and a conclusion.
- It must have a time and place within which it was written.

HOW TO WRITE A GOOD NARRATIVE COMPOSITION

- Give it a title.
- Use the past tense form of verbs.
- Arrange your work very well in the order in which it happened.
- Give the details very well so that the reader sees, smells, feels, hears and tastes by reading what you written.
- Describe the people and events that took place very well. Eg: I mistakenly bumped into a tall, lean looking young man.
- Begin with a very good introduction, build up your story by creating suspense in the mind of the reader, the highest point of tension and finally, the story comes to an end with a good conclusion.
- You can use first/ third person point of view.
- Make use of figures of speech and idioms but don't overuse them.

OUTLINE FOR NARRATIVE ESSAY “MY LAST PARTY”

1. Introduction – The date, time and where it was celebrated.
2. Body
 - a. Morning activities



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- b. Afternoon activities
- c. Evening activities
- 3. Conclusion – Summary on How You Felt.

ASSIGNMENT

1. Mention three features of a narrative composition you have learnt.

LESSON THREE: LISTENING AND SPEAKING – CONSONANTS /f/ AND /v/

LEARNING OBJECTIVES: At the end of the learning activities, the learners should be able to:

- I. Pronounce /f/ and /v/ correctly.
- II. Identify the differences in their production.
- III. Mention words where they can occur.
- IV. Spot where they are silent.

CONSONANTS /f/ AND /v/

A. The production of [f] involves the front upper teeth and the lower teeth and lower lips. Examples:

- f = feet, fall, half
- ph = physics, phone, phantom, Stephen
- gh = cough, laugh, tough
- ff = off, differ, bluff, stuff

/f/ is silent in 'of.'

B. The production of [v] involves contact between the lower lip and the upper front teeth. Examples:

- v = vane, vast, verb
- f = of
- ve = save, leave, give
- ph = nephew

Contrast in the two sounds

/f/	/v/
<u>F</u> ine	<u>V</u> ine
<u>F</u> an	<u>V</u> an
<u>F</u> ew	<u>V</u> iew
Leaf <u>f</u>	Lea <u>v</u> e
<u>F</u> ast	<u>V</u> ast
<u>F</u> erry	<u>V</u> ery



ASSIGNMENT

1. Write down three words where the sounds can occur.
2. Write down two words where they are silent.

LESSON FOUR: GRAMMAR – TENSES (PRESENT, PAST AND FUTURE)

LEARNING OBJECTIVES: At the end of the learning activities, the learners should be able to:

- I. Define tense.
- II. Say the tenses we have in the English language.
- III. Explain each and give examples.
- IV. Use them in sentences.

TENSES: PRESENT, PAST AND FUTURE

Tense refers to the form that a verb takes to show the time of action. It indicates whether an action is completed, whether it has been completed or whether it is yet to happen.

TYPES OF TENSES

1. The Present Tense: This shows habitual actions or facts. Examples: Christians go to church on Sunday. My father is blue. My father plays the guitar.
2. The Past Tense: This shows an action that has been completed. Examples: She ate the food. My mother worked with the Ministry of Agriculture. The children saw a monster.
3. The Future Tense: This shows an action that is yet to happen in the future and is indicated with “will” or “shall”. Examples: Ngozi will do the work. We shall visit them. You shall not eat your cake and have it.

ASSIGNMENT

1. State three tenses of verb you have learnt with one example for each.

LESSON FIVE: LITERATURE – THE GOLDEN CHOICE

Read the Literature text ‘The Golden Choice’ by Uzo Udegbonam Chioma.

WEEK THREE

LESSON ONE: READING – READING FOR SPEED

READING FOR SPEED



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LESSON TWO: WRITING – NARRATIVE COMPOSITION

LEARNING OBJECTIVE: At the end of the learning activities, the learners should be able to:

I. Explain narrative composition.

A narrative essay tells a story. It recounts what happened in the past or it can create an imaginary story on a of interest. Narratives are usually written using the past tense of verbs. Examples of a narrative composition:

- A memorable day in my life
- The dishonest servant.
- My first day in secondary school
- My last day in primary school.

LESSON THREE: LISTENING AND SPEAKING – INTONATION

LEARNING OBJECTIVES: At the end of the learning activities, the learners should be able to:

- I. Define intonation.
- II. Say the types and explain them.
- III. State the uses of each.
- IV. Use them in sentences.

INTONATION

Intonation is the rise and fall in the pitch of our voice when speaking.

TYPES OF INTONATION

- Falling tone
- Rising tone

Falling tone is the fall in human voice while speaking, from a high to low pitch. Rising tone is when there at the end of an utterance.

USES OF FALLING TONE

- a. Statement: I ate the food↓
We want to go home↓



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- b. Command: Sit down↓
- c.Exclamation: What a surprise↓
- d. 'wh' Questions: Where are you going to? ↓

USES OF RISING TONE

- a.Polar Questions: Is the wine sweet? ↑
- b. Utterances showing indifference: As you wish↑
Anywhere you want to↑
- c.In request: Lend me your pen, please↑

ASSIGNMENT

- 1.What is intonation?

LESSON FOUR: GRAMMAR – ADVERB

LEARNING OBJECTIVES: At the end of the learning activities, the learners should be able to:

- I. Define an adverb.
- II. Mention types.
- III. Explain each of them and give examples.
- IV. Use them in sentences.

Adverb

An adverb is a word that modifies a verb, an adverb and an adjective.

- Verb: Joy is eating.
- Adverb: Uju walks very sluggishly.
- Adjective: Chinwe is quite intelligent.

TYPES OF ADVERBS

1.Adverb of Time: This tells the time an action is carried out. Examples: then, now, soon, later, after, ately, etc. Example: I will see you soon.

2.Adverb of Place: This tells where an action is carried out. Examples: here, there, inside, outside, etc. e: She kept it outside.



3. Adverb of Degree: This tells us to what extent an action is carried out. Examples: very, too, quite, so, much, pretty, etc.

4. Adverb of Manner: This tells the how an action is carried out. Examples: fast, quickly, sadly, sluggishly, y, excitedly, etc.

5. Adverb of Degree: This tells the degree or intensity of an action. Examples: almost, nearly, quite, pretty, o, enough, extremely, just, etc.

6. Adverb of Frequency: This tells us how often an action is carried out. Examples: weekly, daily, yearly y, rarely, seldom, hardly, occasionally, hourly, quarterly, he visits occasionally, etc.

ASSIGNMENT

1. Give three types of adverb you have learnt.

LESSON FIVE: LITERATURE – TURMOIL IN THE HOSTEL

Read the Literature text ‘Turmoil In The Hostel’ by Saidat Hassan Amoke

WEEK FOUR

LESSON ONE: READING – READING FOR SUMMARY

READING FOR SUMMARY

Summary is an advanced form of comprehension. It is a short version of a passage which contains only the eas.

SUMMARY WRITING SKILLS

1. Ability to identify the topic sentence (the sentence that summarizes the ideas of a paragraph).
2. Ability to separate the main idea from the supporting details.
3. Ability to write in your own words without changing the author’s original ideas.

BASIC GUIDELINES TO WRITING A GOOD SUMMARY

1. Always read the instruction given to you.
2. Read the passage very quickly to grab the general sense.
3. Read the questions to know what is expected of you.

4. Read the passage very slowly to understand every detail.
5. Go ahead and answer the questions.
6. Be brief and straight to the point.
7. Do not copy verbatim.
8. Avoid using words like also, which, for example, etc.
9. Write in simple sentences.
10. Always watch out for signals like nevertheless, moreover, also, etc.

LESSON TWO: WRITING – DESCRIPTIVE ESSAY

LEARNING OBJECTIVES: At the end of the learning activities, the learners should be able to:

- I. Define a descriptive composition.
- II. Enumerate the features of a descriptive composition.
- III. Mention some descriptive topics.
- IV. Write a given descriptive composition.

DESCRIPTIVE COMPOSITION

This is a record of an observed fact. It is drawing with words. It is an essay that paints a vivid mental picture of the topic in question.

FEATURES OF A DESCRIPTIVE ESSAY

- It has a title.
- It is embellished with enough descriptive details.
- Your description must include the five senses.
- Present tense forms of verbs are used.

SOME DESCRIPTIVE ESSAY TOPICS

- My best friend.
- My role model.
- The place I would like to visit again.

“My Best Friend”

1. Introduction – name, age, locality, class, school.

2. Body: a. physical appearance

b. Hobbies/ likes/ dislikes

c. Qualities

d. Weaknesses



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3. Conclusion

LESSON THREE: LISTENING AND SPEAKING – IMPORTANCE OF PEACE AND ACTION

What is Peace Education?

Peace education is the act of inculcating the spirit of peace in students and the masses as a whole so that society will always be at peace and lesson the frictions among the people.

Speeches on Peace Education

- Peace has to do with tranquility and non-violence.
- Peace education is the process of acquiring the values, knowledge and developing the attitudes, skills and behaviours to live in harmony with oneself with others and with the natural environment.
- The International Day of Peace is 21st September.
- Human rights, gender equality must be carried out in order to uphold peace.
- Peace begins with a smile – Mother Theresa. ‘When the power of love overcomes the love of power, the world will know peace. Let’s make the world a better place by promoting peace in the society’.

LESSON FOUR: GRAMMAR – CONJUNCTION

LEARNING OBJECTIVES: At the end of the learning activities, the learners should be able to:

- Define conjunction.
- Say the types.
- Give examples
- Identify them in sentences.

CONJUNCTION

Conjunction is a joining word. It joins words, phrases and clauses together.

Types of Conjunction

- A. Coordinating Conjunction: This joins words, phrases or clauses of two equal parts together.

Examples: FANBOYS

For: I’ll not come for it is raining.

And: We cooked rice and beans.



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Nor: He did not sing nor dance.

But: I came to our house but did not see you.

Or: I'll eat rice or yam.

Yet: I warned her yet she did not listen.

So: I invited him so he came.

B. Subordinating Conjunction: This joins a dependent clause to an independent clause.
Examples: when, whenever, which, whose, until, before, after, immediately, etc.

ASSIGNMENT

1. Mention two types of conjunction you have learnt.

LESSON FIVE – LITERATURE: ADDICTION

Read the Literature text 'Addiction' by Nicole Bertram

WEEK FIVE

LESSON ONE: READING – READING AND ANSWERING QUESTIONS

Unit 5, pages 61 and 62 - 'Dangers of Examination Malpractice'.

LESSON TWO: WRITING – DESCRIPTIVE ESSAY

DESCRIPTIVE COMPOSITION

"My Role Model"

1. Introduction – name, age, occupation, town.
2. Body:
 - a. Physical structure
 - b. Hobbies/ likes and dislikes
 - c. Qualities
 - d. Weaknesses
3. Conclusion – Summary (Why you chose him/her as your role model.)

An Interesting Place I Visited

1. Introduction – name, location and what is done there.
2. Body:
 - a. Physical structure
 - b. Facilities/ interesting features
 - c. Activities



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- d. Rules and Regulations
- e. What do you like or detest about the place.

3. Conclusion – Summary

ASSIGNMENT

1. Write an outline on ‘An Interesting Place I Visited.’

LESSON THREE: LISTENING AND SPEAKING – CONSONANT CLUSTERS

LEARNING OBJECTIVE: At the end of the learning activities, the learners should be able to:

- I. Define a consonant cluster.
- II. Mention words that have clusters of consonants.
- III. Say types of consonant clusters.
- IV. Identify consonant clusters in words.

CONSONANT CLUSTER

Consonant cluster is the coming together of two or more consonant sounds.

Types of Clusters

Clusters of Two Consonants:

Blend train three create brake stay smell draw sway

Clusters of Three Consonants:

Spray squeak street clamped mouths tempt taxed banked

Clusters of Four Consonants:

Tempt dimples angles jingled twelfths

LESSON FOUR: GRAMMAR – PREPOSITIONS

LEARNING OBJECTIVES: At the end of the learning activities, the learners should be able to:

- I. Define preposition.
- II. Give examples.
- III. Discuss types.



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IV. Identify them in sentences.

PREPOSITION

A preposition is a word that shows the position of a noun or pronoun in a sentence.

Types of Prepositions

1. Preposition of Place - Examples:

At – I've kept it at the place.

In – The book is in the bag.

Inside – I put the money inside my bag.

On – The ball is on the table.

2. Preposition of Time - Examples:

In – We shall meet in the evening.

By – Try to be there by noon.

Since – I have been here since 2011.

For – He has been teaching for five years.

3. Preposition of Movement - Examples:

To – He travelled from Onitsha to Kano.

From – I went from Lagos to Enugu.

By – We travelled by train.

For – When I saw him, he was heading for Warri.

ASSIGNMENT

1. Mention two types of prepositions you have learnt.

LESSON FIVE: LITERATURE – TURMOIL IN THE HOSTEL

Read the Literature text 'Turmoil In The Hostel' by Saidat Hassan Amoke.

WEEK SIX

LESSON ONE: READING – READING FOR SUMMARY



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LESSON TWO – WRITING: EXPOSITORY COMPOSITION

EXPOSITORY COMPOSITION

This is a composition that gives a detailed explanation on a specific topic.

Examples: "Effects of Artificial Makeup".

"Dangers of Examination Malpractice".

"My Favourite Game".

"How to Lose Weight".

Features of Expository Essay

1. It must have a title.
2. It is based on facts.
3. It should be well detailed.
4. The present tense is always used.

A Sample Expository Topic (an outline)

"The Dangers of Examination Malpractice"

1. Introduction – definition, quotation, or background knowledge.
2. Body:
 - a. Types of examination malpractice.
 - a. Causes of examination malpractice
 - b. People that involve in examination malpractice.
 - c. Effects or Consequences of exam malpractice.
3. Conclusion: Solutions to exam malpractice.

LESSON THREE: LISTENING AND SPEAKING – DIPHTHONGS

DIPHTHONGS

Diphthongs simply mean double sounds. In the production, there is always a gliding movement from one quality to another. They are eight in number.



- 1./ei/ - pay, maid, lane, fame.
- 2./ɔi/ - boy, coin, soil, spoil.
- 3./ai/ - fry, rice, my, kite.
- 4./aʊ/ - gown, loud, sound, down.
- 5./əʊ/ - go, flow, stone, gold.
6. /ʊə/ - secure, pure, tour, individual.
7. /Iə/ - ear, fear, dear, tear.
8. /eə/ - air, fare, fair, pair.

ASSIGNMENT

1. Define diphthong.

LESSON FOUR: GRAMMAR – TENSES (PRESENT, PAST AND FUTURE)

TENSES: PRESENT, PAST AND FUTURE

Tense refers to the form that a verb takes to show the time of action. It indicates whether an action is completed, whether it has been completed or whether it is yet to happen.

Types of Tenses:

1. Simple Present – He eats the food.
2. Present Continuous – He is eating the food.
3. Present Perfect – He has eaten the food.
4. Simple Past – He ate the food.
5. Past Continuous – He was eating the food when I arrived.
6. Past Perfect - He had eaten the food.
7. Future Tense – I shall see you tomorrow.

ASSIGNMENT

1. Construct sentences with the tenses you learnt.

LESSON FIVE: LITERATURE – GRANDMA’S WORDS BY NIYI OSUNDARE

Study the poem ‘Grandma’s Words’ by Niyi OSUNDARE



LESSON ONE: READING – READING FOR SUMMARY

1. Read the passage on page 62, 'Pollution'.

LESSON TWO: WRITING – INFORMAL LETTER

An informal Letter

This is a letter written to one's relations or contemporaries.

Features:

- The writer's address and date.
- The salutation (Dear + first or pet name of the recipient),
- The body of the letter.
- The complimentary close (Yours sincerely + first or pet name of the writer).

FORMAT OF AN INFORMAL LETTER

Regina Pacis College,
P.O.Box 4868,
Garki 2,
Abuja.

Dear Mum,

BODY OF THE LETTER.

Yours sincerely,
Moma.

LESSON THREE: LISTENING AND SPEAKING – SPEECHES ON INTER-ETHNIC



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Speeches on Inter-Ethnic Marriage

Inter-ethnic marriage is a marriage between people from different ethnic groups.

Speeches on Inter-ethnic marriage include:

1. Inter-ethnic group fosters unity among the tribes.
2. Cultural Diversity affects inter-ethnic marriage.
3. Differences in religion can be a barrier.
4. Language barrier can affect inter-ethnic marriage.

ASSIGNMENT

1. Mention five words associated with inter-ethnic marriage.

LESSON FOUR: GRAMMAR – ACTIVE VERBS

LEARNING OBJECTIVES: At the end of the learning activities, the learners should be able to:

- I. Define an active verb.
- II. Give examples.
- III. Use them in sentences.
- IV. Identify them in sentences.

ACTIVE VERBS

The voice of the verb shows whether the subject is active or passive. The verb is active if 'The subject is the action', i.e, the subject is the doer of an action.

The verb is passive, if the subject receives an action, i.e, the subject is the sufferer of an action. The voice of the verb is made by combining the past tense of the verb with suitable tense of the verb 'to be' plus present, past perfect, etc.

- Ada kicked the ball.
- He eats my food.
- I will drink some water.
- She slapped the woman.

LESSON FIVE: LITERATURE – 'PROCRASTINATION' BY BARR. GOODNESS AJINOMOH

1. Study the poem, 'Procrastination' by Goodness Ajinomoh



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WEEK EIGHT

LESSON ONE: READING – READING TO ANSWER QUESTIONS

COMPREHENSION

Page 73, Unit 6

LESSON TWO: WRITING – FORMAL LETTER

FORMAL LETTER

This is a letter written to a holder of a post.

FORMAT OF A FORMAL LETTER

Regina Pacis College,
P. O. Box 4868,
Garki 2,
Abuja.
10th September, 2026.

The Principal,
Regina Pacis College,
Garki 2,
Abuja.
Dear Sister,

WHAT TO DO TO MAKE REGINA PACIS COLLEGE GREAT
BODY OF THE LETTER



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Yours faithfully,

LESSON THREE: LISTENING AND SPEAKING – SPEECHES ON DANGERS OF DRUG ABUSE

Drug abuse is the deliberate, excessive and persistent intake of chemical substances for purposes other than medical reasons.

1. Drug abuse can lead to mental disorder.
2. Drug abuse can cause health problems.
3. Drugs can be harmful if not prescribed by the doctor.
4. Marijuana, cocaine, heroin etc are types of drugs that make people go high.
5. Continual intake of drugs leads to drug addiction.

ASSIGNMENT

1. Define drug abuse in your own understanding.

LESSON FOUR: GRAMMAR – PASSIVE VERBS

LEARNING OBJECTIVE: At the end of the learning activities, the learners should be able to:

- I. Define passive verb.
- II. Give examples.
- III. Use them in sentences.
- IV. Identify them in sentences.

PASSIVE VERBS

The verb is passive, if the subject takes the object position an action, i.e the subject is acted upon /sufferer of an action . The passive voice of the verb is made by combining the past tense of the verb with the suitable tense of the verb 'to be' plus present, past, past perfect, etc.

Examples:

- Ada kicked the ball. – The ball was kicked by Ada.
- He eats my food. – My food is eaten by him.
- I will drink some water. – Water will be drunk by me.
- She slapped the woman. – The woman was slapped by her.



LESSON FIVE: LITERATURE - REVISION

WEEK NINE

LESSON ONE: READING – READING FOR SUMMARY

Summary writing

ROAD TRAFFIC MANAGEMENT (Page 239)

LESSON TWO: WRITING – FORMAL LETTER

ASSIGNMENT

Write a letter to the principal of your school telling her what you don't like about the hostel.

LESSON THREE: LISTENING AND SPEAKING – SPEECHES ON HUMAN RIGHTS AND GENDER ISSUES

HUMAN RIGHTS AND GENDER ISSUES

Human rights are those basic rights that people enjoy as citizens of a country while gender issues have to do with the discrimination shown to women in the society.

Some words/speeches associated with human rights are:

1. Right to life.
2. Right to fair hearing.
3. Freedom of worship.
4. Freedom of expression.
5. The United Nations and some other agencies of human

rights ensure that human rights are protected.



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LESSON FOUR: GRAMMAR – MODAL AUXILIARY VERBS

LEARNING OBJECTIVES: At the end of the learning activities, the learners should be able to:

- I. Define modal auxiliary verbs.
- II. Give examples.
- III. State their uses.
- IV. Use them in sentences.

MODAL AUXILIARIES

These are verbs that express the attitude of the user to an issue or something.

Might	Modals Showing Possibility Can/ Could/ May/
	• I could sing at the age of five. (past) • She can do the work. (Present) • He may reveal the secret. (Present) • He might reveal the names. (Future)
	Modals for Permission: Can/ May
	• Can I borrow your pen? (Mates) • May I use the restroom? (Seniors)
must	Modals for Certainty/ Likelihood: Should and
	• That should be her. (Likelihood) • That must be her (Certainty)
and should	Modals for Obligation/ Necessity - Have to, must
	• You have to be present at the meeting. • He must present his receipt. • Everyone should be by 9 am.

ASSIGNMENT

1. Define modal auxiliary verb.



2. Give three examples.

LESSON FIVE: LITERATURE - REVISION

