

THIRD TERM E-LEARNING NOTE**SUBJECT: ENGLISH LANGUAGE****CLASS: JSS1****SCHEME OF WORK**

| WEEK | TOPIC |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | REVISION Speech Work: Diphthong Grammar: Verb—Introduction Comprehension: Unit 15, pages 194-195 Vocabulary Development: Air Transport Composition: Descriptive Essay Literature: Use of Recommended Text |
| 2. | Speech Work: /Iə/ and /aI/ Grammar: Tenses of Active and Passive Voice Comprehension: Page 16 Composition: Elements of Descriptive Essay Literature: Use of Recommended on Prose: Setting and Plot |
| 3. | Speech Work: Introduction to Consonant sounds (twelve) Grammar: The Use of Active and Passive Voice with examples Comprehension: Unit 3, Page 54 Composition: Argumentative Essay: Male Child is More Useful than a Female Child Literature Poetry (Identification in a Poem). |
| 4. | Speech Work: Two, Three & Four Syllables Grammar: The Use of Active and Passive Voice with example Comprehension: Unit 4, Page 54 Composition: Argumentative Essay: A Male Child is More Useful than a Female Child Literature: Myths and Legend with moral Moral lessons from a legend. Vocabulary Development: Words Associated with the Sick Bay |
| 5. | Speech Work: Syllables Continued Grammar: Exercises on Active and Passive Voice Comprehension: Refer to Week 7 of 2 nd Term Composition: Formal Letter Literature: Analysis of a Poem Vocabulary Development: Words Associated with Cooking Page 156 |
| 6. | Grammar: Statements/ Tag Questions and Responses Speech Work: Consonant Clusters Comprehension: Page 106; Unit 9 Composition: Narrative: An Accident I Witnessed Vocabulary Development: Words Associated with Teaching Literature: Drama Text |
| 7. | Speech Work: Consonants (contd) Grammar: Differences between Polar and Tag Questions Comprehension: Revisit Week 8 of 2 nd Term Vocabulary Development: Spelling Drills Composition: Expository Essay |

Name: _____

Date: _____

- Literature: Recommended Text on Prose And Poetry
8. Speech Work: /əu/, /ai/ and /ei/
Grammar: Exercises on Verbs
Comprehension: Revisit Week 9 of 2ndTerm
Composition: (Oral) School Rules
Vocabulary Development: Spelling Drills
Literature: Changing Similes to Metaphors
 9. Grammar: Revision of Nouns, Pronoun, Verbs and Adjectives
Speech: Diphthongs (contd) exercise
Comprehension: Activity on Passage
Composition: Review all types of Essays
Literature: Figures of Speech
 - 10 REVISION
 - 11-12 EXAMINATION

REFERENCES

1. Effective English Text Book. J.S.S1 . Michael Montgomery et al.
2. Count Down English. Revised Edition. O. Ogunsanwo et al.
3. Creative and Guided Composition for Senior Classes. C.O Odetola

WEEK ONE: REVISION

A. Identifying Types of Nouns

Identify the nouns in the following sentences

1. No one understands why whales sometimes strand themselves.
2. Since 1989, people in a group called Project Jonah have used an inflatable pontoon to rescue stranded whales and other marine mammals.
3. More than two thousand marine mammals have been helped in recent times.

B. Identifying Types of Pronouns

Identify the pronouns in the sentences below and state their types.

1. Which of the animals do you think has the worst reputation?
2. I believe the skunk is the animal that most people want to avoid.
3. The skunk can easily protect itself from others.
4. It can spread those nearby with a bad-smelling liquid.
5. This is a repellent that drives away predator.

C. Identifying Types of Verbs

Identify the verbs in the sentences below and state their types.

1. The Puerto Rican Traveling Theatre performs plays about Hispanic Life in the United States.
2. Over the past twenty years, this group has grown into a famous Hispanic theater group
3. In a way, speakers of both languages enjoy the play.

D. English Work book No 4 and 6 Pages 39 - 40

GRAMMAR Verb (Introduction)

CONTENT: Verb

What is a Verb?

A verb is one of the main parts of a sentence or question in English.

Name: _____

Date: _____

In fact, you can't have a sentence or a question without a verb! That's how important these "action" parts of speech are.

The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express.

Physical Verbs – Definition and Examples

Physical verbs are action verbs. They describe specific physical actions. If you can create a motion with your body or use a tool to complete an action, the word you use to describe it is most likely a physical verb.

Physical Verb Examples

The physical verb examples in the following sentences are in bold for easy identification.

1. Let's **run** to the corner and back.
2. I hear the train **coming**.
3. **Call** me when you're finished with class.

Mental Verbs – Definition and Examples

Mental verbs have meanings that are related to concepts such as discovering, understanding, thinking, or planning. In general, a mental verb refers to a cognitive state.

Mental Verb Examples

The mental verb examples in the following sentences are in bold for easy identification.

1. I **know** the answer.
2. She **recognized** me from across the room.
3. Do you **believe** everything people tell you?

States of Being Verbs – Definition and Examples.

They are also known as linking verbs: State of Being Verbs describe conditions or situations that exist. State of being verbs are inactive since no action is being performed. These verbs are usually complemented by adjectives.

States of Being Verb Examples.

The state of being verbs in the following sentences are in bold for easy identification.

1. I **am** a student.
2. We **are** circus performers.
3. Please **be** quiet.
4. She **is** a doctor.

Types of Verbs

How many types of verbs are there? In addition to the main categories of physical verbs, mental verbs, and state of being verbs, there are several other types of verbs. In fact, there are more than ten different types of verbs that are grouped by function.

Action Verbs

Action verbs express specific actions, and are used any time you want to show action or discuss someone doing something. Example: dance, sleep etc. E.g I am **dancing**.

Transitive Verbs

These verbs always have direct objects. It means someone or something receives the action of the verb. Examples: She **gave** me my book.

Bolu**killed** a snake.

Intransitive Verbs

Name: _____

Date: _____

These are verbs that do not have direct object. Examples: She **slept** soundly.

Jesus **wept**.

The baby **cried**.

Auxiliary Verbs

Auxiliary verbs are also known as helping verbs, and are used together with a main verb to show the verb's tense or to form a question or negative. Examples: I **will** give you my note.

I **am** going to the market.

I **shall** see you tomorrow.

Stative Verbs

Stative verbs are verbs that cannot be used in the progressive continuous form. They can be recognized because they express a state rather than an action. They typically relate to thoughts, emotions, relationships, senses, states of being, and measurements. Examples: hear, smell, feel, understand, see etc.

Examples: (i) I am hearing you (wrong)

I can **hear** you (right)

(ii) Are you understanding me? (wrong)

Do you understand me? (right)

Modal Verbs

Modal verbs are auxiliary verbs that are used to express abilities, possibilities, permissions, and obligations. Examples: would, need, ought, will, shall etc. I will **visit** you later

Phrasal Verbs

Phrasal verbs are not single words; instead, they are combinations of verbs and prepositions and adverbs to take on a different meaning to that of the original verb. Examples: put off, sit up etc. You need to **sit up** academically.

Irregular Verbs

Irregular verbs are those that do not take on the regular spelling patterns of past simple and past participle verbs as they do not end in 'ed' in their past simple and past participle forms. Example: sleep, slept, slept. I **slept** soundly last night

READING ASSIGNMENT: Verbs

References: English Grammar

Student Companion

TOPIC: Composition – Descriptive Essay.

How to Write a Descriptive Essay

More than many other types of essays, descriptive essays strive to create a deeply involved and vivid experience for the reader. Great descriptive essays achieve this effect not through facts and statistics but by using detailed observations and descriptions.

What do you want to describe?

As you get started on your descriptive essay, it's important for you to identify exactly what you want to describe. Often, a descriptive essay will focus on portraying one of the following:

a person

a place

a memory

an experience

an object

Name: _____

Date: _____

Ultimately, whatever you can perceive

My Favorite Horse Show

As the first rays of the sun peak over the horizon, penetrating the dark, soft light illuminates the mist rising up from the ground, forming an eerie, almost surreal landscape. The ground sparkles, wet with dew, and while walking from the truck to the barn, my riding boots soak it in. The crickets still chirp, only slower now. They know that daytime fast approaches. Sounds, the soft rustling of hooves, a snort, and from far down the aisle a sharp whinny that begs for breakfast, inform me that the crickets are not the only ones preparing for...