

SECOND TERM ENGLISH LANGUAGE E LESSON NOTE FOR BASIC SIX

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Class:- Basic 6

Subject:- English Language

Week:- 2

Topic: Speech Work: Pronunciation practice

Reading: Teaching of new words, meanings and Comprehension

Structure: Reading of letters of invitation and replies (formal and informal)
(infuse Nigerian Traditional values.

Grammar: Word formation: Noun formed from Adjectives

Writing: writing an application Letter

Verbal Aptitude

Behavioral objective:- At the end of the lesson the pupils should be able to:-

1. State some new words and their meaning
2. Write an application letter

Instructional material/Reference material:- Nigeria Primary English for Pupil's book 6 learn Africa New Edition by O. Adams and Others.

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Building Background /connection to prior knowledge : Students are familiar with letters writing

Content.

Reading: Teaching of new words

Fill in the gaps with the appropriate words from the box below.

hearse	orphans	announced	hospital	grave	deceased	coffin	widow
burial	died	mourners	funeral	choir	wreaths	sermon	wake

On that fateful Tuesday morning, Umar was rushing off to work when a vehicle which

On that fateful Tuesday morning, Umar was rushing off to work when a vehicle which had failed to stop when the traffic light turned red, knocked him down. Even though Umar was taken to the (1) _____ immediately, he (2) _____ as soon as he got there because of the internal bleeding he suffered when he hit his head the pavement. The hospital management informed his (3) _____ who then (4) _____ the death of her husband in the newspaper. The newspaper published details of the (5) _____ arrangements. According to the newspaper, there was going to be a _____ in honour of the (6) _____ on Friday at 6.00 pm. The funeral would be held on Saturday morning at 9.00 am, followed immediately by the (8) _____ at the burial site. During the wake, the local (9) _____ sang many inspirational songs. At the funeral service, Pastor Okrika preached a comforting (10) _____, and encouraged the immediate family of the deceased and the (11) _____ to be strong. After the funeral service, a (12) _____ transported the coffin to the burial site where the (13) _____ was lowered into the (14) _____. The widow and the (15) _____ paid their last respects to the deceased by placing nu(16) _____ on the grave.

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Writing an application letter

A job application letter explains to the employer why you are qualified for the position you are applying for, and why you should be selected for an interview. Your letter should be properly organised and designed to make the best impression on the hiring manager. It should not be more than one page long. It should be single spaced. Use about 1 inch margin and align your text to the left. The font size should be between 10 and 12 points.

Begin the letter by stating what job you are applying for, for example, I write to apply for the post of a clerical assistant in your establishment. Explain how you heard about the job, especially if you heard about it from someone associated with the company.

Go on to briefly mention how your experience and skills match the position you have applied for. Then use a paragraph or two to explain why you are interested in the job and why you would be an excellent candidate for the position. Also explain how you meet the qualifications stated in the job advertisement.

Close the letter by restating how your skills make you fit for the position in the company. Thank the employer for her/his consideration. End with your signature and full name.

Remember to proofread your letter before posting/sending it.

Here is an example of an application letter

Study the application letter below and then answer the following questions.

21 Nice Road,
P.O. Box 51,
Ijebu-Ode
Ogun State.
5 July, 2015

The Manager,
Glory Stores and Supermarket
7, Victory Street,
Abeokuta.

Dear Sir,

Application for the post of temporary assistant

I would like to apply for the job of temporary assistant advertised by you on Radio Hope FM on 20th June, 2015.

I am thirteen years old. I attended Wonder Primary School, Ijebu Ode, where I passed the Primary School Leaving Certificate Examination with credit in all subjects. I enclose a reference from the headmaster of the school.

I hope to go to the Duke Secondary School, Abeokuta in September 2015.

If you employ me, I promise to work hard and well.

Yours faithfully,
(Signature)
Tolulope Ige

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Evaluation:-

Answer the following questions:

- 1 Which of the two addresses is the sender's address?**
- 2 Why did the writer use 'Yours faithfully'?**
- 3 Did the letter contain the receiver's name or title.**
- 4 Why did the writer enclose a reference?**
- 5 Which secondary school does the writer intend to go to?**

Class:- Basic 6

Subject:- English Language

Week:- 3

Topic:..Speech Work Pronunciation practice: Put stress on the right Syllables

Reading: Teaching of new words, meanings and Comprehension

Structure: More constructions with clauses Using, 'when' 'who' 'which' 'where'

Grammar: Word formation adjective formed from Noun

Writing: Narrative essay: A day I will not forget

Verbal Aptitude

Behavioral objective:- At the end of the lesson the pupils should be able to:-

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CV	VC	CVC
far /fɑ:/	at /æt/	leg /leg/
see /si:/	all /ɔ:l/	pen /pen/
day /deɪ/	on /ɒn/	fall /fɔ:l/
no /nəʊ/	off /ɒf/	pass /pɑ:s/
me /mi:/	oat /əʊt/	lake /leɪk/

1. Divide words into syllables
2. Stress words properly

Instructional material/Reference material:- Nigeria Primary English for Pupil's book 6 learn Africa New Edition by O. Adams and Others.

Building Background /connection to prior knowledge : Students are familiar with the meaning of syllables

Content.

Speech Work Pronunciation practice: Put stress on the right Syllables

Syllable are words that can be broken down into simpler ones

The simplest type of syllable is just a vowel sound. Examples are: are /ɑ:/, eye /aɪ/, owe /əʊ/, awe /ɔ:/, ear /ɪə/, air /eə/. All these words have one syllable and the syllable is just one vowel sound.

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A syllable can have consonant (C) sounds before the vowel (V), after the vowel, or before and after the vowel. Here are some examples. (Each of the words has one syllable.)

Some syllables have two or more consonants before the vowel, after the vowel, or before and after the vowel. Here are some examples. (Each word has one syllable.)

CCV	VCC	CCVCC
new /nju:/	ask /ɑ:sk/	blind /blaɪnd/
dew /dju:/	east /i:st/	drink /drɪŋk/
clue /clu:/	old /əʊld/	craft /kra:ft/
glue /glu:/	and /ænd/	swift /swɪft/
crow /krəʊ/	ink /ɪŋk/	stink /stɪŋk/

Usually, the number of syllables in a word is the same as the number of vowel sounds.

Usually, the number of syllables in a word is the same as the number of vowel sounds – not the number of vowel letters.

Two syllables	Three syllables	Four syllables
		
pan-da	go-ril-la	tel-e-vi-sion

Listen and repeat the following words after your teacher.

One-syllable words	Two-syllable words	Three-syllable words	Four-syllable words
blue	be-gin	beau-ti-ful	cer-e-mo-ny
cheap	at-tend	car-pen-ter	cer-tif-i-cate
big	sup-port	fur-ni-ture	hel-i-cop-ter
wrong	cor-rupt	par-a-dise	in-vis-i-ble
far	laugh-ter	vis-it-or	com-mu-ni-ty
all	sec-ond	tel-e-scope	el-ec-tri-cian
rich	dam-age	dep-u-ty	ag-ri-cul-ture
ease	for-give	sev-en-ty	am-bas-sa-dor

Examples:

1. moved (2 vowel letters (o, e) but only 1 vowel sound /mu:vd/, so only one syllable)

2. Deborah (3 vowel letters (e, o, a) but only 2 vowel sounds /debrə/, so only two syllables)

3 comfortable (4 vowel letters (o, o, a, e) but only 3 vowel sounds /kʌmftəbəl/, so only three syllables)

Remember that the sounds /l/, /m/, and /n/ can be syllables together with other consonants, but with no vowel sound.

Examples:

1. Couple (2 syllables – /kʌ + pl/)

2. Button (2 syllables – /bʌ + tn/)

3. Tourism (3 syllables – /tʊə + rɪ + zm/)

Structure: More constructions with clauses Using, 'when' 'who' 'which' 'where'

Relative and interrogative pronouns

Use 'who', 'which' or 'that' to say which person, animal, or thing you are referring to, or to describe them.

Examples:

1 I have a brother who is a mechanic?

2 Achebe is someone who writes great novels.

3 Do you know who she is?

4 HIV is the condition that (or which) produces AIDS.

5 The cheetah is the animal that (or which) runs the fastest.

Use 'what' to refer to things or places.

Examples:

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- 1 Tell me what happened.
- 2 What's the capital of Nigeria?

Also use what to ask for a description.

Example: What is Abuja like?

Use 'where' to refer to a place.

Example: Aba is the city where there is a big market.

Use 'when' or 'that' to refer to time.

Example: I remember the first day when/that I went to school.

Grammar: Word formation adjective formed from Noun

Making adjectives from nouns

We can add a variety of endings to some nouns to make adjectives. Examples:

1 noun + '-less': harmless, careless

2 noun + '-ous': famous, dangerous

3 noun + '-ful': successful, careful

When the noun ends in 'y', change 'y' to 'i': beautiful.

Be careful! Some words ending in '-ful' are nouns: a teaspoonful of sugar.

We can add -able/-ible or -ive to some nouns or verbs to make adjectives:

1 noun or verb + '-able': breakable, enjoyable

2 noun or verb + '-ible': sensible, horrible (from 'horror')

3 noun or verb + '-ive': expensive, creative

Evaluation:-

The spelling changes if you change the order of sounds in these one-syllable words from CV to VC. Write out the new words.

Example: CV VC

/seɪ/ = say /eɪs/ = ace

1 /təʊ/ = _____ /əʊt/ = oat

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2 /fəʊ/ = _____ /əʊf/ = oaf

3 /leɪ/ = _____ /eɪl/ = ail

4 /kɑː/ = car /ɑːk/ = _____

5 /laɪ/ = lie /aɪl/ = _____

6 /kiː/ = _____ /iːk/ = eke

Add 'who', 'which', 'that', 'what', 'where' or 'when' in the gaps.

A: _____ is Old Oyo National Park?

B: The Park is in northern Oyo State and part of southern Kwara State. It's near Saki, Igboho, Igbeti, and Sepeteri _____ have their own attractions for tourism.

A: _____ is the Park like?

B: Well, it has many animals including buffaloes, bushbuck, and a wide variety of birds. Also, the Park has the interesting ruins of Oyo city _____ was the capital of the Yoruba Empire.

A: _____ can we do there?

B: People walk or travel in buses to see the animals. You'll see people _____ are relaxing near their chalets. There are also young people _____ are camping.

A: _____ is the best time to go?

B: It can be very wet in the rainy season.

A: Thank you for all the useful information.

Fill in each gap with an adjective made from the word at the end. Use your dictionary.

1 Your writing has many mistakes. You have been very _____. (care)

2 Her new wrapper is so _____. (beauty)

3 That looks like an _____ watch. (expense)

4 This injection may be a little _____. (pain)

5 There are so many _____ Benin bronzes. (wonder)

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6 It was _____ of Okon to save the baby from the fire. (courage)

7 SpongeBob SquarePants is a _____ cartoon. (fame)

8 It was _____ to try and get Efe to agree. (use)

Class:- Basic 6

Subject:- English Language

Week:- 4

Topic: Speech Work: Making speeches during occasions

Reading: Teaching of new words, meaning and Comprehension

Structure: News paper reading

Grammar: Word formation of noun

Verbal Aptitude

Behavioral objective:- At the end of the lesson the pupils should be able to:-

1. Describe how nouns are formed

2. List some nouns formed from adjectives

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Instructional material/Reference material:- Nigeria Primary English for Pupil's book 6 learn Africa New Edition by O. Adams and Others.

Building Background /connection to prior knowledge : Students have learnt about word formation in the previous lesson

Content

Grammar: Word formation of noun

Nominalization: Forming nouns

Making nouns from adjectives: We can add an ending to some adjectives to make nouns, for example, adjective + '-ness'.

Examples: sadness, kindness, rudeness, sickness, tiredness, weakness.

When the adjective ends in 'y', change 'y' to 'i'. Examples: happiness, laziness.

We can also add '-th' to adjectives about size. These nouns often have spelling changes.

Examples: grow - growth, wide - width, deep - depth, strong - strength, high - height.

Making nouns from numbers: We can also add '-th' to numbers (except 1, 2, and 3) to make nouns. Examples: tenth, sixteenth, forty-fourth, a hundredth, a thousandth. When the word for the number ends in 'y', change 'y' to 'ie', for example: thirtieth, eightieth. Sometimes there are spelling changes. Examples: five -- fifth, eigh -- eighth, nine -- ninth, twelve -- twelfth.

Additional ways of forming nouns

Many nouns can be formed from other words by adding the following endings:

-ist – atheist, artist, scientist, journalist, essayist

-er/–or – painter, actor, doctor, writer, footballer

-ment – government, arrangement, development, commencement

-tion – generation, devotion, organisation, foundation

-ism – criticism, vandalism, Judaism

Evaluation:-

Write the noun forms of these words.

1 weak

2 deep

3 rude

4 seven

5 sad

6 million

7 grow

8 strong

9 ugly

10 fit

11 shy

12 tidy

13 twelve

15 wide

Class:- Basic 6

Subject:- English Language

Week:- 5

Topic: Speech Work: Pronunciation practice

Reading: Teaching of new words meaning and Comprehension

Structure: Simple passages of dialogue and Conversaton

Grammar: Word formation: Verbs from Adjectives

Writing: Passage on clean safe water strategies.

Verbal Aptitude

Behavioral objective:- At the end of the lesson the pupils should be able to:-

1. Read and answer questions from a simple passage

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2. Stress some words in a sentence while reading

Instructional material/Reference material:- Nigeria Primary English for Pupil's book 6 learn Africa New Edition by O. Adams and Others.

Building Background /connection to prior knowledge : Students have read various simple passage since the term began.

Content

Structure: Simple passages of dialogue and Conversaton

Intonation practice using dialogue

1 'Who doesn't want to play?' 'Bello doesn't want to play.'

'Does Bello want to play?' 'Bello doesn't want to play.'

'What doesn't Bello want to do?' 'Bello doesn't want to play.'

2 'Can you tell me what happened?' 'No, I wasn't there.'

'Can you tell me what happened?' 'No, I should tell my dad first.'

'Can you tell me what happened?' 'No, I didn't see anything.'

3 'Is it better to tell lies or to be honest?' 'It's better to be honest.'

4 'Can a poor woman steal bread?' 'No, it's best not to steal.'

Evaluation:-

1. Write out a simple passage from your textbook read it aloud and stress some words where necessary.

Class:- Basic 6

Subject:- English Language

Week:- 6

Topic: Speech Work: Intonation practice: Using Different intonations to suggest different meaning And aptitude

Reading: Teaching of new words, meaning and Comprehension

Structure: Indefinite pronoun and indefinite Adverbs e.g. some, any, none

Grammar: Relationship among style, purpose and The audience

Writing: Expository essay. Mode of drug use and Consequences. Effects of normal and excessive Use of drugs.

Verbal Aptitude

Behavioral objective:- At the end of the lesson the pupils should be able to:-

1. Write an essay on the effect of fake drugs
2. Use indefinite pronoun properly

Instructional material/Reference material:- Nigeria Primary English for Pupil's book 6 learn Africa New Edition by O. Adams and Others.

Building Background /connection to prior knowledge : Students are familiar with some examples of indefinite pronoun such as when, who etc

Content

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Writing: Expository essay. Mode of drug use and Consequences. Effects of normal and excessive Use of drugs.

The dangers of fake medicines

Fake medical products are quite harmful. Fake medicines range from the useless to the highly dangerous. They often contain the wrong level of the active ingredients – too little, too much, or none at all. They may even have an active ingredient intended for a different purpose. In some cases, fake medicines have been found to contain highly dangerous substances such as rat poison.

One can easily be deceived by fake drugs. They are often packaged to a high standard with fake tablets and syrup that look the same as the genuine ones. Sometimes a laboratory test is the only way to identify the difference. In order to fight the counterfeiting of drugs and other regulated products, the Nigerian government established a body called the National Agency for Food and Drug Administration and Control (NAFDAC). NAFDAC helps in regulating the standard of drugs manufactured or imported into the country. Its function is to register and ensure the quality of consumable items that are produced for Nigerian markets.

One of its functions is to check imported drugs at the ports, factories, drug stores, or pharmaceutical companies. To identify which are fake and which are genuine, the agency has the mandate to prosecute any offender in court. It also has the power to destroy all confiscated fake drugs without any compensation

Structure: Indefinite pronoun and indefinite Adverbs e.g. some, any, none

Indefinite pronouns and

An indefinite pronoun replaces a noun: Singular: anyone/anybody, anything, someone/somebody, something, everyone/ everybody, everything, no one/nobody, nothing, other. These use singular verbs and singular personal pronouns.

Examples:

1 Someone is in the back room.

2 Everyone has to bring a present.

3 No one was ready.

Plural: few, many, several, others. These use plural verbs and plural personal pronouns.

Examples:

1 Many people are coming.

Singular or plural: any, some, none, all, more, most. For these, it depends on what noun the indefinite pronoun replaces.

Examples:

1 Any parents who want to can bring their children.

2 Any player can bring his dad.

2 Several children were sitting in their seats.

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'Everyone' and 'everybody' seem to mean more than one person, but they use a singular verb.

Examples:

1 Everyone is going to Lawal's party.

2 Everybody knows.

Evaluation:-

Choose a word (A, B, or C) to fill in the gaps.

1 _____ boys were late for school.

A Several B Any C Everyone

2 _____ knows I'm here.

A Many B None C No one

3 Does _____ know where my biro is?

A someone B others C anyone

4 I think _____ of the teams have played well so far.

A several B one C none

5 _____ of the stories was interesting.

A Something B None C Anyone

Class:- Basic 6

Subject:- English Language

Week:- 7

Topic: Speech Work: Pronunciation practice: pronounce the words using the correct stress

Reading: Teaching of new words, meaning and. Comprehension

Structure: Passages dealing with information and Description

Grammar: Words and opposite: Antonyms

Writing: Technical writing: Complete application Forms. Keeping of diaries

Verbal Aptitude

Behavioral objective:- At the end of the lesson the pupils should be able to:-

- 1. State the meaning of antonyms**
- 2. List some words and opposite**
- 3. State the meaning of emphatic stress**

Instructional material/Reference material:- Nigeria Primary English for Pupil's book 6 learn Africa New Edition by O. Adams and Others.

Building Background /connection to prior knowledge : Students are familiar with the antonyms of some words e.g black - white

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Content:-

Speech Work: Pronunciation practice: pronounce The words using the correct stress

Sentence stress and emphatic stress

When we speak, certain words are normally stressed. Words that are stressed are nouns (boy, table, Nigeria), verbs (talk, dance, leave), adjectives (thin, large, fine), adverbs (quickly, often, now), and negative auxiliary verbs (don't, can't). All other words are not normally stressed. The following words are not usually stressed: pronouns (she, they, we, etc.), the verb 'be' (am, is, was, were, etc.), auxiliary verbs (can, may, should, etc.), articles (a, an, the, etc.), conjunctions (and, but, or, etc.), prepositions (to, by, in, etc.)

Listen and repeat the following sentences after your teacher. The stressed syllables are written in capital letters.

1 The **GIRLS** PLAYED VOLLEY**ball**.

2 J**Acob** can **SWIM**.

3 The **LIGHTning** **FLASHED** in the sky.

4 I **DIDN'T** HAVE **EGGS** for **BREAKfast**.

5 They **NEVer** **LEFT** the **HOUSE** **YESTerday**.

6 You should **COOK** and **CLEAN** by yourself.

7 We **FOUND** an **OLD** **guiTAR** in the **BASEment**.

8 Some **GIRLS** **RIDE** **BIKES**.

9 The **TOURist** **LOOKED** **aROUND** **THE** **muSEUM**.

10 **KANU** **SCORED** the **WINNing** **GOAL**.

Sometimes in conversation, speakers can choose to put the stress in any place. This is like underlining words in writing. We do this to show the importance to us of certain words. To stress a word (in speech), a speaker makes it louder, longer, or higher.

Practise reading the following conversation in pairs. The stressed words are written in capital letters.

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A: The cap's MINE, you know.

B: It ISN'T yours!

A: It IS mine!

B: No, it ISN'T yours!

A: It's certainly MINE!

B: It isn't YOUR

A: It's DEFINITELY mine!

B: I HOPE you lose it.

A: I WON'T lose it.

B: You WILL lose it.

A: Give ME my cap!

B: Take it! It's UGLY anyway!

Note that we emphasise (or stress) words when we want to make a contrast with what another person says or correct some wrong information.

Grammar: Words and opposite: Antonyms

Antonym is a word with a meaning that is opposite to the meaning of another word. Here is some example of antonyms

Word	Antonym	Word	Antonym
1. Increase	Decrease	6. Dilligent	Lazy
2. Happy	Sad	7. Punctual	Late
3. Patient	Restless	8. Important	Valueless
4. Obedient	Disobiedent	9. Forward	Backward
5. Friendly	Enemy	10. Buy	Sell

Some Antonyms can be formed by adding prefix 'dis' to the original word e.g
honesty --- dis + honesty = dishonesty, Loyal --- dis + loyal = disloyal, organise ---
dis + organise = disorganise etc

Evaluation:-

1. Why are some words stressed in a sentence?
2. List some words that can not be stressed in a sentence.
3. Write out the antonym of the following words:- give, love, big, pride, permanent, visible, infect, respect.

Class:- Basic 6

Subject:- English Language

Week:- 8

Topic: Speech Work: Intonation practice with questions (Conveying various attitudes)

Reading: Teaching of new words, meaning and Comprehension

Structure: Idiomatic Expression

Grammar: Formation of verbs

Writing: Recording observation

Behavioral objective:- At the end of the lesson the pupils should be able to:-

1. State the meaning of idiomatic expression
2. Give some idiomatic expression and their meaning
3. Understand how some verbs are formed

Instructional material/Reference material:- Nigeria Primary English for Pupil's book 6 learn Africa New Edition by O. Adams and Others.

Building Background /connection to prior knowledge : Students are familiar with the meaning and examples of idioms e.g make a hay while the sun shines

Content

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Structure: Idiomatic Expression

Idiomatic expressions are an expression that cannot be understood from the meanings of its separate words but that has a separate meaning of its own. A form of a language that is spoken in a particular area and that uses some of its own words, grammar, and pronunciation. A style or form of expression that is characteristic of a particular person, type of art, etc.

Examples are:-

Phrase	Meaning
1. do your best	to try very hard
2. put on an act	to pretend you feel a particular way
3. get your own back	to do something bad to someone who did something bad to you
4. turn the corner	to begin to get better when you are ill
5. come clean	to admit the truth about something
6. clear the air	to discuss and end a quarrel
7. spill the beans	to tell a secret
8. ring a bell	to be something that you think you remember
9. feel in your bones	to feel certain
10. miss the bus	to lose the chance of doing/having something

Grammar: Formation of verbs

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Forming verbs and adverbs

We can change some nouns or adjectives to verbs by adding '-en'. Here are some examples:

Noun	Adjective	Verb	Example
1. breadth	broad	broaden	Travelling broadens your knowledge of places.
2. depth.	deep	deepen	They are going to deepen the storm drain.
3. length	long	lengthen	Mum is lengthening the sleeves of my dress.
3. shortness	short	shorten	A taxi will shorten your journey by an hour.
4. strength	strong	strengthen	Milk will strengthen your bones and teeth.
5. threat	threatening	threaten	Dad threatened to tell the head teacher.
6. width	wide	widen	Workers are widening the main road.
7. whiteness	white	whiten	My trainers need whitening with that cream

Evaluation:-

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1. List out ten idioms and their meaning

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Class:- Basic 6

Subject:- English Language

Week:- 9

Topic: Speech Work: Passages dealing with quarrels Hot exchanges of instructions

Reading: Teaching of new words, meanings and Comprehension

Structure: Word with similar meaning Synonyms

Grammar: Writing dialogue

Writing: Simile and Metaphor

Verbal Aptitude

Behavioral objective:- At the end of the lesson the pupils should be able to:

1. State the meaning of simile
2. Explain metaphor
3. Use simile and metaphor in a sentence

Instructional material/Reference material:- Nigeria Primary English for Pupil's book 6 learn Africa New Edition by O. Adams and Others.

Building Background /connection to prior knowledge : Students are familiar with the meaning and examples of simile e.g She is as Slow as a snail

Content

Grammar: Writing dialogue

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Dialogue

Take turns to act out sections of this dialogue in class.

Afiong: No, not again. Another accident!

Zainab: Some of our drivers are reckless. They don't have consideration for other road users.

Afiong: You are right. And these are the major causes of accidents on our roads.

Zainab: If only drivers could be more cautious and considerate.

Afiong: Look at this! Some people are very kind. See the way they are attending to the victims.

Zainab: They are not just passersby. They are first-aiders.

Afiong: Who are they?

Zainab: The Red Cross Society.

Afiong: What do they do?

Zainab: They go to the scene of road accidents or fire incidents to offer first aid to victims before they are taken to the hospital.

Afiong: Are they paid for the job?

Zainab: No, the Red Cross Society is a humanitarian organisation. Members just love giving help to victims of accidents and other disasters.

Afiong: What an organisation! I'd love to be a member.

Zainab: You'd be welcome

Answer the following questions.

- 1 What caused the conversation between the two girls?
- 2 Mention two causes of road accidents as shown in the dialogue.
- 3 Who is a first-aider?
- 4 What organisation is said to be a humanitarian organisation?
- 5 What does the Red Cross Organisation do?
- 6 Do their members get paid for giving help to people?
- 7 Who says she'd like to join the organisation?

Writing: Simile and Metaphor

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Similes ('... as ...' and '... like ...')

When we want to compare something or someone with something/someone else, we use 'like' or 'as' to make the comparison. Here are some examples:

- 1. Ike is as strong as a horse. (Ike's strength is compared to the strength of a horse.)**
- 2. The touch of Amina's hand was as light as a feather. (The lightness of Amina's touch is compared to the lightness of a feather.)**
- 3. Orezimena was very excited. Her eyes shone like stars. (The brightness of Orezimena's eyes is compared to the brightness of stars.)**

The use of 'as' or 'like' to compare things or people is known as simile.

Sometimes you may leave out the first 'as'.

Metaphors

Metaphors are words or phrases used to describe someone or an object so as to show that the two things have the same features or qualities. They help to make a description more powerful. For example, if you want to say that Chukwu is very tall you could say: Chukwu is a giant. This is a metaphor and gives a more impressive description of Chukwu.

Evaluation:-

Use a metaphor to describe someone who is

- 1 tall --- She is a giant.**
- 2 kind --- Amina is an angel.**
- 3 angry**
- 4 stubborn**
- 5 short**
- 6 smart**

Class:- Basic 6

Subject:- English Language

Week:- 10

**Topic: Speech Work: Pronunciation practice History/Historical
, science/Scientist, Electric/Electrical/Electricity**

Reading: Teaching of new words, meanings and Comprehension

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Structure: A passage on the ocean: Importance Of oceans on earth. Role of the ocean in a linked

Global system. Resources of ocean

Grammar: Changing direct speech to reported Speech

Writing: Writing of formal letters

Veerbal Aptitude

Behavioral objective:- At the end of the lesson the pupils should be able to:-

1. Change direct speech to an indirect speech
2. Report commands
3. State the features of formal letter

Instructional material/Reference material:- Nigeria Primary English for Pupil's book 6 learn Africa New Edition by O. Adams and Others.

Building Background /connection to prior knowledge : Students are familiar with direct and indirect speech

Content

Grammar: Changing direct speech to reported Speech

When a speech contains the exact words of a speaker, we call it direct speech. When the speech is reported by someone in his own words, it is called reported speech.

Reporting statements

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In reported speech, the present tense changes to the past tense.

Example: 'It is late', he said. becomes He said that it was late.

The inverted commas used before and after the teacher's words in the following sentence show that they are his words:

The teacher said, 'This is my book.' The same idea may be written in another way: The teacher said (that) it was his book. Here, inverted commas are not used because the words are not the exact words of the teacher. They were reported by someone else.

More examples:

1. Makinde said, 'I am going home.' What did Makinde say? Makinde said that he was going home.

2. Kalu said, 'It's a snake.' What did Kalu say? Kalu said that it was a snake.

When we report things that happen regularly, the verbs may not change.

Examples:

1. The teacher says, 'The sun rises in the east.' The teacher said that the sun rises in the east.

2. The girl says, 'I sell bread every day.' The girl said that she sells bread everyday.

3. My mother says, 'Obedient children succeed in life.' My mother said that obedient children succeed in life.

Reporting commands

We report commands by using other verbs such as: told, asked.

Examples:

1. Direct speech: My dad said, 'Stop shouting.'

Reported speech: My dad told me to stop shouting

2. Direct speech: 'Don't play outside the house,' Dad shouted.

Reported speech: My dad told me not to play outside the house.

Writing: Writing of formal letters

Features of formal letters

Surname: The name that you share with your parents. It is also called the family name or last name.

Maiden name: A woman's family name before she got married.

Salutation: A word or phrase used at the beginning of a letter or speech, such as 'Dear Mr Nwagbara?.'

Introduction:- The beginning of the body of the letter usually consist of greetings

Formal: Made or done officially or publicly or with set rules.

Signature: Your name written in the way you usually write it, for example, at the end of a letter; the act of signing something or a document.

Sign: To write your signature to show that you have written something or you agree with it.

Evaluation:-

Change the following commands to reported speech. The first one has been done for you.

1. 'Bring me the radio,' Jaja to his sister.

Answer: Jaja ordered his sister to bring the radio to him.

2. 'Sit down and watch the children's programme,' said Akilu to his daughter.

3. Mother said to Asabe: 'Please change the channel.'

4. 'Raise the aerial for good reception,' said father to me.

5. Julia said to Uche, 'Increase the volume of the radio.'

6. 'Keep moving,' said the police to the crowd.

7. Mma to Ata, 'Give this video decker to Musa.'

8. 'Come home in time for di hunner,' Osaro told his sister.
9. Do your assignment before watching television,' my mother told us.
10. 'Find me a new station,' Ije commanded her brother.

Class:- Basic 6

Subject:- English Language

Week:- 11

Topic: Speech Work: Intensifiers: Distinguish between 'Very' and 'so' on the hand and 'very' and 'Quite' on the other use of intensifiers

Reading: Teaching of new words, meaning and Comprehension

Structure: Reading simple materials on the Organization of formal gathering. **Grammar:** Composition of adverb

Writing: Write informal letters features of informal Letters

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Verbal Aptitude

Behavioral objective:- At the end of the lesson the pupils should be able to:-

1. State the features of an informal letter
2. Write some new words and their meaning

Instructional material/Reference material:- Nigeria Primary English for Pupil's book 6 learn Africa New Edition by O. Adams and Others.

Building Background /connection to prior knowledge : Students are familiar with informal letter and have written a good number of informal letters.

Content

Writing: Write informal letters features of informal Letters

Address: The details of the place where someone lives or works, which you use to send them letters.

First name: The name that comes before your family name (or surname).

Personal letter: A letter written to people close to you.

Stamp: A piece of paper, which pays for the postal services, that you buy and stick onto an envelope before posting it.

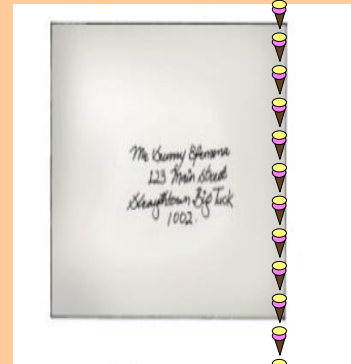
Envelope: A thin paper cover in which you put and send a letter.

Occasion: An important social event or ceremony.

Affectionately: Showing that you love someone and care about them. 'Yours affectionately' is sometimes used to conclude an informal letter.

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Sincerely: If a person feels or believes something sincerely, then they really feel or believe it and not just pretending. 'Yours sincerely' is used to end a letter written to someone, especially a letter that you have begun by using the person's name.

Relatives: Members of one's family.

Classmate: Members of the same class in a school, college, or university.

Introduction: The beginning of a letter or essay.

Body: The central or main part of a letter or essay, where the subject matter or the main message of the letter or essay is discussed.

Reply: Something said, written, or done as a way of responding or replying to a letter.

Reading: Teaching of new words

Use the words in the box below to fill the space in each statement.

carpet	library	punishment
party	pizza	balloons

1 My bedroom carpet is red.

2 We're having a _____ on Saturday. Would you like to come?

3 Can you help me blow up the _____?

4 When will you return the _____ books?

5 Two thousand naira should buy us a _____ and a drink.

6 As a _____, he was not permitted to participate in any school activities

Evaluation:-

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1. Write an informal letter to your school principal asking for permission to be absent from school.