

Subject: English Language

Class: SS3

Term: First

WEEK 1: GENERAL TOPIC

Speech: More on Consonant Sounds

Register: Culture, Traditional institutions and Ceremonies

Comprehension/ Summary: Silent reading (Guidelines on answering questions on a passage)

Structure: Revision of nouns and noun phrases

Continuous Writing: Expository essay reflecting current issues.

WEEK 2 GENERAL TOPIC

Speech – More practice with intonation (WH Questions)

Vocabulary Development; Collocations

Comprehension/Summary: Points to note in writing summary

Structure: Subject + verb Agreement (Concord)

Continuous Writing: Informal letter (Introduction and features)

WEEK 3 GENERAL TOPIC

Speech: Tag questions in rising and falling tunes

Comprehension/Summary: Reading for contextual meaning of words

Vocabulary Development; Words associated with motor vehicles and road travel

Structure: Verbs and Verb Phrases

Continuous Writing: Narrative essay

WEEK 4: GENERAL TOPIC

Speech: Listening to speeches and note taking

Register: Words associated with road travel and traffic control

Comprehension/Summary: Identifying topic sentences

Structure: Noun clauses

Continuous Writing: Descriptive essays

WEEK 5 GENERAL TOPIC

Speech: More on vowel sounds (monophthong “sometimes misspelled *monophthong* and diphthongs)

Register: Air and Sea travel

Comprehension/Summary: Reading passages on travelling

Structure: Modal auxiliary verbs

Continuous Writing: Formal letter (Features)

WEEK 6 GENERAL TOPIC

Speech: Consonant clusters

Register: Government and Administration

Comprehension/Summary: A passage on Government and Administration

Structure: Adjectival clauses

Continuous Writing: Informal letter continues

WEEK 7 GENERAL TOPIC

Speech: Word Stress

Vocabulary Development: Idioms and idiomatic expressions

Comprehension/Summary: Reading for implied meaning

Structure: Sentence types (analysis/structure)

Continuous Writing: Semi-formal letter

WEEK 8 GENERAL TOPIC

Speech: Test of Rhyming

Register: Science and technology

Comprehension/Summary: Reading to identify writer's purpose

Structure: Adverbial clause

Continuous Writing: Writing Article for publication in a Newspaper or Magazine.

WEEK 9 GENERAL TOPIC

Speech: Emphatic Stress

Vocabulary Development: Foreign elements in English

Comprehension/Summary: Reading for main points (paraphrasing)

Structure: Grammatical names and functions

Continuous Writing: Argumentative essay/Debate

WEEK 10 GENERAL TOPIC

Revision

WEEK 11 GENERAL TOPIC

Exams

WEEK 12 GENERAL TOPIC

Exams

FIRST WEEK

Topic

Speech: More on consonant sounds

Chalkboard summary:

A consonant is a speech sound which is produced with total or partial obstruction of airflow or airstream from the lungs.

Consonants are divided into two

- a) Voiced
- b) Voiceless

Three factors considered in the classification of consonants are:

- a) Place of Articulation
- b) Manner of Articulation
- c) State of the Glottis

WEEK TWO

Topic

Speech: More practice on Intonation (WH Questions)

Chalkboard summary:

Intonation is the rise and fall (modulation) of the pitch of the voice when we speak.

Intonation has two basic functions;

A. Grammatical Function: This implies that specific intonation patterns are associated with specific sentence types. It shows grammatical classification of utterance. With good intonation patterns in speech, the voice does not sound monotonous or meaningless.

B. Attitudinal function: This means that intonation throws more light on the mood or attitude of the speaker of what he says to the listener. It could be that excitement, anger, arrogance, happiness, sadness, etc. It could also give special meaning to speech: e.g. It could be used to convince, arouse emotions such as pity, terror, etc in the hearer.

Types of Intonation

There are two basic tunes in English:

A) Tune I, also called the Falling Tone: It is used for statements, commands, Wh questions, exclamations, etc.

WH Questions (Interrogatives)

1. Which of the houses was built first?
2. Where does he live?
3. Who got the highest mark?
4. How did he survive the accident?

B) Tune II, also called the Rising tone: This is used for: Polar questions, polite requests, warnings, statements of protests or surprise, echoed questions, etc.

Note:

Tome groups are joined in the following contexts:

Enumeration of items, places, names, tag questions, sentences with two balanced halves and sentences with more than two clauses.

Topic

Vocabulary Development: Collocations

Chalkboard Summary

Collocation is a familiar group of words, especially words that habitually appear together and thereby convey meaning by association.

OR

A collocation is a sequence of words or terms that occur more often than would be expected by chance. E.g. bread and butter, ups and downs, pros and cons, whims and caprices, hook, line and sinker, bitter tears, etc.

OR

A collocation is made up of two or more words that are commonly used together in English.

Collocations with some common verbs

Have

Do

Have a bath

Do business

Have a problem

Do your best

Have a rethink

Do good

Pay

Come

Pay a fine

Come late

Pay the price

Come close

Pay attention

Come through

Break

Save

Break a promise

Save time

Break record

Save a life

Break silence

Save money

Save energy

Go

Let

Go crazy

Let go

Go bankrupt, etc.

Let down

Let loose

Strong collocations. E.g.

‘Make a cup of tea’, ‘do your homework’

Nouns + Verbs or Adjectives

Hand work

White coffee

Take a risk

Make the bed

Make a mistake etc.

Topic

Comprehension and Summary: Points to note in Writing Summary

Chalkboard Summary

Summary is a short statement that contains the major point of a discussion or a written text.

A topic sentence is the statement or a sentence that carries the major point/idea of a paragraph

Points to Note

Hints on Summary Writing

1. Read the passage carefully before attempting the questions on it. Underline important points as you read.
2. Don't include examples, illustrations and elaborations
3. Don't indulge in mindless lifting. Only apt lifting is allowed
4. Enumerate your answers instead of using prose form
5. Use complete sentence unless instructed otherwise
6. Your answer must be brief and straight to the point
7. Be conscious of Mechanical accuracy: spelling, pronunciation, agreement, etc.
8. Neatness and legibility of handwriting are very important.
9. Obey instructions strictly

Flow Diagram

1. Understand main points
↓
2. Choose your main points
↓
3. Draw a rough sketch (Rough draft)
↓
4. Final version

Jane. **Topic**

Structure: Subject + Verb Agreement (Concord)

Chalkboard Summary

Concord simply means formal agreement in person, number, gender, or tense between two parts of a sentence.

OR

Concord is the agreement between the subject of a sentence and its verb or the agreement between the verb and other elements of a clause structure.

Types of Concord

- 1) Grammatical Concord
 - a) Concord of person
 - b) Concord of number
 - c) Concord of gender
 - d) Concord of tense

Topic

Continuous Writing: Informal Letter Writing

Chalkboard Summary

Informal letters are personal or private letters. They are letters we write to people who are very familiar or close to us such as: our parents, relatives, friends, classmates and other people with whom we have close relationship.

Features of an Informal Letter

1. Writer's address with date
2. Salutation e.g.:

Dear Peter

My dear Joy,

Dear Pat, etc.

3. Introduction
4. Full body
5. Subscription/Complimentary close

e.g Yours sincerely,

THIRD WEEK

Topic

Speech: Tag questions in Rising and Falling Tones

Chalkboard Summary

Question tags are the short questions that we put at the end of sentences particularly in spoken English.

OR

A question tag or tail question is a grammatical structure in which a declarative statement or an imperative is turned into a question by adding an interrogative fragment (the 'tag').

Intonation is the rise and fall in the pitch of the voice when we speak.

There are two basic tunes in English:

Tune I (Falling tone) and

Tune II (Rising tone)

In tag questions, tune I and tune II are combined. E.g.:

1. She is here. æ Isn't she?
2. They ate the food. æ Didn't they? ä
3. She comes here every day. æ Didn't she? ä
4. Ada was at the party. æ Wasn't she? ä
5. They were in the hall. æ Weren't they? ä

Topic

Comprehension: Reading for Contextual Meaning of Words

Chalkboard Summary

Words and their contextual meanings

- i. Helter – skelter - up and down
- ii. Gaily – happily, merrily
- iii. Destitute – poor
- iv. Troubled – disturbed, worried
- v. Rampant – constant, persistent
- vi. Furious – angry, agitated.

Topic

Vocabulary Development: Register of Motor Vehicle and Road Travel.

Chalkboard Summary

A motor vehicle is a road vehicle powered by an internal combustion engine.

Register of Motor Vehicle/Road Travel

The Exterior of a Car

Number plate	Air wing
Bonnet	Headlight
The boot	Wing mirror
Roof	Wind screen
Aerial	Bumper
Tyre	Indicator etc.
Radiator Grill	

The Interior of a Car

Gear lever	Hand brake
Ignition	Dashboard
Horn	Accelerator
Clutch	Speedometer
Foot brake	Steering wheel, etc.

Other words associated with motor vehicle and road travel

Pump	Traffic
Plugs	Traffic police
Radiator	Roadside mechanics
Timing chain	Park
Alternator	Pulled off
Carburettor	Chassis number
Power steering	Engine
Wipers	Licensing officer
Indicator	Dual carriageway
Side lights	Hazard
Mechanics	Pedestrian
Battery charger	Fly over
Brake fluid	Traffic warden
Auto electrician	Traffic light
Road construction	Junction
Head lamp	Toll gate
Battery	Auto crash
Checkpoint	Vehicle particulars

Driver's license

Topic

Structure: Verbs and Verb Phrases

Chalkboard Summary

A verb is that part of speech that tells what somebody or something does, or what state somebody or something is in.

OR

A verb is an action word.

Verbs are divided into:

- a. Finite and
- b. Non-finite verbs

Tree Diagram of a Verb/Flow Chart of Verbs

Verb

Finite

Non finite

Lexical or Main verb

Auxiliary verb

Infinitive

Participle

Gerund

Modal Auxiliary

Primary or Inflected Auxiliary Verb

Verb

Transitive

Intransitive

Verb

Verb

A phrase is a grammatical unit made up of one or more words centred on a head word, functioning together as a single syntactic constituent within a sentence. Unlike a clause, a phrase does not contain both a subject and a finite verb. A verb phrase is a phrase consisting

of a verb, its auxiliaries (helping verbs), its own complements, and other modifiers. Auxiliary verbs always come before the main verb. Examples of verb phrases:

She has taken the job. (has taken)

Is making, has been coming, etc.

She kept working like a machine.

They were being exploited.

Life goes on.

Has Bob written his essay? etc.

Others examples are: looked up, get away with, take off, work out, wake up, threw away, did sing, has been eating, is being taken, have been flogged, etc.

Topic.

Continuous Writing: Narrative Essay.

Chalkboard Summary

A narrative essay is a piece of academic writing that tells a story.

OR

A narrative essay is an essay that requires you to relate an event or incident as an eye witness would. It gives an account of past events. This essay shows one's creativity, character and ability to tell a compelling story.

As the author, your purpose is to create a lifelike experience for the reader. You must place them in the middle of the action and keep them engaged. You need to be specific with the information you use. Pick the type of vocabulary that sounds most realistic to your scenario. This will support the atmosphere you want to create.

Qualities of a Good Narrative Essay

1. It can be real or imaginary.
2. It must be convincing
3. It must be well organised with beginning, a climax and conclusion.
4. It must be fully developed with well linked paragraphs.
5. You must have good command of language and appropriate choice of words and images that create the right atmosphere and set the tone of the story.
6. Sentence patterns must be varied.
7. Dialogue can be used but it must be successfully used.
8. Animal stories are not allowed in WASSCE and NECO.
9. Past tense form of verbs are used for events that happened in the past.
10. It must be well punctuated for effective communication.

WEEK FOUR Period 5

Topic.

Continuous Writing: Descriptive Essay.

Chalkboard Summary

A descriptive essay simply describes something or someone by appealing to the reader's senses: sight, sound, touch, etc. It is the type of essay which says what somebody or something is like. E.g.: 'My Role Model', 'My Best Friend', 'My Best Teacher', 'My School', 'An Annual Festival in my Town', etc.

To write a good description of something, the writer should:

1. Have a mental picture of what she wants to write about.
2. Choose her topic.
3. Organise her ideas in good coherent paragraphs.
4. Use simple present tense.
5. Mostly use adjectives and adverbs.

N.B. Adjectives portray size, shape, colour, texture, smell and taste of things.

Adverbs explain the time, place and manner in which things are.

WEEK FIVE

Topic

Speech: More on Vowel Sounds.

Chalkboard Summary

English vowel sounds are those sounds produced without the obstruction of the air stream from the lungs.

There are twenty vowel sounds in English. They are classified into two:

- a. Pure vowels or Monophthong
- b. Diphthongs

There are twelve (12) pure vowels and eight (8) diphthongs.

Vowels

Pure vowels
(Monophthong)
(12)

Diphthongs
(8)

A diphthong is a combination of two vowel sounds or letters.

English Vowel Sounds

Monophthong (Pure Vowels)

1. /i:/ as seen in been, machine.
2. /i/ or /I/ as in pin, pretty.
3. /e/ as in hen, many.
4. /æ/ as in cat, man.
5. /ʌ/ as in cut, son, blood.
6. /ɑ:/ as in car, last, park.
7. /ɒ/ as in lock, yacht, laurel.
8. /ɔ:/ as in torn, raw, court.
9. /ʊ/ as in put, wolf, good.
10. /u:/ as in food, group, news.
11. /ɜ:/ as in girl, herd, heard, nurse.
12. /ə/ as in adjust, possible, after, father.

Diphthongs

1. /ei/ as in make, eight.
2. /ai/ as in buy, high.
3. /əʊ/ as in go, sow
4. /ɔɪ/ as in coil, boy

5. /aʊ/ as in owl, now.
6. /ɪə/ as in fear, weird.
7. /eə/ as in fair, their.
8. /ʊə/ as in poor, sure.

Topic.

Vocabulary Development: Register of Sea and Air Travel.

Chalkboard Summary

Air transportation system is a system of moving passengers or goods by air.

Sea transportation system is a system of moving passengers or goods by sea.

Register of Air Travel.

1. Airport
2. Aeroplane
3. Air ticket
4. Terminal
5. Tarmac
6. Signal
7. Land
8. Take off
9. Arrival time
10. Departure
11. First class
12. Business class
13. Economy
14. Air hostess
15. Pilot
16. Travel agent
17. Black box
18. Boarding
19. Boarding pass
20. Altitude
21. Control Tower
22. Delay etc.

Register of Sea Travel

1. Ship
2. Boat
3. Canoe
4. Marine
5. Maritime
6. Harbour
7. Anchor

8. Freight
9. Shipping line
10. Captain
11. Pirates
12. Container
13. Capsize
14. Berth
15. Bows
16. Cargo
17. Merchant
18. Cargo vessel
19. Coast
20. Crew
21. Deck
22. Dock
23. Fleet
24. Gangway
25. Hull
26. Navigable
27. Port Authority
28. Steam
29. Shoal
30. Tide
31. Unload
32. Sailor
33. Sail
34. Mast
35. Navigate
36. Liner
37. Crane
38. Buoy
39. Bulk
40. Carrier etc.

Topic

Comprehension: Reading and Answering Questions.

Chalkboard Summary

Meaning of words in Context

1. Bawling - Wailing, crying loudly.
2. Clamber - Climb
3. Acquisition - Possessions, personal belongings
4. Glimpse - Sight, Quick look.
5. Belligerent - Aggressive.
6. Trudging - Walking slowly, walking with heavy steps.

Topic

Structure: Modal Auxiliary Verb.

Chalkboard Summary

A verb is an action word. Auxiliary verbs are verbs which help main verbs to form sentences, clauses, phrases, tenses, voices or moods (of the verb). They are of two types:

- a. Primary Auxiliary Verbs
- b. Modal Auxiliary Verbs

A. Primary Auxiliary Verbs: These are verbs used to form negatives, questions and tenses. They are: have, do and be (am, is, are, was, were, been, do, does, did, have, has and had). They also serve as main verbs.

B. Modal Auxiliary Verbs: These are verbs used to express various moods and mental attitudes like: hope, expectations, possibility, and futurity. E.g can, could, may, might, will, would, shall, should, must, need, ought to, dare, used to. They show whether the action expressed by the main verb is possible, probable, certain, necessary, permissible, or hypothetical.

Examples of Primary Auxiliaries.

1. He has preserved the fruit in the refrigerator. ('Has' is auxiliary, 'preserved' is main).
He has a biro. ('Has' is a main verb).
2. I am coming. ('Am' is an auxiliary verb while 'coming' is the main verb).
I am a girl. ('Am' is a main verb here).

Examples of Modal Auxiliary

It may rain tonight.

(The verb 'may' expresses possibility).

Topic

Continuous Writing: Formal Letter (Features)

Chalkboard Summary

Formal Letter

Formal letters are official letters we write to those in authority. E.g.

- a. Letter of Permission
- b. Letter of Complaint
- c. Letter of Employment
- d. Business Letters
- e. Letter to the Editor
- f. Letter to the Governor, Minister, Local Government Chairman, etc.
- g. Letter to the P. T. A Chairman, etc.

Features of a Formal Letter.

1. Writer's address with date.
2. Receiver's designation and address
3. Salutation
4. Title or Heading
5. Body of the letter
6. Complimentary Close/Subscription.

WEEK SIX

Topic

Speech: Consonant Clusters

Chalkboard Summary

A consonant cluster occurs when two or more consonants appear in succession in a word without any intervening vowel.

OR

A consonant cluster is a sequence of two or more consonants following each other in a syllable and with no vowel separating them.

A cluster could appear at the beginning or at the end of a syllable. E.g.

1. CCV - star
2. CCCV - straw
3. VCC - opt or ask
4. CVCC - past
5. VCCC - angle
6. CVCCC - amidst
7. CCVC - speed
8. CCCVC - stripe
9. CCCVCC - streets
10. CCVCCCC - glimpsed
11. VCCCCV - extra
12. VCCCCVCC - abstract
13. CVCCCC - tempts
14. VCVCCCC - attempts

Topic

Vocabulary Development: Register of Government and Administration

Chalkboard Summary

Government means:

1. The government body of a nation, state or community.
2. The system by which a nation, state or community is governed.
3. A group of people that governs a community or unit.

Register of Government and Administration

1. Democracy
2. Democratic
3. Authoritarian
4. Hierarchical
5. Presidential
6. Colonial (ism)
7. Conference
8. Diplomat
9. Administer
10. Ministry
11. Minister
12. House of Assembly
13. National Assembly
14. Ballot paper
15. Voter's card
16. Campaign
17. Consensus
18. Federation
19. Excellency
20. Constituency
21. Embassy
22. Vote
23. Politics
24. Parliament
25. Governor
26. President
27. Tax
28. Election
29. Political party
30. Polling booth/station
31. Foreign affairs etc.

Topic

Comprehension: Reading and Answering Question

Chalkboard Summary

Meaning of Words in Context

1. Mandatory - compulsory/necessary
2. Realise - achieve
3. Offer - give
4. Rationale - reason
5. Perceives - sees etc

Topic**Structure: Adjectival Clause****Chalkboard Summary**

An Adjectival Clause performs the function of an adjective. It qualifies nouns, pronouns, or other groups of words serving as nouns. It is also called the relative clause.

Adjectival Clauses are introduced by relative pronouns e.g.: who, whose, whom, and that, and relative adverbs: where, when, why and how.

There are two types of Adjectival Clauses:

- A. Restrictive (Defining) Relative Clause
- B. Non-Restrictive (Non-Defining) Relative Clause

A. Restrictive Relative Clause

This is not set off by commas for it is necessary to our understanding of the noun it describes. In other words, the clause is an integral part of the sentence.

Examples:

1. This is the boy whose bag was stolen.
2. The time when we go out for break is now 12'o'clock.
3. The boy whom we met two days ago is intelligent.
4. The man whose children were expelled came to school.

B. Non-Restrictive Relative Clause

This is set off by commas. Here, the clause supplies additional information about the word it qualifies. However, the information it supplies is not needed for identifying purpose (so it can be omitted). In other words, it merely gives us extra information.

Examples

1. The man, whose son is my friend, has been appointed a minister.
2. Mr. John, whose car broke down, is looking for a mechanic.

Topic:**Continuous Writing: Informal Letter****Chalkboard summary**

Informal letters are personal or private letters. They are letters to people who are very familiar or close to us such as: our parents, relatives, friends, classmates and other people with whom we have close relationships.

Features of Informal Letter/Outline of the given topic

1. Writer's address with date
2. Salutation - Dear Daddy

3. Introduction - Reference to his last letter and reason for writing
4. Body of the letter
5. Conclusion (exchange of pleasantries)
6. Subscription/Complimentary close -

Yours sincerely,
First name only.

WEEK SEVEN

Topic

Speech: Word Stress

Chalkboard Summary

Word Stress

Stress refers to the degree of force with which sound or syllable is uttered or articulated.

Words of two syllables with stress on the first syllable:

EXport, IMport, CONtest, SUBject, etc.

Words of two syllables with stress on the second syllable:

exPORT, conTEST, subJECT, etc.

Words of three syllables with stress on the second syllable:

FORtunate, DElicate, ARgument, etc.

Words of three syllables with stress on the second syllable:

disCUssion, oCCAasion, conFEssion, etc.

Words of three syllables with stress on the third syllable:

disbeLIEF, underSTAND, orgaNISE, etc.

Polysyllabic Words

communiCAtion, examiNAtion, etc.

Topic

Vocabulary Development: Idioms and Idiomatic Expressions

Chalkboard Summary

An Idiom is an expression that cannot be understood from the meaning of its separate words but that has a separate meaning on its own.

OR

An Idiom is an expression whose meaning cannot be inferred from the meanings of the words that make it up.

OR

Idiomatic expression is an expression whose meaning cannot be inferred from the meanings of the words that make it up.

Examples

1. A bad egg - a worthless person
2. Above one's head - too difficult to understand
3. A cat's paw - one used as a tool to do something dangerous
4. A close shave - a narrow escape
5. A feather in one's cap - an honour or distinction
6. A flash in the pan - a one and only success
7. A hard nut to crack - a difficult problem

Sentence Examples

- a. John is a very hard nut to crack.
- b. He added a feather in his cap at the end of the year's examination
- c. Emeka is a bad egg in their family

Topic

Comprehension / Summary: Reading for Implied Meaning.

Chalkboard Summary

The word 'implied; simply means suggested but not directly expressed or explicitly stated.

Expressions

1. ...a bookworm
2. ...got married to his books
3. ...nervous
4. ...his whereabouts
5. ...everybody kept 'mum'
6. ...to be at large
has
7. ...fell on deaf ears

Implied Meaning

Somebody who likes reading very much.
 Everybody was reading his book.
 Scared, afraid
 Where he was
 everybody kept quiet
 Somebody who has committed a crime
 escaped
 He did not listen to them or he did not accept or all the pleas were ignored.

Topic

Structure: Sentence Types

Chalkboard Summary

A sentence is a group of words with subject and predicate which also expresses a complete thought.

Types of Sentences Classified According to Structure.

1. Simple Sentence: This sentence has only one subject and one predicate. E.g. I saw Joy at the stadium.

2. Compound Sentence: This consists of two or more independent (co-ordinate) clauses. E.g. I went to Lagos and visited the zoo.
3. Complex Sentence: This has one main clause and one or more subordinate clauses. E.g. I went there; I saw her cooking.
4. Compound Complex Sentence: This consists of two or more main clauses and at least one subordinate clause. E.g. While John went on with his speech, the audience laughed at him and threw stones at him.

Four Types of Sentences Classified According to Functions.

1. Declarative Sentence: This makes a statement. E.g. I am here.
2. Imperative Sentence: This issues command. E.g. Get out.
3. Interrogative Sentence: This asks questions. E.g. Who are you?
4. Exclamatory Sentence: This expresses feelings. E.g. What a fine shirt!

Topic

Continuous Writing: Semi-Formal Letter.

Chalkboard Summary

A Semi-Formal letter is a letter to a distant pen-friend, distant adult, relations or adult friends of the family. In other words, they are letters to those not very close to you and who are not in the position of authority. E.g. letter to your school matron, your guidance counsellor, your neighbour, etc.

Features of/Format of a Semi-Formal Letter

1. It requires only writer's address and date
2. It doesn't require a heading
3. Salutation--The recipient is addressed by his/her title and first name E.g. Dear Uncle John, Dear Professor Musa, etc. by his or her title and first name. E.g. Dear Uncle John, Dear Professor Musa, etc.
4. It requires moderate exchange of pleasantries in the introductory paragraph and sending of greetings, moderately in the concluding paragraph.
5. It has a respectful tone and colloquialism is used to the barest minimum. Slang is not allowed.
6. The language used here is direct.
7. The focus of this letter is on the purpose of writing. E.g. to seek advice, ask for a favour, make a request, express gratitude, etc.
8. The subscription is "Yours sincerely".

WEEK EIGHT

Topic

Speech: Test of Rhyming

Chalkboard Summary

Rhyme occurs if two or more words are identical from their last stressed vowel to the end.

OR

Rhyme occurs where two words have similar sounds in area of consonant, or vowel, or both, in the beginning, middle or end, of two or more lines.

OR

Rhyme refers to the identity of sounds in different words, usually the last words in two or more lines.

There are two major types of rhymes:

- a. Internal rhyme
- b. End rhyme

a. Internal rhyme: This occurs when the sameness of sound occurs within some lines of the poem

b. End rhyme: This occurs when the sameness occurs at the end of the lines.

Examples of words that rhyme:

Lather - Father

Glory - Story

Hail - Tail

Snow - Dough

Calm - Psalm

Honey - Money

Head - Spread

Topic

Vocabulary Development: Register of Science and Technology

Chalkboard Summary

‘Science’ is “the systematic study of anything that can be examined, tested and verified.”

‘Technology’ refers to “how scientific knowledge is put to practical ends”.

Word Associated with Science and Technology

1. Astronomy - The science and art dealing with the maintenance of health and the prevention, alleviation or cure of diseases.
2. Philosophy
3. Zoology
4. Botany
5. Biology
6. Epistemology
7. Medicine
8. Archaeology
9. Laboratory
10. Workshop
11. Solar
12. Pollute
13. Technician
14. Scientist
15. Engineer
16. Chemistry
17. Physics
18. Internet
19. Computer
20. Satellite
21. Telescope
22. Wave
23. Transmission
24. Network etc

Topic

Comprehension: Reading to identify Writer's Purpose

Chalkboard Summary

Street Trading

1. Ugo had a wrong notion of the city (Lagos)
2. The city has its difficulties
3. A special court prosecutes street traders
4. Street traders constitute nuisance on the road.
5. Street trading is risky.
6. The need to survive is natural.
7. Market women are happy that the hawkers are raided.
8. The writer's purpose is to educate, enlighten or inform the masses.

Topic

Structure: Adverbial Clause

Chalkboard Summary

Types of Adverbial Clauses

1. Adverbial Clause of Time
2. Adverbial Clause of Manner
3. Adverbial Clause of Place
4. Adverbial Clause of Reason/Cause
5. Adverbial Clause of Concession/Contrast
6. Adverbial Clause of Purpose
7. Adverbial Clause of Result
8. Adverbial Clause of Condition
9. Adverbial Clause of Comparison

Examples

a. She came when I was eating.

Grammatical Name: Adverbial Clause of Time.

Function: It modifies the verb 'came'.

b. She hid the key where no one could find it.

Grammatical Name: Adverbial Clause of Place

Function: It modifies the verb 'hid'.

Topic

Continuous Writing: Argumentative Essay

Chalkboard Summary

An argument is a form of talking or writing whose purpose is to convince another of the truth of some statement or to bring one to another's point of view.

An 'argumentative essay' is a skilfully planned, tightly reasoned kind of writing frequently designed not only to convince the audience but also to persuade it to action.

OR

An argumentative essay is an essay that is written to provide a persuasive argument to an opposing audience in order to convince them or persuade them to adopt new beliefs or behaviours.

In this kind of essay, we not only give information but also present an argument with the pros (Supporting ideas) and cons (opposing ideas) of an argumentative issue. We should clearly take a stand.

An argumentative essay has three parts:

1. Introduction
2. Body
3. Conclusion

Examples of argumentative topics:

- a. Day school is better than boarding school.
- b. Doctors are better than teachers
- c. Internet/Technology has done more harm than good, etc.