



BREEDING
A R E N A
College

THE BREEDER'S GUIDE

ENGLISH LANGUAGE

Mrs. Okafor
Lorine

Term Cultivate 2024/2025

SCHEME OF WORK

ENGLISH LANGUAGE

September 9th – December 11th

WEEK	TOPIC	SUB-TOPICS
1	Oral Structure Comprehension Vocabulary	Review of Sounds Review of word classes Reading to comprehend main ideas Words associated with home and family life
2	Oral Structure Comprehension Writing	Monothongs (pure vowels) Nouns (Meaning, identifications, types, usage) Contextual meaning, replacement question form Composition on my family
3	Oral Structure Comprehension Vocabulary	Diphthongs Countable and uncountable nouns Reading to comprehend supporting details Register of Agriculture
4	Oral Structure Comprehension Writing	Triphthongs Adjectives: meaning, identification types and usage Listening (summary through identification of signal words) Essay; Narrative: A place of interest I visited
5	Oral Structure Comprehension Vocabulary	Consonant sounds /p/, /b/, /t/, /d/, /k/, /f/, /v/, /s/, /z/ Phrase: Types and functions Emphasis on supporting details, tone, mood and purpose Fishery and Animal Husbandry
6	Structure Comprehension Vocabulary Writing	Clause: types A. Main and subordinate clause. Reading to make notes Confusing words (Words to watch) Descriptive: Farming in my village OR How to make a local dish
7	Mid term Break	Mid term Break
8	Oral Structure Comprehension Writing	2/3/4 syllable words, identification of word stress Sentence types, According to structure and function Introduction to answering comprehension questions Letter writing, types, features and format of informal letter
9	Oral Structure Comprehension Writing	Syllable and stress, Stress on first syllable Regular and irregular verbs Summary Letter writing. Features and format of formal letter
10	Structure	Figures of Speech

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	Comprehension	Reading to answer questions on comprehension passages
	Vocabulary	Words associated with Library
	Writing	Argumentative: Women have the same opportunity in life as men.
	Structure	Definite and indefinite articles
11	Vocabulary	Words associated with journalism
	Oral	Dialogue on the experience of national issues
	Writing	Review of essay writing
12	Revision	Revision
13	Examination	Examination
WEEK	TOPIC	SUB-TOPICS

1. TOPIC: REVIEW OF SOUND

Objective: By the end of this class, a student should be able:

- i. *differentiate between English letters of alphabet and English sound*
- ii. *identify the letters of the alphabet that have corresponding sound symbols and the ones that do not have*
- iii. *relate sounds in words with the symbols that represent them*

Duration: 45mins

Week: 1

Teaching Method/Strategy: Demonstration / Narration/Illustration

Entry Behaviour (How you plan to start your Class):

- English letters of the alphabet and English sounds (phonemes) are related but distinct concepts in the context of language and writing. Here's a differentiation between them:
- **English Letters of the Alphabet:**
 1. **Definition:** English letters of the alphabet are the 26 characters used in written English to represent speech sounds, words, and language symbols. These are the basic units of the English writing system.
 2. **Number:** There are 26 letters in the English alphabet, which include both consonants and vowels.
 3. **Representation:** Each letter corresponds to a written symbol, and these symbols are used to represent words and sounds in written language.
 4. **Examples:** A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.
 5. **Function:** Letters are used to create written words and texts, and they follow specific rules of spelling and grammar.
- **English Sounds (Phonemes):**
 1. **Definition:** English sounds, also known as phonemes, are the distinct, speech sounds that make up spoken language. They are the smallest units of sound that can change the meaning of a word.
 2. **Number:** English has around 44 phonemes, although the exact number can vary depending on the accent or dialect.
 3. **Representation:** Phonemes are not represented by individual letters in a one-to-one correspondence. Multiple letters or letter combinations may represent a single phoneme, and some letters can represent multiple phonemes.

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4. **Examples:** /p/, /b/, /t/, /d/, /k/, /g/, /s/, /z/, /f/, /v/, /θ/, /ð/, /j/, /ʒ/, /ŋ/, /h/, /j/, /w/, /æ/, /ɛ/, /ɪ/, /aɪ/, /aʊ/, /oʊ/, /u/, /ə/, etc.
5. **Function:** Phonemes are the actual sounds produced in spoken language. They determine the pronunciation of words and can change the meaning of a word when altered. For example, changing the initial phoneme in "cat" (/k/) to /b/ results in the word "bat."
- In summary, English letters of the alphabet are written symbols used in writing and have a one-to-one correspondence with letters, while English sounds (phonemes) are the actual speech sounds produced in spoken language and do not always have a direct and consistent representation in writing. The relationship between letters and sounds in English can be complex due to spelling irregularities and variations in pronunciation.

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide – Okafor Lorine Wikipedia – Revision of Parts of Speech</i>	<ul style="list-style-type: none">• Noun• Pronoun• Verb• Adverb• Adjective	<i>i. categorize the parts of speech</i> <i>ii. construct sentences with the parts of speech</i>

STRUCTURE: REVIEW OF WORD CLASSES

Objective: By the end of this class, a student should be able to:

- i. list all the parts of speech
- ii. use nouns, verbs, prepositions, adjectives and conjunctions in sentences
- iii. classify words in a given passages into word classes

Duration: 45mins

Week: 1

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

"Word classes," also known as "parts of speech," are categories into which words in a language can be classified based on their grammatical and semantic functions. Understanding word classes is fundamental to understanding the structure and meaning of sentences in any language. Here's a review of the main word classes in English:

1. **Nouns:** Nouns are words that represent people, places, things, or ideas. They can be concrete (e.g., "cat," "book") or abstract (e.g., "love," "freedom"). Nouns can be singular or plural, and they often serve as the subject or object of a sentence.

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2. **Pronouns:** Pronouns are words that replace nouns to avoid repetition. Common pronouns include "he," "she," "it," "they," "me," "you," and "we." Pronouns can also be possessive (e.g., "my," "his") or reflexive (e.g., "myself," "yourself").
3. **Verbs:** Verbs are action words or words that express a state of being. They indicate what the subject of a sentence is doing or being. Examples include "run," "eat," "is," "am," and "sing." Verbs can be transitive (requiring an object) or intransitive (not requiring an object).
4. **Adjectives:** Adjectives are words that describe or modify nouns. They provide additional information about the qualities, characteristics, or attributes of nouns. Examples include "red," "beautiful," "tall," and "happy."
5. **Adverbs:** Adverbs are words that modify verbs, adjectives, or other adverbs. They describe how, when, where, or to what degree an action is performed. Examples include "quickly," "very," "here," and "often."
6. **Conjunctions:** Conjunctions are words that connect words, phrases, or clauses within a sentence. They can be coordinating conjunctions (e.g., "and," "but," "or") or subordinating conjunctions (e.g., "although," "because," "if").
7. **Prepositions:** Prepositions are words that show the relationship between a noun or pronoun and other words in a sentence. They indicate location, direction, time, and more. Examples include "in," "on," "under," "with," and "between."
8. **Interjections:** Interjections are words or phrases used to express strong emotions, reactions, or exclamations. They often stand alone and are punctuated with exclamation marks. Examples include "wow," "oh," "ouch," and "yes."
9. **Articles:** Articles are a type of determiner that come before nouns to specify whether the noun is definite ("the") or indefinite ("a" or "an").
10. **Determiners:** Determiners are words that provide information about nouns. They include articles, demonstratives (e.g., "this," "these"), quantifiers (e.g., "some," "many"), and possessive pronouns (e.g., "my," "your").
11. **Particles:** Particles are a diverse category of words that don't fit neatly into other word classes. They include words like "to" (as in "to" in an infinitive verb), "up" (as in "clean up"), and "out" (as in "go out").

Understanding the roles and functions of these word classes is crucial for constructing grammatically correct sentences and effectively conveying meaning in English. Word classes serve as the building blocks of language, allowing us to express a wide range of thoughts, ideas, and actions.

COMPREHENSION: READING TO COMPREHEND MAIN IDEAS

Objective: By the end of this class, a student should be able to:

- i. *identify the topic sentence in each paragraph*
- ii. *establish the relationship between the topic sentences and the main idea in a given passage*
- iii. *attach contextual meanings to new words found in a given passage*

Duration: 45mins

Week: 1

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

Reading to comprehend main ideas is an essential skill for understanding and summarizing the central points of a text or passage. Here are some strategies to help you read and comprehend the main ideas effectively:

1. **Preview the Text:** Before diving into the text, skim through it to get a sense of its structure and content. Look at headings, subheadings, bolded or italicized words, and any summary paragraphs or introductions. This will give you an initial idea of what the text is about.
2. **Identify the Topic Sentence:** In most paragraphs, the main idea is often found in the topic sentence, which is usually the first sentence or at the beginning of the paragraph. Look for keywords and phrases that convey the central point.
3. **Highlight or Annotate:** As you read, underline or highlight key sentences or phrases that seem to express the main idea or important supporting details. Use marginal notes to jot down your thoughts and questions.
4. **Pay Attention to Headings and Subheadings:** If the text has headings and subheadings, they can provide valuable clues about the main ideas of different sections. Read them carefully.
5. **Use Context Clues:** Look for context clues and transitional words or phrases that signal the flow of ideas. Words like "therefore," "however," "in conclusion," and "for example" often indicate important points.
6. **Summarize in Your Own Words:** After reading a section or a paragraph, try to summarize the main idea and supporting details in your own words. This forces you to process the information and ensure you understand it.
7. **Ask Questions:** Engage with the text by asking yourself questions as you read. What is the author trying to convey? What evidence or examples are provided? Why is this information important?
8. **Recap Paragraphs or Sections:** Periodically pause and recap what you've read so far. Check if you can remember the main ideas and how they connect to each other.

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9. **Look for Repetition:** If an idea is important, it may be repeated throughout the text. Be attentive to recurring themes or concepts.
10. **Practice Active Reading:** Stay engaged with the text by actively participating in the reading process. This may involve highlighting, note-taking, or discussing the text with others.
11. **Read Aloud:** Reading aloud can help you process information more slowly and effectively. It engages both your visual and auditory senses.
12. **Read Multiple Times if Necessary:** Sometimes, complex texts or dense material may require multiple readings to fully grasp the main ideas. Don't hesitate to revisit the text as needed.
13. **Use Graphic Organizers:** Consider using graphic organizers like mind maps, charts, or outlines to visually organize the main ideas and supporting details.
14. **Discuss and Share:** Engaging in discussions or sharing what you've read with others can deepen your understanding of the main ideas as you explain them in your own words.

Remember that practice is key to improving your ability to comprehend main ideas. Over time, you'll become more skilled at quickly identifying and summarizing the central points of texts, which is a valuable skill for academic and professional reading comprehension.

VOCABULARY: WORDS ASSOCIATED WITH HOME AND FAMILY LIFE

Objective: By the end of this class, a student should be able to:

- i. *draw out from a given text word associated with home and family life*
- ii. *explain the following terms: uncle, aunt, cousin, brother-in-law, grandfather/mother, distant relative*
- iii. *compose short compositions on the family*

Duration: 45mins

Week: 1

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

The most important part of one's personal life is one's family. Considering the importance of a family unit and the multifarious roles available under the wide umbrella of the human family, the English Language has a dedicated set of words to take care of this important function in human life.

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- **Ancestor:** predecessor in family
- **Care-giver:** a person who cares for someone who is sick or disabled
- **Foster child:** a child raised by someone who is not its natural or adoptive parent
- **Foster parent:** a person who acts as parent and guardian for a child in place of the child's natural parents without legally adopting the child
- **Fraternal:** of or befitting a brother or brothers; brotherly
- **Heir:** a person who inherits or has a right of inheritance in the property of another following the latter's death
- **Hereditary:** descending or capable of descending to succeeding generations by inheritance, derived from one's ancestors; traditional
- **Infant:** a child during the earliest period of its life, especially before he or she can walk; baby.
- **Juvenile:** young, youthful, or immature, suitable or designed for young people.
- **Kin:** kindred of the same family; related; akin.
- **Kith:** blood relative
- **Lineage:** direct descent from a particular ancestor; ancestry
- **Matriarch:** a woman who rules a family, clan or tribe
- **Matrimony:** the state of being married; marriage
- **Nuptial:** of or pertaining to marriage or the marriage ceremony
- **Offspring:** children or young of a particular parent or progenitor
- **Paternal:** relating to or characteristics of a father or fatherhood; fatherly
- **Patriarch:** a man who rules a family, clan or tribe
- **Progenitor:** a person or thing that first indicates a direction, originates something, or erves as a model; predecessor; precursor
- **Progeny:** the immediate descendant of a person
- **Sibling**
- **A person's brother or sister**
- **Spouse:** a person's partner in marriage

2. TOPIC: MONOTHONGS (PURE VOWELS)

Objective: By the end of this class, a student should be able to:

- i. *list and explain the functions of the organs of speech*
- ii. *distinguish between long and short vowel sounds*
- iii. *identify and pronounce vowel sounds in English words appropriately*

Duration: 45mins

Week: 2

Teaching Method/Strategy: Demonstration / Narration/Illustration

Entry Behaviour (*How you plan to start your Class*):

- The organs of speech, also known as articulatory organs, are the various parts of the human vocal tract and mouth that work together to produce speech sounds. These organs play different roles in shaping the airflow and sound produced during speech. Here's a list of the key organs of speech and their functions:
 1. **Lungs:**
 - Function: The lungs provide the airflow needed for speech production by expelling air from the respiratory system.
 2. **Trachea (Windpipe):**
 - Function: The trachea serves as the passage through which air travels from the lungs to the vocal tract.
 3. **Larynx (Voice Box):**
 - Function: The larynx houses the vocal cords, which vibrate when air passes through, producing sound. The pitch and loudness of the voice are controlled by adjusting the tension and position of the vocal cords.
 4. **Pharynx:**
 - Function: The pharynx is a muscular tube that connects the oral cavity and the nasal cavity to the larynx. It serves as a resonating chamber and influences the quality of the sound produced.
 5. **Oral Cavity:**
 - Function: The oral cavity plays a crucial role in shaping the articulation of speech sounds. By manipulating the position of the tongue, lips, and other oral structures, various speech sounds are formed.

6. Nasal Cavity:

- Function: The nasal cavity influences nasal sounds (nasals) by allowing air to flow through the nose. The velum (soft part of the roof of the mouth) can be raised or lowered to control the airflow through the nasal cavity.

7. Tongue:

- Function: The tongue is highly versatile and aids in shaping the articulation of speech sounds. It moves to different positions within the oral cavity, touching various parts like the alveolar ridge, palate, and teeth to create different speech sounds.

8. Teeth and Alveolar Ridge:

- Function: The teeth and alveolar ridge (the bony ridge just behind the upper front teeth) are used in articulating specific speech sounds, like /t/, /d/, and /s/, by obstructing or directing airflow.

9. Palate (Hard and Soft Palate):

- Function: The hard palate and soft palate (velum) help shape and control the flow of air for specific speech sounds. The soft palate can be raised to block airflow into the nasal cavity.

10. Lips:

- Function: The lips play a crucial role in forming bilabial sounds (sounds produced with both lips), such as /p/ and /b/.

11. Cheeks and Jaw:

- Function: The cheeks and jaw provide support and flexibility during speech production. They help in controlling the shape of the oral cavity for various speech sounds.

12. Epiglottis:

- Function: The epiglottis prevents food and liquids from entering the airway (trachea) during swallowing, ensuring that these substances go down the esophagus to the stomach rather than into the respiratory system.
- These organs of speech work together in a coordinated manner to produce the rich variety of speech sounds and language that humans use for communication. By adjusting the position and movements of these organs, we can articulate different phonemes (the smallest units of sound in language) to convey meaning through speech.

DIFFERENCE BETWEEN LONG AND SHORT VOWEL SOUNDS

There are two types of vowel sounds in the English language: long and short. However, what many people don't know is that these two types of vowels are pronounced differently. In this blog post, we

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will discuss the difference between long and short vowels. We will also provide examples to help you better understand how to pronounce these vowel sounds. So, let's get started!

What are Long Vowels?

- Long vowels are essentially just what they sound like – vowels that are pronounced with a long sound. This can be contrasted with short vowels, which have a much shorter sound. Long vowels typically arise when a vowel is followed by a Silent e, as in the word 'cake.' In this case, the Silent e acts to lengthen the preceding vowel sound.
- Long vowels can also occur when two vowel sounds are found next to each other in a word, as in the word 'boat.' In this instance, both vowel sounds are usually pronounced separately.
- While long and short vowel sounds may seem like minor detail, they can actually make a big difference in the meaning of a word. For instance, the word 'bit' (short vowel sound) means something entirely different than the word 'bite' (long vowel sound). As such, it's important to be able to identify long vowel sounds when reading and pronouncing words.

What are Short Vowels?

- Short vowels are the five basic vowel sounds in English: they include the sounds of the letters a, e, i, o, and u. Each of these letters can represent more than one sound, but when they are used to represent a short vowel sound, they are known as "short vowels." Short vowels typically have a shorter duration than long vowels, and they are usually followed by a consonant sound.
- The shortest vowel sound is that of the letter i, which is known as a "close front unrounded vowel." The other short vowel sounds are produced further back in the mouth and are not as close to the articulatory position of i.
- Short vowels are typically found in unstressed syllables or before consonant clusters, while long vowels tend to occur in stressed syllables. Short vowels are an important part of English pronunciation and can be difficult for language learners to master. However, with practice, everyone can learn to produce these sounds correctly.

Difference between Long and Short Vowels

Long and short vowels are different in the length of time that they are pronounced. Long vowels are pronounced for a longer duration than short vowels. Long vowels are also typically pronounced at a higher pitch than short vowels.

- The difference in duration and pitch between long and short vowels helps to distinguish between different words. For example, the word "bee" is distinguished from the word "boot" by the length of the vowel sound.
- Longer vowel sounds are also often used to indicate emphasis or to provide information about the grammatical function of a word. For instance, the word "I" is a long vowel, which signals that it is the subject of a sentence.
- In contrast, the word "a" is a short vowel, which typically signals that it is an article or indefinite pronoun. While long and short vowels may seem like a small distinction, they play an important role in helping us to communicate effectively.

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List of Pure Vowels with Examples

The 12 vowel sounds in English have been provided below with examples to help you understand. Check them out.

Vowel sounds	Examples
/ʌ/	cut, butter
/ɑ:/	park, far
/æ/	bat, fan
/ɒ/	goggles, fog
/ɔ:/	more, warn
/ɜ:/	bird, worm
/e/	pet, ten
/ə/	vendor, monitor
/ɪ/	sit, pin
/i:/	theme, fleet
/ʊ/	cook, put
/u:/	flute, boon

Remark:

STRUCTURE: NOUNS

Objective: By the end of this class, a student should be able to:

- recognize nouns in sentences
- give adequate examples of all types of nouns
- compose different sentences using different types of nouns.

Duration: 45mins

Week: 2

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

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The Noun is a naming word. It has taken the following forms in English

1. Proper Nouns: these are particular names of ;
 - a. Persons: Femi, John, Jessica
 - b. Places: Ondo, Lagos, Dele-Kuti
 - c. Days: Sunday, Wednesday, Friday
 - d. Months: January, May, August
 - e. Titles: Dr, professor, Chief

NOTE: anywhere the proper nouns occurs in a sentence, it must start with a capital letter

2. Common Nouns: these are general names e.g. boy, girl, men, women, school, church etc.
3. Gerundive Nouns: these can also be called verbal nouns because they are formed from verbs e.g. smoking, dancing, eating etc (Smoking is dangerous to health)
4. Abstract Nouns: these are nouns whose manifestation exists in the mind e.g. knowledge, beauty, experience, death
5. Collective Nouns: these are nouns used to refer to a group of persons or objects together as one e.g. Crew, Congregation, Mob, Battalion, audience etc.
6. Countable Nouns: these are nouns that can be counted e.g. car, tyre, table, chair etc
7. Uncountable Nouns: these are nouns that cannot be counted (Non count nouns) e.g. Water, salt, rice, ink, cement etc. they are counted in measures e.g. A bucket of water, a bag of salt, a cup of tea.

COMPREHENSION: CONTEXTUAL MEANING; REPLACEMENT FORM QUESTION

Objective: By the end of this class, a student should be able to:

- i. *differentiate between contextual and literal meanings*
- ii. *give other words to replace the words in italics in a given passage*
- iii. *specify the class of the words*
- iv. *recognize when such words are used in other contextual situations.*

Duration: 45mins

Week: 2

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

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Contextual meaning and literal meaning are two distinct aspects of understanding the meaning of words, phrases, or sentences in language. They refer to how words or expressions are interpreted based on the surrounding context and the straightforward, dictionary definition, respectively. Here's a differentiation between the two:

Literal Meaning:

1. **Definition:** Literal meaning refers to the most basic and straightforward definition of a word or phrase as found in a dictionary. It is the primary, explicit meaning of the words used, without considering any additional context or interpretation.
2. **Interpretation:** When you interpret something with its literal meaning, you take the words at face value, understanding them exactly as defined. It does not involve any additional implied or metaphorical meanings.
3. **Examples:**
 - The literal meaning of "fire" is the hot, burning process that produces heat and light.
 - When someone says, "The book is on the table," the literal meaning is that a book is physically resting on a table.
4. **Use Cases:** Literal meaning is often used in situations where precise, factual information is required, such as in technical writing, scientific texts, or formal documents.

Contextual Meaning:

1. **Definition:** Contextual meaning, also known as implied or inferred meaning, takes into account the context in which words or phrases are used. It considers the surrounding words, sentences, and the overall situation to determine the intended meaning.
2. **Interpretation:** Contextual meaning involves looking beyond the literal definition to understand the nuance, implication, or hidden message conveyed by the words in their specific context.
3. **Examples:**
 - In the sentence, "She's on fire," the contextual meaning suggests that "she" is performing exceptionally well or is very successful, rather than being literally on fire.
 - When someone says, "The pen is mightier than the sword," the contextual meaning implies that the written word (pen) has more influence than physical force (sword).
4. **Use Cases:** Contextual meaning is crucial in everyday communication, literature, poetry, persuasive writing, humor, and any situation where language is used creatively or to convey deeper messages.

In summary, the key difference between literal and contextual meaning lies in how words or expressions are understood. Literal meaning is the straightforward dictionary definition, while contextual meaning considers the context and surrounding information to derive a more nuanced or

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implied interpretation. In many cases, understanding contextual meaning is essential for grasping the intended message in language, especially when dealing with idiomatic expressions, metaphors, and figurative language.

WRITING: COMPOSITION ON MY FAMILY

Objective: By the end of this class, a student should be able to:

- i. *breakdown a sample essay into its constituent parts (introduction, body and conclusion)*
- ii. *analyse the pattern of sentences structure used in the sample essay; develop a well written essay on my family*

Duration: 45mins

Week: 2

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (*How you plan to start your Class*):

SAMPLE ESSAY ON MY FAMILY

A person without family and its love never becomes completely happy in his/her life. I am complete and happy with my family that includes five members. My family is a group of five including me, father, mother, brother, and sister. Family bonding is a unique type of love that gives you every lesson needed to live a harmonious life.

Growing under the supervision of a caring and loving family will increase our social values and overall well-being. Each member of my family carries out equal responsibility in sculpting the strong bonding needed for a better future and develop moral importance in each other.

My father owns a successful business of office stationery store. He uses the money to cover all our expenses and give a better lifestyle to the family. He works hard day and night to get us better education, food, home, etc. He hides all his tiredness when he comes home after a long day to spend quality time with us.

My mother is a talented homemaker who also does a part-time tailoring at home. She does all her duties with at most interest, from taking care of us to all the household chores and finds time to pursue her passion as well. She is a multi-tasker and does all the tasks from helping us in our studies to preparing delicious healthy foods to sculpt us into a better human being.

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My brother is an engineering graduate and does a job in a well-known company. He is my best well-wisher and helps me in all ups and downs. My sister is also an engineering graduate and an employee in an IT company. She always finds time to help me with all my difficulties and she is my secret keeper too.

My family is a lifeline to whom I can run to, whatever may be the situation I am facing. My family guides me to be a good person and help me in nurturing good values. We, humans, are animals that live together spreading love and care for each other, and this togetherness is called family. The absence of such a divine bonding make us equal to animals.

Family value and growing in such a caring surrounding helps me to pass all the struggles and hardships that I face in my daily life. Whatever be the situation we are facing, our family will never leave us alone. My family is a blessing for me and I value everyone in my family with equal respect and love.

3. TOPIC: DIPHTHONGS

Objective: By the end of this class, a student should be able to:

- i. identify diphthongs sounds and their phonetic symbols;
- ii. match diphthong sounds with the symbols that represent them; practice with words/sentences that have diphthongs sounds in them

Duration: 45mins

Week: 3

Teaching Method/Strategy: Demonstration / Narration/Illustration

Entry Behaviour (*How you plan to start your Class*):

A **diphthong** is a vowel that contains two different vowel sounds in one syllable. The word diphthong comprises **di**, which means 'two' in Greek, and **phthong**, which means 'sound'. Therefore, diphthong means **two sounds**.

Diphthongs are gliding vowels, created when a speaker glides from one vowel sound glides into another. The first vowel is usually longer and stronger than the second one in the English language. For example: In the English word 'house' the vowel sound in the first syllable, /aʊ/ is a diphthong. It starts with the sound of the vowel /a/ and glides to the sound of the vowel /ʊ/. The diphthong is formed by the transition between the two vowel sounds and is thus considered a single vowel sound.

There are eight different diphthongs in the English language. They are:

- **/eɪ/** as in *late* (/leɪt/) or *gate* (/geɪt/)
- **/ɪə/** as in *dear* (/dɪə/) or *fear* (/fɪə/)
- **/eə/** as in *fair* (/feə/) or *care* (/keə/)
- **/ʊə/** as in *sure* (/ʃʊə/) or *cure* (/kjʊə/)
- **/əʊ/** as in *globe* (/ˈgləʊb/) or *show* (/ʃəʊ/)
- **/ɔɪ/** as in *join* (/dʒɔɪn/) or *coin* (/kɔɪn/)
- **/aɪ/** as in *time* (/taɪm/) or *rhyme* (/raɪm/)
- **/aʊ/** as in *cow* (/kaʊ/) or *how* (/haʊ/)

Remark:

STRUCTURE: COUNTABLE AND UNCOUNTABLE NOUNS

Objective: By the end of this class, a student should be able to:

- i. distinguish between countable and uncountable nouns with adequate examples
- ii. form the singular and plural of count nouns and use them correctly in sentences
- iii. create a list of uncountable nouns (nouns without plural forms)

Duration: 45mins

Week: 3

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

Countable nouns can be counted, e.g. *an apple, two apples, three apples*, etc. Uncountable nouns cannot be counted, e.g. *air, rice, water*, etc. When you learn a new noun, you should check if it is countable or uncountable and note how it is used in a sentence.

Countable nouns

For positive sentences we can use *a/an* for singular nouns or *some* for plurals.

*There's **a** man at the door.*

*I have **some** friends in New York.*

For negatives we can use *a/an* for singular nouns or *any* for plurals.

*I don't have **a** dog.*

*There aren't **any** seats.*

Uncountable nouns

Here are some examples of uncountable nouns: bread, rice, coffee, information, money, advice, luggage, furniture

We use *some* with uncountable nouns in positive sentences and *any* with negatives.

*There's **some** milk in the fridge.*

*There isn't **any** coffee.*

Questions

In questions we use *a/an*, *any* or *how many* with countable nouns.

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Is there **an** email address to write to?

Are there **any** chairs?

How many chairs are there?

And we use *any* or *how much* with uncountable nouns.

Is there **any** sugar?

How much orange juice is there?

But when we are offering something or asking for something, we normally use *some*.

Do you want **some** chocolate?

Can we have **some** more chairs, please?

We also use *some* in a question when we think the answer will be 'yes'.

Have you got **some** new glasses?

COMPREHENSION: READING TO COMPREHEND SUPPORTING DETAILS

Objective: By the end of this class, a student should be able to:

- i. identify supporting ideas in each paragraph
- ii. differentiate between main ideas and supporting ideas in a given passage
- iii. recognize words that signal details/illustrations and examples in a given passage

Duration: 45mins

Week: 3

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

Supporting ideas in a passage or text are pieces of information, evidence, examples, or details that are used to reinforce or explain the main idea or central point of the passage. These supporting ideas provide context, evidence, and clarification to help readers understand and accept the main argument or message being conveyed. Overall, supporting ideas play a vital role in developing and fleshing out a passage, making it more persuasive, informative, or engaging for the reader. They work in tandem with the main idea to provide a comprehensive and coherent understanding of the topic at hand.

VOCABULARY: REGISTER FOR AGRICULTURE

Objective: By the end of this class, a student should be able to:

- i. *List words that are associated with crops, farming activities and implements*
- ii. *Write an essay on the importance of farming*

Duration: 45mins

Week: 3

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

Agriculture is a diverse field encompassing various aspects of farming, cultivation, and animal husbandry. Here are some words related to agriculture:

1. **Farm:** A piece of land used for growing crops and raising livestock.
2. **Crops:** Plants cultivated for food, fiber, or other economic purposes.
3. **Livestock:** Domesticated animals raised for meat, milk, wool, or other products.
4. **Harvest:** The process of gathering crops when they are ripe.
5. **Plow:** A farming tool used to turn over and prepare the soil for planting.
6. **Fertilizer:** Substances added to soil to enhance plant growth.
7. **Irrigation:** The artificial application of water to land to assist in crop growth.
8. **Crop rotation:** A farming practice where different crops are grown in a sequence to improve soil health.
9. **Pesticides:** Chemical substances used to control pests and diseases in crops.
10. **Grazing:** Allowing livestock to feed on natural vegetation in a pasture.
11. **Horticulture:** The science and art of growing fruits, vegetables, and ornamental plants.
12. **Agronomy:** The branch of agriculture that deals with soil management and crop production.
13. **Ranching:** The practice of raising cattle or other livestock on a large scale.
14. **Greenhouse:** A structure used for growing plants in a controlled environment.
15. **Combine harvester:** A machine that combines the tasks of harvesting, threshing, and cleaning grain crops.
16. **Tractor:** A motorized vehicle used for farming tasks like plowing and hauling.

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- 17. **Agricultural extension:** Services and information provided to farmers to improve their practices.
- 18. **Organic farming:** A method of agriculture that avoids synthetic chemicals and emphasizes sustainable practices.
- 19. **Crop yield:** The amount of crops produced per unit of land.
- 20. **Agribusiness:** The commercial sector of agriculture, including processing, marketing, and distribution.

These words cover various aspects of agriculture, from the cultivation of crops and care of livestock to the technology and business associated with modern farming practices.

4. TOPIC: TRIPHTHONGS

Objective: By the end of this class, a student should be able to:

- i. identify the 5 triphthong sounds and their phonetic symbols
- ii. give adequate examples of words that contain triphthong sounds.
- iii. Pronounce words that contain these sounds correctly

Duration: 45mins

Week: 4

Teaching Method/Strategy: Demonstration / Narration/Illustration

Entry Behavior (*How you plan to start your Class*):

While diphthongs involve the combination of two vowel sounds within a single syllable, triphthongs are a bit more complex. Triphthongs involve the combination of three vowel sounds within a single syllable. In English, triphthongs are relatively rare, and they typically occur at the end of words or in certain regional accents. Here are some examples:

1. **"fire"** - In some accents, when you say "fire," it may sound like there are three vowel sounds in quick succession: /aɪə/ (as in "fyuh-er").
2. **"hour"** - In certain accents, "hour" can be pronounced with a triphthong: /aʊə/ (as in "ow-er").
3. **"our"** - Similarly, "our" may be pronounced with a triphthong: /aʊə/ (as in "ow-er").

It's important to note that not all English accents pronounce these words as triphthongs, and some dialects may simplify them into diphthongs or even single vowels. The existence and pronunciation of triphthongs can vary significantly across different English-speaking regions. Here are five examples of sequences that some speakers may consider as triphthong-like:

1. **/aɪə/ - "ire" Sound:** In some accents, words like "fire" and "tire" may be pronounced with a triphthong that includes the /aɪ/ diphthong followed by a brief schwa /ə/ and the /r/ sound. It may sound like "fyuh-er" or "tyuh-er."
2. **/aʊə/ - "our" Sound:** In certain accents, the word "our" can be pronounced with a triphthong, where the /aʊ/ diphthong transitions into a schwa /ə/ and then the /r/ sound, resulting in something like "ow-er."
3. **/ɔɪə/ - "oil" Sound:** In some regional accents, words like "oil" can be pronounced with a triphthong, combining the /ɔɪ/ diphthong with a schwa /ə/ and an /l/ sound, sounding somewhat like "oy-uhl."
4. **/aʊə/ - "hour" Sound:** Similar to the "our" sound, some accents may use a triphthong in words like "hour," making it sound like "ow-er."

5. **/eɪə/ - "aerial" Sound:** In certain words like "aerial," a triphthong can be heard as the /eɪ/ diphthong followed by a schwa /ə/ and an /r/ sound, creating a pronunciation similar to "ay-uh-ree-ul."

STRUCTURE: ADJECTIVES; MEANING, IDENTIFICATION, TYPES AND USAGE

Objective: By the end of this class, a student should be able to:

- i. *explain adjectives and adverbs*
- ii. *give adequate examples of types of adjectives and adverbs*
- iii. *compose different sentences, using adjectives and adverbs*

Duration: 45mins

Week: 4

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

Adjectives and adverbs are two essential parts of speech in English that modify or provide additional information about other words in a sentence. They serve different functions and are used in various ways to enhance the clarity and detail of your writing or speech.

Adjectives: Adjectives are words that describe or modify nouns (people, places, things, or ideas). They provide more information about the noun, such as its color, size, shape, or condition.

Examples of types of adjectives:

1. **Descriptive Adjectives:** These adjectives describe the physical or qualitative characteristics of a noun.
 - The **blue** sky was clear.
 - She lives in a **small** house.
2. **Demonstrative Adjectives:** These adjectives point to specific nouns and help identify them.
 - I like **this** book.
 - **Those** cookies are delicious.
3. **Possessive Adjectives:** These adjectives show ownership or possession.

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- **My** car is red.
- Is that **your** pen?

4. **Quantitative Adjectives:** These adjectives express quantity or number.

- I have **three** cats.
- He ate **some** pizza.

5. **Comparative Adjectives:** These adjectives are used to compare two or more nouns.

- The elephant is **larger** than the lion.
- She is the **best** student in the class.

Adverbs: Adverbs are words that modify verbs, adjectives, or other adverbs. They provide information about how, when, where, or to what degree an action is performed or how an adjective is described.

Examples of types of adverbs:

1. **Adverbs of Manner:** These adverbs describe how an action is performed.

- She sings **beautifully**.
- He speaks English **fluently**.

2. **Adverbs of Time:** These adverbs indicate when an action takes place.

- They arrived **yesterday**.
- We'll meet **later**.

3. **Adverbs of Place:** These adverbs show where an action occurs.

- The cat is hiding **under the table**.
- They searched **everywhere**.

4. **Adverbs of Frequency:** These adverbs tell how often an action happens.

- She exercises **daily**.
- He rarely eats fast food.

5. **Adverbs of Degree:** These adverbs modify adjectives or other adverbs to indicate the extent or degree.

- It's **very** hot today.
- She works **too** hard.

Here are some sentences that use adjectives and adverbs:

1. The **bright** sun shone **brilliantly** in the **clear** sky.

2. **Five** excited children eagerly awaited their **favorite** ice cream flavors.
3. He solved the puzzle **quickly** and with **great** precision.
4. She wore a **gorgeous** dress to the **elegant** party.
5. The cat purred **contentedly** while lying on the **warm** windowsill.

In these sentences, adjectives and adverbs help provide a clearer picture of the nouns and verbs they modify, making the sentences more descriptive and informative.

COMPREHENSION: SUMMARY THROUGH IDENTIFICATION OF SIGNAL WORDS

Objective: By the end of this class, a student should be able to:

- i. *Analyse a text and re-write it in their own words*
- ii. *Identify key words/sentences that signal main ideas*
- iii. *Put the key sentences together in a summary form.*

Duration: 45mins

Week: 4

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

WRITING: NARRATIVE ESSAY; A PLACE OF INTEREST I VISITED

Objective: By the end of this class, a student should be able to:

- i. *Mention and explain each type of essay*
- ii. *List places of interest they had visited*
- iii. *Write narrative essay on the place of interest you visited*

Duration: 45mins

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Week: 4

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

Title: A Journey into the Heart of Nature: Exploring Yosemite National Park

As a lover of the great outdoors, I had always yearned to visit Yosemite National Park. The allure of its towering granite cliffs, cascading waterfalls, and lush meadows had captivated my imagination for years. Finally, the opportunity arose, and I embarked on a memorable journey into the heart of this natural wonderland.

My adventure began on a crisp, sunny morning as I arrived at the park's entrance. The moment I passed through the iconic Yosemite gate, I felt an overwhelming sense of excitement and anticipation. Little did I know that the coming days would be a breathtaking exploration of nature's splendor.

My first destination was Yosemite Valley, a place where dreams of natural beauty came to life. As I gazed upwards, I was greeted by the iconic sight of El Capitan, a colossal granite monolith that seemed to reach for the heavens. The sheer size and grandeur of the rock formation left me in awe. Standing there, I couldn't help but reflect on the determination of those daring climbers who scale its heights.

My next stop was Bridalveil Fall, where the misty veil of water created a delicate, ethereal beauty. As I approached the waterfall, I could feel the refreshing coolness of the mist on my face. I couldn't resist the urge to hike up to the base, where the roaring cascade seemed like a force of nature too powerful to be contained. It was a humbling experience to be so close to such natural majesty.

Over the following days, I explored Yosemite's diverse landscapes, from the lush meadows of Tuolumne Meadows to the tranquil lakes of Tenaya and Mirror Lake. Each place had its unique charm and serenity, offering a respite from the hustle and bustle of daily life.

One of the most unforgettable moments of my trip was the visit to Yosemite Falls, North America's tallest waterfall. As I stood at the base, I felt the sheer power of the falling water as it crashed onto the rocks below. The thundering sound echoed through the valley, and I couldn't help but be moved by the raw, untamed energy of nature.

My journey also took me to Glacier Point, where I witnessed a panoramic view that left me breathless. From this vantage point, I could see the entire Yosemite Valley, with Half Dome standing proudly in the center. The vastness of the landscape made me realize how small we are in comparison to the grandeur of the natural world.

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As the sun dipped below the horizon on my last evening in Yosemite, I sat by the campfire, gazing at the starlit sky. The clear night revealed a tapestry of constellations, and I felt a deep sense of connection to the universe. It was a moment of serenity and reflection, a reminder of the importance of preserving these natural wonders for generations to come.

Leaving Yosemite was bittersweet. The memories of my journey into this breathtaking realm of nature would forever hold a special place in my heart. Yosemite National Park had not only fulfilled my dreams but had also left an indelible mark on my soul. It was a testament to the enduring beauty and power of the natural world, a place where I had felt truly alive and connected to the Earth. Yosemite had become more than just a destination; it was a spiritual journey into the heart of nature itself.

5. TOPIC: CONSONANT SOUNDS

Objective: By the end of this class, a student should be able to:

- i. *Recognize and pronounce the listed sounds correctly*
- ii. *Identify the listed sounds in different positions in words*
- iii. *Generate tens of words on each of the listed sound*

Duration: 45mins

Week: 5

Teaching Method/Strategy: Demonstration / Narration/Illustration

Entry Behavior (*How you plan to start your Class*):

Sounds e.g. /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/

Consonant sounds are speech sounds produced when the airflow is obstructed or restricted by the articulatory organs (such as the tongue, lips, teeth, and palate) in the vocal tract. Unlike vowel sounds, which are produced with an open and unobstructed vocal tract, consonant sounds are characterized by various forms of closure, narrowing, or constriction within the vocal tract. Consonants are an essential component of language and play a crucial role in forming words and conveying meaning. Here are some common consonant sounds:

1. **Plosive Sounds:** These are produced by briefly stopping the airflow and then releasing it with force. Examples include:
 - /p/ as in "pen"
 - /b/ as in "bat"
 - /t/ as in "top"
 - /d/ as in "dog"
 - /k/ as in "cat"
 - /g/ as in "go"
2. **Fricative Sounds:** These are produced by creating a narrow constriction in the vocal tract that causes turbulence in the airflow. Examples include:
 - /f/ as in "fish"
 - /v/ as in "vase"
 - /s/ as in "snake"
 - /z/ as in "zebra"

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- /ʃ/ as in "shoe"
 - /ʒ/ as in "measure"
3. **Nasal Sounds:** These are produced when the airflow passes through the nasal cavity instead of the oral cavity. Examples include:
- /m/ as in "man"
 - /n/ as in "nose"
 - /ŋ/ as in "song"
4. **Liquid Sounds:** Liquid consonants have a relatively unrestricted airflow and include:
- /l/ as in "lion"
 - /r/ as in "rabbit"
5. **Approximant Sounds:** These are produced with a slight narrowing of the vocal tract, but not enough to create turbulence in the airflow. Examples include:
- /w/ as in "water"
 - /j/ as in "yellow"
6. **Affricate Sounds:** Affricates begin with a stop closure and then transition into a fricative sound. Examples include:
- /tʃ/ as in "chicken"
 - /dʒ/ as in "judge"
- Consonant sounds can be further categorized based on factors such as voice (voiced or voiceless), place of articulation (where in the vocal tract the constriction occurs), and manner of articulation (how the airflow is obstructed or restricted).
 - The accurate pronunciation of consonant sounds is essential for clear communication in spoken language. Variations in consonant sounds can lead to differences in dialects and accents. Learning to distinguish and produce these sounds correctly is a crucial aspect of language acquisition and speech therapy.

Remark:

STRUCTURE: PHRASES TYPES AND FUNCTIONS

Objective: By the end of this class, a student should be able to:

- i. Explain phrase
- ii. Mention the types of phrases
- iii. Analyse the functions of noun phrase, adverbial phrase, adjectival phrase, prepositional phrase and form examples

Duration: 45mins

Week: 5

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

Phrases are groups of words that function as a single unit within a sentence, but they do not have both a subject and a predicate (verb) that can stand alone as a complete sentence. Phrases serve various functions within a sentence and come in several types, including noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases. Here, we'll explore these types of phrases and their functions:

1. Noun Phrases (NP):

- A noun phrase consists of a noun (or pronoun) and other words that modify or describe the noun.
- Example: "The big red apple" (In this phrase, "The big red" modifies the noun "apple.")

2. Verb Phrases (VP):

- A verb phrase includes a main verb and its auxiliary (helping) verbs, if any.
- Example: "He has been working hard." (The verb phrase "has been working" conveys the action.)

3. Adjective Phrases (AdjP):

- An adjective phrase consists of an adjective and words that modify or describe it.
- Example: "The sky is clear and blue." (The adjective phrase "clear and blue" modifies "sky.")

4. Adverb Phrases (AdvP):

- An adverb phrase consists of an adverb and words that modify or describe it.
- Example: "He ran very quickly." (The adverb phrase "very quickly" modifies the verb "ran.")

5. Prepositional Phrases (PP):

- A prepositional phrase consists of a preposition, an object (usually a noun or pronoun), and any modifiers.

- Example: "She walked to the park with her friends." (The prepositional phrase "to the park" indicates location, and "with her friends" indicates manner.)

FUNCTIONS OF DIFFERENT TYPES OF PHRASES

1. Noun Phrase (NP):

- **Function:** Noun phrases act as nouns or pronouns in a sentence, and they can function as subjects, objects, or complements.
- **Examples:**
 - Subject: "The cat chased the mouse." (The noun phrase "The cat" is the subject.)
 - Object: "She found a beautiful necklace." (The noun phrase "a beautiful necklace" is the direct object.)
 - Complement: "My dream is to travel the world." (The noun phrase "to travel the world" is a subject complement.)

2. Adverbial Phrase (AdvP):

- **Function:** Adverbial phrases provide information about how, when, where, or to what extent an action or event occurs. They modify verbs, adjectives, or other adverbs.
- **Examples:**
 - How: "She sings with passion." (The adverbial phrase "with passion" modifies the verb "sings" by answering how.)
 - When: "They arrived yesterday." (The adverbial phrase "yesterday" modifies the verb "arrived" by answering when.)
 - Where: "He waited at the bus stop." (The adverbial phrase "at the bus stop" modifies the verb "waited" by answering where.)
 - To What Extent: "She spoke so softly." (The adverbial phrase "so softly" modifies the adverb "softly" by indicating the extent.)

3. Adjectival Phrase (AdjP):

- **Function:** Adjectival phrases modify nouns or pronouns by providing additional information about them.
- **Examples:**
 - "The book with the red cover is mine." (The adjectival phrase "with the red cover" modifies the noun "book" by describing it.)

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- "The girl in the blue dress won the race." (The adjectival phrase "in the blue dress" modifies the noun "girl" by providing additional detail.)

4. Prepositional Phrase (PP):

- **Function:** Prepositional phrases consist of a preposition, an object (usually a noun or pronoun), and modifiers. They often indicate location, direction, time, or manner.
- **Examples:**
 - Location: "She lives in a small town." (The prepositional phrase "in a small town" indicates where she lives.)
 - Direction: "He walked to the store." (The prepositional phrase "to the store" shows the direction of the walk.)
 - Time: "We'll meet at 3 o'clock." (The prepositional phrase "at 3 o'clock" specifies the time of the meeting.)
 - Manner: "She sings with a lovely voice." (The prepositional phrase "with a lovely voice" describes how she sings.)

VOCABULARY: FISHERY AND ANIMAL HUSBANDRY

Objective: By the end of this class, a student should be able to:

- Explain the following terms: fishery, animal husbandry*
- List words that are associated with fishery and animal husbandry*

Duration: 45mins

Week: 5

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (*How you plan to start your Class*):

A fishery is a specific area, region, or industry dedicated to the harvesting, management, and commercialization of fish and other aquatic organisms from natural water sources such as oceans, seas, rivers, lakes, and ponds. The term "fishery" encompasses various activities related to fishing and aquaculture, including the capture of wild fish populations and the cultivation of aquatic species in controlled environments.

Animal husbandry, often simply referred to as husbandry, is the science and practice of breeding, raising, and caring for domesticated animals for various purposes, including agriculture, food

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production, and companionship. It encompasses a wide range of activities aimed at the responsible management of animals to ensure their well-being, productivity, and the sustainable use of their products.

Fishery Vocabulary:

1. **Aquaculture:** The cultivation and farming of aquatic organisms, such as fish, shrimp, or mollusks, in controlled environments like ponds or tanks.
2. **Fishermen:** Individuals engaged in catching fish, often using various fishing techniques and equipment.
3. **Marine Life:** All living organisms found in the sea, including fish, crustaceans, and marine mammals.
4. **Catch:** The total amount of fish or other aquatic organisms caught during a fishing trip or season.
5. **Fish Stock:** The population of fish or other aquatic species in a specific area or habitat.
6. **Fishery Management:** The practices and regulations used to control and sustainably manage fish populations and their habitats.
7. **Overfishing:** The excessive harvesting of fish, leading to a decline in fish populations and ecosystem imbalances.
8. **Bycatch:** The unintentional capture of non-target species (e.g., dolphins or turtles) while fishing for a specific species.
9. **Fishery Resources:** The collective term for all living and non-living components within a fishery ecosystem, including fish, water, and habitat.
10. **Commercial Fishing:** The practice of fishing for profit, often involving large-scale operations and the sale of fish and seafood products.

Animal Husbandry Vocabulary:

1. **Livestock:** Domesticated animals raised for various purposes, including meat, milk, wool, and labor.
2. **Breeding:** The controlled mating of animals to improve specific traits or characteristics in their offspring.
3. **Herd:** A group of domesticated animals, such as cattle, sheep, or goats, kept together for management and husbandry.
4. **Pasture:** Land used for grazing livestock, typically covered in grass or other forage plants.
5. **Veterinarian (Vet):** A trained medical professional who provides healthcare and medical treatment to animals.

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6. **Cattle Ranch:** A large farm or property where cattle are raised for meat production.
7. **Poultry Farm:** A facility for raising and breeding poultry, such as chickens, turkeys, or ducks.
8. **Disease Control:** Measures and practices to prevent, monitor, and manage diseases in livestock.
9. **Feedlot:** A facility where livestock, especially cattle, are fattened for market by providing high-energy diets.
10. **Animal Welfare:** The ethical treatment and well-being of animals raised for various purposes, including food production.
11. **Hatchery:** A facility where eggs are incubated and hatched, often used in the production of poultry and fish.
12. **Grazing:** The act of allowing livestock to feed on natural forage in pastures or rangeland.

COMPREHENSION: EMPHASIS ON SUPPORTING DETAILS, TONE, MOOD AND PURPOSE

Objective: By the end of this class, a student should be able to:

- i. *Identify a speaker's tone in a text*
- ii. *Analyse a text to bring out its mood and purpose*
- iii. *Relate the issue raised in the text to their real life experience*

Duration: 45mins

Week: 5

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

6. TOPIC: CLAUSES

Objective: By the end of this class, a student should be able to:

- i. *explain what a clause is*
- ii. *analyse complex sentences into main and subordinate clauses*
- iii. *give copious examples of sentences that contain the two types of clauses*

Duration: 45mins

Week: 6

Teaching Method/Strategy: Demonstration / Narration/Illustration

Entry Behavior (*How you plan to start your Class*):

A clause is a grammatical unit in a sentence that contains both a subject and a verb and functions as a complete thought or idea. Clauses can be classified into two primary types: independent clauses and dependent clauses.

1. Independent Clause:

- An independent clause, also known as a main clause, is a clause that can stand alone as a complete sentence because it expresses a complete thought.
- It typically includes a subject (noun or pronoun) and a predicate (verb and any associated objects, complements, or modifiers).
- Example: "She is reading a book." (This is an independent clause because it forms a complete sentence with a subject "She" and a predicate "is reading a book.")

2. Dependent Clause:

- A dependent clause, also known as a subordinate clause, is a clause that cannot stand alone as a complete sentence because it does not express a complete thought.
- It relies on an independent clause to provide context and meaning.
- Examples:
 - "Because she is reading a book..." (This is a dependent clause. It lacks a complete thought and relies on an independent clause to complete the sentence.)
 - "Although I tried my best..." (This is another dependent clause. It cannot stand alone as a sentence.)

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- Dependent clauses often begin with subordinating conjunctions such as "because," "although," "while," "since," "if," and "when." These conjunctions indicate the relationship between the dependent clause and the independent clause.
- To create complex sentences, writers often combine independent and dependent clauses. For example:
 - "She is reading a book because she loves to learn." (This sentence contains an independent clause, "She is reading a book," and a dependent clause, "because she loves to learn.")
- Understanding clauses is essential for constructing clear and grammatically correct sentences, as it allows you to effectively combine ideas and convey complex thoughts in writing.

Remark:

COMPREHENSION: READING TO MAKE NOTES

Objective: By the end of this class, a student should be able to:

- Identify topic sentences in a text*
- Differentiate between main ideas and supporting ideas in a given passage*
- Recognize words that signal details/illustrations and examples in a given passage*

Duration: 45mins

Week: 6

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (*How you plan to start your Class*):

VOCABULARY: WORDS TO WATCH (CONFUSING WORDS)

Objective: By the end of this class, a student should be able to:

- Recognize easily confused words in English*
- Highlight the differences between/among them*
- Use the easily confused words in different contexts correctly*

Duration: 45mins

Week: 6

Teaching Method/Strategy: Demonstration /Narration/Illustration

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Entry Behaviour (How you plan to start your Class):

English contains many words that are often confused because they may sound similar or have similar spellings but have different meanings. Here are some commonly confused words and their differences:

1. Affect vs. Effect:

- Affect: Usually a verb, meaning to influence or have an impact on something.
 - Example: The weather can affect my mood.
- Effect: Usually a noun, meaning the result or outcome of an action.
 - Example: The effect of the rain was a flooded street.

2. Their vs. There vs. They're:

- Their: A possessive pronoun, indicating belonging to a group.
 - Example: That's their car.
- There: An adverb indicating a location or place.
 - Example: The park is over there.
- They're: A contraction of "they are."
 - Example: They're going to the movie.

3. Your vs. You're:

- Your: A possessive pronoun, indicating something belongs to the person you're addressing.
 - Example: Is this your book?
- You're: A contraction of "you are."
 - Example: You're my best friend.

4. Its vs. It's:

- Its: A possessive pronoun, indicating something belongs to "it."
 - Example: The cat chased its tail.
- It's: A contraction of "it is" or "it has."
 - Example: It's a beautiful day.

5. Then vs. Than:

- Then: An adverb indicating a specific time or a sequence of events.
 - Example: We'll go to the store, and then we'll grab lunch.

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- Than: Used in comparisons, indicating a preference or difference.
 - Example: Apples are healthier than candy.

6. To vs. Too vs. Two:

- To: A preposition indicating direction or purpose.
 - Example: I'm going to the store.
- Too: An adverb meaning also or excessively.
 - Example: I want to go too.
- Two: The number 2.
 - Example: I have two cats.

7. Accept vs. Except:

- Accept: A verb meaning to receive or agree to something.
 - Example: I accept your apology.
- Except: Usually a preposition meaning excluding or with the exclusion of.
 - Example: Everyone is coming except Sarah.

8. Lose vs. Loose:

- Lose: A verb meaning to misplace or fail to win.
 - Example: Don't lose your keys.
- Loose: An adjective meaning not tight or released from restraints.
 - Example: These pants are too loose.

9. Principal vs. Principle:

- Principal: Noun meaning a person in a leading position or the main sum of money.
 - Example: The school principal is responsible for discipline.
- Principle: Noun meaning a fundamental truth, belief, or rule.
 - Example: Honesty is a principle I value.

10. Complement vs. Compliment:

- Complement: Something that completes or enhances something else.
 - Example: The wine is a perfect complement to the meal.
- Compliment: Praise or an expression of admiration.
 - Example: She received a compliment on her dress.

These are just a few examples of commonly confused words in English. It's essential to pay attention to these differences to avoid misunderstandings and improve your writing and communication skills.

WRITING: DESCRIPTIVE; HOW TO MAKE A LOCAL DISH

Objective: By the end of this class, a student should be able to:

- i. *Highlight the features of a descriptive essay*
- ii. *Develop an outline for a descriptive essay*
- iii. *Write a descriptive essay on the topic; how to make a local dish*

Duration: 45mins

Week: 6

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

A descriptive essay is a type of essay that aims to paint a vivid picture of a person, place, thing, event, or concept for the reader. Its primary focus is to provide sensory details and create a strong impression by appealing to the reader's senses and emotions. Here are the key features of a descriptive essay:

1. **Clear and Concise Language:** Descriptive essays use clear and concise language to convey a particular subject. Avoid vague or ambiguous words, and strive for precision in your descriptions.
2. **Vivid Imagery:** The essay should create a strong mental image in the reader's mind. Use sensory language (visual, auditory, tactile, olfactory, and gustatory) to evoke the five senses and help the reader experience what you are describing.
3. **Organized Structure:** Descriptive essays typically follow a structured format. The introduction sets the stage by introducing the subject, the body paragraphs provide detailed descriptions, and the conclusion summarizes the key points and leaves a lasting impression.
4. **Thematic Focus:** The essay should have a clear thematic focus, whether it's describing a person, place, object, event, or concept. The choice of subject should align with the purpose of the essay.
5. **Use of Figurative Language:** Employ figurative language, such as similes, metaphors, personification, and analogies, to enhance the descriptive elements and create a more vivid and engaging narrative.

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6. **Attention to Detail:** Pay attention to details, both large and small. Describe not only the physical aspects but also the emotional or symbolic significance of what you're describing.
7. **Emotional Impact:** Engage the reader's emotions and feelings by choosing words and details that elicit an emotional response. A well-written descriptive essay can evoke nostalgia, awe, empathy, or any other emotion you want to convey.
8. **Strong Organization:** Organize your descriptions logically. You can use spatial organization (describing from top to bottom, left to right) or chronological order (describing events in the order they happened) to structure your essay.
9. **Transitions:** Use transitional words and phrases to guide the reader smoothly from one description to another. This helps maintain the flow and coherence of the essay.
10. **Tone and Mood:** The tone of a descriptive essay should match the subject and purpose. It can be objective, subjective, formal, informal, or even narrative, depending on the context and what you want to convey.
11. **Editing and Proofreading:** Like any other type of writing, a descriptive essay should be carefully edited and proofread to eliminate errors in grammar, punctuation, and spelling. This ensures clarity and professionalism in your writing.
12. **Engaging Title:** Choose a compelling and relevant title that gives the reader an idea of what to expect in your essay.

By incorporating these features into your descriptive essay, you can create a captivating and immersive experience for your readers, allowing them to connect with the subject on a deeper level.

OUTLINE FOR A DESCRIPTIVE ESSAY

Creating an outline for a descriptive essay is an essential step to help you organize your thoughts and ensure that your essay flows logically. Here's a sample outline for a descriptive essay about "A Memorable Trip to the Beach." You can adapt this structure for your specific topic:

I. Introduction

- **Hook:** Capture the reader's attention with an engaging opening sentence.
- **Background information:** Provide context about the trip (when, where, and with whom).
- **Thesis statement:** State the purpose of the essay and your main impression or theme about the beach trip.

II. Body Paragraphs

- **Paragraph 1: Setting the Scene**
 - **Topic sentence:** Introduce the beach's physical location and appearance.

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- Sensory details: Describe the sights, sounds, smells, and textures of the beach.
- Figurative language: Use metaphors, similes, or personification to enhance descriptions.
- Concluding sentence: Sum up the overall ambiance of the beach.
- **Paragraph 2: Beach Activities**
 - Topic sentence: Describe the various activities you enjoyed or observed at the beach.
 - Specific details: Include anecdotes, conversations, or experiences related to these activities.
 - Personal reflections: Share your feelings and emotions during these activities.
 - Concluding sentence: Reflect on how the activities added to the overall experience.
- **Paragraph 3: Natural Beauty**
 - Topic sentence: Highlight the natural elements that contributed to the beach's beauty.
 - Description of the beachscape: Discuss the sand, water, plants, wildlife, or geological features.
 - Emotions and connections: Explain how the natural surroundings made you feel.
 - Concluding sentence: Summarize the impact of the beach's natural beauty.
- **Paragraph 4: People and Relationships**
 - Topic sentence: Explore the interactions with people during the trip.
 - Character descriptions: Introduce the individuals involved and their roles in the experience.
 - Dialogue and interactions: Share conversations, interactions, or memorable moments.
 - Concluding sentence: Reflect on the significance of these relationships.

III. Conclusion

- Restate the thesis: Summarize the main impression or theme of your beach trip.
- Reflections and takeaways: Explain what you learned or gained from the experience.
- Final thoughts: Offer a concluding reflection or a call to action related to the trip's memory.
- Leave the reader with a lasting impression or thought.

IV. Editing and Proofreading

- Revise and refine your essay for clarity, coherence, and style.
- Check for grammar, punctuation, and spelling errors.

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- Ensure that your descriptions effectively convey the sensory details and emotions you want to evoke.

This outline provides a structured framework to guide your writing process, ensuring that you cover all the important aspects of your memorable trip to the beach while maintaining a logical and engaging narrative. Adjust the outline to suit your specific topic and preferences.

8. TOPIC: SYLLABLE ON TWO/THREE/FOUR SYLLABLE WORDS

Objective: By the end of this class, a student should be able to:

- i. Divide words into syllables with adequate examples
- ii. Apply the principles guiding stress placement on syllables in words
- iii. Pronounce words appropriately with the light syllable stressed.

Duration: 45mins

Week: 8

Teaching Method/Strategy: Demonstration / Narration/Illustration

Entry Behaviour (*How you plan to start your Class*):

Syllables are the individual units of sound within a word. Here are examples of words with two, three, and four syllables, along with their syllable divisions:

Two-Syllable Words:

1. Apple (ap-ple)
2. Happy (hap-py)
3. Water (wa-ter)
4. Table (ta-ble)

Three-Syllable Words:

1. Elephant (el-e-phant)
2. Computer (com-pu-ter)
3. Sunshine (sun-shine)
4. Chocolate (cho-co-late)

Four-Syllable Words:

1. Celebration (cel-e-bra-tion)
2. Telephone (tel-e-phone)
3. University (u-ni-ver-si-ty)
4. Incredible (in-cred-i-ble)

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- In each example, I've indicated where the syllable divisions occur within the word. Understanding syllables can be helpful for pronunciation, spelling, and word recognition.

PRINCIPLES GUIDING STRESS PLACEMENT ON SYLLABLES IN WORDS

- The placement of stress on syllables in words is an important aspect of English pronunciation. The principles guiding stress placement in English include:
 1. **Word Type:** The type of word often determines the placement of stress. In general, English words tend to follow these patterns:
 - **Nouns:** In many two-syllable nouns, the stress falls on the first syllable. Examples: TAble, DOG, CAT.
 - **Verbs:** In many two-syllable verbs, the stress falls on the second syllable. Examples: to reLAX, to aRRIVE, to beLIEVE.
 - **Adjectives:** Adjectives can vary but often follow noun-like stress patterns. Examples: HAPpy, TAIl, QUIet.
 - **Adverbs:** Adverbs often follow verb-like stress patterns. Examples: quickLY, eaSILY, comPLETEly.
 2. **Word Endings:** The endings of words can also affect stress placement. For example, words ending in "-er," "-ly," "-ic," or "-sion" often place stress on the syllable before the ending.
 - **Examples:** TEAcher, HAPpily, ELECtric, deCIssion.
 3. **Word Length:** Longer words often have multiple syllables, and the placement of stress in these words may not follow the general rules outlined above. Stress in longer words can be less predictable and may vary depending on the word's origin or pronunciation.
 - **Examples:** phoTOgraphy, caTEGory, proNUNciation.
 4. **Context:** Sometimes, stress placement can change depending on the context or emphasis in a sentence. For instance, you might stress a different syllable in a word to emphasize a particular aspect of the word's meaning.
 - **Example:** Are you REfusing the offer? (Emphasizing "refusing")
 5. **Unstressed Syllables:** In contrast to stressed syllables, unstressed syllables are often pronounced with a reduced vowel sound, like a schwa (/ə/). These unstressed syllables are typically less pronounced and may be reduced in duration.
 - **Example:** In the word "banana," the first and third syllables are often pronounced with a schwa sound: ba-NA-na.
 6. **Idiomatic Pronunciation:** Some words simply have unique stress patterns that need to be memorized due to their historical or idiomatic usage.

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- **Examples:** PHOto(graph), GOodbye (not goodBYE), YEsterday (not YEsterday).
 - Remember that while these principles can be helpful, English has many exceptions and irregularities in stress placement. To master stress patterns, it's essential to listen to native speakers, practice pronunciation, and familiarize yourself with the stress patterns of individual words.

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide – Okafor Lorine Wikipedia – Adverb of Place and Adverb of Manner</i>	•	

Remark:

STRUCTURE: SENTENCE TYPES (ACCORDING TO STRUCTURE AND FUNCTION)

Objective: By the end of this class, a student should be able to:

- define a sentence*
- discuss all types of sentences and give adequate examples*
- analyse a text to identify and classify the sentences in it into types*

Duration: 45mins

Week: 8

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

A sentence is a grammatical unit in written or spoken language that consists of one or more words and conveys a complete thought or idea. It is the fundamental building block of communication and is typically composed of a subject and a predicate.

Here's a breakdown of the key elements of a sentence:

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1. Subject: The subject is the part of the sentence that typically names the person, place, thing, or idea that the sentence is about. It often acts as the "doer" of the action in the sentence.
2. Predicate: The predicate is the part of the sentence that contains the verb and provides information about what the subject is doing or the action it is involved in. It may also include additional information such as objects, complements, or modifiers.

A complete sentence should meet two essential criteria:

- It must have a subject and a predicate.
- It must express a complete thought or convey a clear idea.

Here are some examples of sentences:

1. She walked to the park.
 - Subject: She
 - Predicate: walked to the park
 - Complete thought: The sentence conveys a complete idea; it tells us what "she" did.
2. The cat, with its fluffy tail and bright green eyes, purred contentedly on the windowsill.
 - Subject: The cat
 - Predicate: purred contentedly on the windowsill
 - Complete thought: The sentence provides a detailed description of what the cat is doing and its appearance.
3. Why did you leave the door open?
 - Subject: you
 - Predicate: did leave the door open
 - Complete thought: The sentence forms a question and expresses a complete thought, seeking information about the reason for leaving the door open.

Sentences play a crucial role in communication, as they allow us to convey ideas, information, ask questions, make statements, and express thoughts and emotions in a structured and understandable way.

TYPES OF SENTENCES WITH EXAMPLES

In English, sentences can be categorized into four main types based on their function and structure: declarative, interrogative, imperative, and exclamatory. Each type serves a different purpose in communication. Here are examples of each type:

1. Declarative Sentences:

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- Declarative sentences make statements or provide information. They express facts, opinions, or descriptions.

Examples: a. The sun rises in the east. b. I enjoy reading books. c. She is a talented musician. d. The mountains are covered in snow.

2. Interrogative Sentences:

- Interrogative sentences are used to ask questions. They seek information, clarification, or answers.

Examples: a. Did you have breakfast this morning? b. What time does the movie start? c. Where is the nearest gas station? d. How are you feeling today?

3. Imperative Sentences:

- Imperative sentences give commands, instructions, or requests. They are used to tell someone what to do.

Examples: a. Please pass the salt. b. Close the door behind you. c. Take out the trash before leaving. d. Don't forget to call me later.

4. Exclamatory Sentences:

- Exclamatory sentences express strong emotions, excitement, or surprise. They often end with an exclamation mark.

Examples: a. What a beautiful sunset! b. I can't believe I won! c. Wow, that was incredible! d. Ouch! That hurt.

It's important to note that these sentence types can sometimes overlap or be combined to convey more complex meanings. Additionally, sentences can vary in length and complexity, and they are essential for effective communication in both spoken and written language.

ANALYZING A TEXT

Example Text: "I went to the store to buy groceries. Did you remember to pick up the milk? Please help me with the heavy bags. What an amazing surprise! The weather forecast predicts rain for the weekend. Could you pass me the salt, please? Don't forget to turn off the lights when you leave. I can't believe you did that! He is an excellent cook. How was your day at work?"

Now, let's break down and classify each sentence in this example text:

1. "I went to the store to buy groceries." (Declarative)
 - Type: Declarative
 - Function: Statement of fact or information.
2. "Did you remember to pick up the milk?" (Interrogative)

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- Type: Interrogative
 - Function: Asking a question.
3. "Please help me with the heavy bags." (Imperative)
 - Type: Imperative
 - Function: Giving a command or request.
 4. "What an amazing surprise!" (Exclamatory)
 - Type: Exclamatory
 - Function: Expressing strong emotion or surprise.
 5. "The weather forecast predicts rain for the weekend." (Declarative)
 - Type: Declarative
 - Function: Statement of fact or information.
 6. "Could you pass me the salt, please?" (Interrogative)
 - Type: Interrogative
 - Function: Asking a question.
 7. "Don't forget to turn off the lights when you leave." (Imperative)
 - Type: Imperative
 - Function: Giving a command or instruction.
 8. "I can't believe you did that!" (Exclamatory)
 - Type: Exclamatory
 - Function: Expressing strong emotion or surprise.
 9. "He is an excellent cook." (Declarative)
 - Type: Declarative
 - Function: Statement of fact or information.
 10. "How was your day at work?" (Interrogative)
 - Type: Interrogative
 - Function: Asking a question.

In this example text, there are two declarative sentences, three interrogative sentences, three imperative sentences, and two exclamatory sentences. Each type serves a distinct function in conveying information, asking questions, giving commands, or expressing emotions.

COMPREHENSION: READING INTRODUCTION TO ANSWER COMPREHENSION QUESTION

Objective: By the end of this class, a student should be able to:

- i. *draw inferences from passages;*
- ii. *differentiate between main ideas and supporting ideas in a given passage*
- iii. *replace the new words with their equivalents.*

Duration: 45mins

Week: 8

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

The main idea and supporting ideas are key components of effective writing, whether it's an essay, article, or any form of communication. They serve different roles in conveying information and structuring content:

1. Main Idea:

- The main idea is the central point or the primary message that the author or speaker wants to convey.
- It represents the core theme or argument of the entire piece of writing or discussion.
- The main idea typically appears in the introductory paragraph or section, often in the form of a thesis statement in essays or a topic sentence in paragraphs.
- It guides the reader or listener in understanding the overarching purpose or focus of the content.
- All the supporting ideas and details in the text revolve around and contribute to the main idea.

2. Supporting Ideas:

- Supporting ideas, also known as secondary or subordinate ideas, are details, examples, evidence, or explanations that reinforce and clarify the main idea.
- These ideas provide context, evidence, and depth to the main idea, making it more convincing and informative.

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- Supporting ideas are presented in the body paragraphs or sections of a written piece, and they help develop and expand upon the main idea.
- They serve to persuade, inform, or entertain the audience by offering additional information, arguments, or illustrations.
- Effective supporting ideas are logically organized and connected to the main idea, ensuring a coherent and cohesive presentation.

In summary, the main idea is the central concept or message of a piece of writing or discussion, while supporting ideas are the details, examples, and evidence that bolster and clarify the main idea. Together, they create a well-structured and persuasive communication that helps the audience understand and engage with the content.

WRITING: LETTER WRITING (TYPES: INFORMAL FEATURES AND FORMATS)

Objective: By the end of this class, a student should be able to:

- list all types of letters;*
- discuss the features of an informal letter;*
- write a letter to a close relative or a friend in another town.*

Duration: 45mins

Week: 8

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

An informal letter is a personal communication between individuals, such as friends, family members, or acquaintances. Unlike formal letters, which adhere to strict formatting rules and are often used for professional or official purposes, informal letters have a more relaxed format. Here are the key features and format of an informal letter:

1. **Sender's Address:** Start by writing your address at the top right corner of the letter. Include your street address, city, state, and postal code. You can also include the date below your address.
2. **Greeting:** Begin the letter with a friendly salutation. Common informal greetings include "Dear [Friend's Name]," "Hi [Friend's Name]," or simply the person's name. Use the person's first name unless you have a close relationship that warrants a more casual greeting.

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3. Introduction: Start your letter by briefly mentioning why you're writing. For example, you can ask how the recipient is doing or mention the last time you saw them.
4. Body: This is the main part of the letter where you share your thoughts, updates, stories, or any information you want to convey. Write in a conversational tone as if you are speaking directly to the recipient. Share your experiences, feelings, and news. You can use paragraphs to organize your thoughts and make the letter easier to read.
5. Closing: End the letter with a friendly closing remark or sentiment. Common informal closings include "Take care," "Best wishes," "Love," or "Yours truly." Choose a closing that suits the tone of your letter and your relationship with the recipient.
6. Signature: Sign your name below the closing. If you're writing on paper, you can sign your full name in your own handwriting. If you're typing the letter, you can simply type your name.
7. Postscript (Optional): Sometimes, people add a postscript (P.S.) after the signature to include an additional thought or message that they forgot to mention in the main body of the letter.
8. Envelope: If you're sending a physical letter, fold it neatly and place it in an envelope. Write the recipient's name and address on the front of the envelope, and your return address on the top left corner or on the back flap.
9. Language and Tone: Use a friendly, conversational tone in your informal letter. You can be more relaxed and personal compared to formal letters. Use colloquial language and slang if it's appropriate for your relationship with the recipient.
10. Length: The length of an informal letter can vary widely depending on the content and your relationship with the recipient. It can be as short as a few sentences or several pages, depending on what you have to say.

Remember that the format of an informal letter is flexible, and the most important thing is to convey your thoughts and feelings in a friendly and personal manner.

WRITE A LETTER TO A CLOSE RELATIVE OR A FRIEND IN ANOTHER TOWN.

[Your Address]

[City, State, Postal Code]

[Date]

Dear [Friend's Name],

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I hope this letter finds you well and in good spirits. It feels like it's been ages since we last met, and I've been missing our conversations and all the fun times we used to have together. Life has been keeping me busy, but I wanted to take a moment to catch up and share what's been happening on my end.

First of all, how are you doing? I genuinely hope that life in [Friend's Town] is treating you kindly. I've been thinking about our last visit and reminiscing about the great memories we created during that time. Your hospitality was incredible, and I can't wait for the next opportunity to return the favor and host you here in [Your Town].

In terms of my own life, there have been a few significant changes since we last spoke. I started a new job at [Company Name] a few months ago, and it's been both exciting and challenging. I'm enjoying the work and the new colleagues I've met, but I do miss the familiarity of my old workplace.

On a personal note, my family is doing well. [Mention any updates about your family members or pets if applicable.] We recently took a short vacation to [Destination] and had a fantastic time exploring new places and creating lasting memories together.

Speaking of vacations, do you have any travel plans in the near future? I'd love to hear about your adventures or any exciting plans you have lined up. Perhaps we can even plan a trip together sometime soon.

Before I sign off, I just wanted to remind you how grateful I am to have you as a friend/relative. Your support and friendship mean the world to me, and I cherish every moment we've spent together. Please keep me updated on your life, and let's make an effort to connect more often, even if it's through letters and emails.

Take care of yourself, and I look forward to hearing from you soon. Give my regards to your family as well.

Warmest wishes,

[Your Name]

9. TOPIC: SYLLABLE AND STRESS

Objective: By the end of this class, a student should be able to:

- i. *explain what a syllable is;*
- ii. *explain the meaning of stress*
- iii. *identify words that have stress on the first syllable*
- iv. *pronounce words that have stress on the first syllable correctly*

Duration: 45mins

Week: 9

Teaching Method/Strategy: Demonstration / Narration/Illustration

Entry Behaviour (How you plan to start your Class):

A syllable is a fundamental unit of pronunciation and phonology in language. It is a single, uninterrupted sound or a sequence of sounds produced by one vocal push (or one beat) of the voice. Syllables are building blocks of words and play a crucial role in the rhythm and structure of spoken and written language.

Syllables are often composed of one or more elements, including vowels and consonants. In a syllable, the vowel sound is typically the nucleus, which can be accompanied by consonant sounds that form the onset (the initial sound or sounds) and/or the coda (the final sound or sounds).

Here are a few examples of single-syllable words and their components:

1. "Cat" has one syllable: /kæt/ (C = consonant, V = vowel)

- Onset: /k/
- Nucleus: /æ/
- Coda: /t/

2. "Dog" also has one syllable: /dɒg/

- Onset: /d/
- Nucleus: /ɒ/
- Coda: /g/

3. "Water" has two syllables: /'wɔ-tər/

- First Syllable:
 - Onset: /w/
 - Nucleus: /ɔ/

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- Coda: /t/
- Second Syllable:
 - Onset: /t/
 - Nucleus: /ə/
 - Coda: /r/

Understanding syllables is essential for various aspects of language, including pronunciation, spelling, and rhythm in speech and poetry. Counting syllables can help with determining stress patterns in words, breaking words into manageable segments, and improving overall phonetic accuracy in communication.

In the context of linguistics and language, stress refers to the emphasis or prominence placed on a specific syllable or part of a word within a sentence or utterance. Stress can significantly affect the meaning, pronunciation, and rhythm of a word or sentence. It is a fundamental aspect of spoken language, and its use varies from one language to another.

Here are some key points about stress in language:

1. **Word Stress:** In many languages, including English, words consist of one or more syllables, and one of these syllables typically receives more emphasis or stress than the others. This stressed syllable is pronounced with greater force, pitch, or duration, making it stand out within the word. The syllables that are not stressed are often referred to as "unstressed."
 - Example: In the word "banana," the stress falls on the second syllable, so it is pronounced as "buh-NAH-nuh."
2. **Sentence Stress:** Beyond word stress, sentences also have stress patterns. Certain words within a sentence receive more emphasis than others to convey the intended meaning, context, or emotion. Sentence stress can change the interpretation of a sentence.
 - Example: In the sentence "I never said she stole my money," placing stress on different words can change the meaning:
 - "I never said she stole my money" (Someone else said it).
 - "I never said she stole my money" (I said something else).
 - "I never said she stole my money" (I said it but didn't accuse her).
 - And so on, with each stress pattern altering the meaning slightly.
3. **Rhythm and Intonation:** Stress patterns contribute to the rhythm and intonation of spoken language. They affect the rise and fall of pitch (intonation) and the overall flow of speech. Changes in stress patterns can convey emotions, intentions, or the speaker's attitude.

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4. **Stress in Different Languages:** The rules and patterns of stress can vary widely among languages. Some languages have fixed stress patterns, while others have variable stress depending on word forms or grammatical structures.
5. **Learning Stress:** For non-native speakers learning a new language, understanding and using stress correctly can be challenging. It's an important aspect of pronunciation and can affect how comprehensible and natural one's speech sounds.

In summary, stress in language involves emphasizing specific syllables or words to convey meaning, rhythm, and intention in spoken communication. Proper use of stress is essential for effective verbal communication and is a key aspect of language prosody (the rhythm and melody of speech).

Words that have stress on the first syllable are often referred to as "initial-stress" words. In English, many one-syllable words and most two-syllable compound words tend to have stress on the first syllable. Here are some examples:

One-Syllable Words:

1. Cat
2. Dog
3. Sun
4. Box
5. Jump

Two-Syllable Compound Words:

1. Doghouse
2. Raincoat
3. Blackboard
4. Sunflower
5. Handshake

Keep in mind that while many one-syllable and two-syllable compound words have initial stress, there are exceptions, and the stress pattern may vary depending on the word's origin, usage, or context. Additionally, in longer words or words with prefixes and suffixes, the stress may fall on syllables other than the first. English pronunciation can be somewhat unpredictable in this regard, so it's important to consult a dictionary or language reference for the specific stress pattern of a word if you're unsure.

Words with three syllables but with stress on the first syllable are relatively common in English. Here are some examples:

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1. **Engage** (/ɪnˈɡeɪdʒ/): The stress is on the first syllable, "en."
2. **Remember** (/rɪˈmɛmbər/): The stress is on the first syllable, "re."
3. **Important** (/ɪmˈpɔːtənt/): The stress is on the first syllable, "im."
4. **Refrigerator** (/rɪˈfrɪdʒəreɪtər/): The stress is on the first syllable, "re."
5. **Telephone** (/ˈtɛlɪfoʊn/): The stress is on the first syllable, "tel."
6. **Elephant** (/ˈɛlɪfənt/): The stress is on the first syllable, "el."
7. **Deliverance** (/dɪˈlɪvərəns/): The stress is on the first syllable, "de."

These words illustrate that stress patterns in English can be somewhat unpredictable, and while three-syllable words often have the primary stress on the first syllable, there are exceptions. It's important to consult a dictionary or listen to native speakers for correct stress patterns in specific words.

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide – Okafor Lorine Wikipedia – Idiomatic Expressions</i>	<ul style="list-style-type: none">• Idioms• Expressions• Figurative	<i>i. explain what an idiomatic expression is ii. identify idiomatic expressions in sentences iii. generate sentences with the idioms iv. use the idioms to tell a story</i>

Remark:

STRUCTURE: REGULAR AND IRREGULAR VERBS

Objective: By the end of this class, a student should be able to:

- explain the terms regular and irregular verbs;*
- distinguish between regular and irregular verbs;*
- construct sentences using regular and irregular verbs*

Duration: 45mins

Week: 9

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

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Regular and irregular verbs are two categories of verbs in English that behave differently when it comes to forming the past tense and past participle. These categories are based on the way verbs change to indicate actions that occurred in the past.

Regular Verbs:

Regular verbs are the most common type of verbs in English. They follow a predictable pattern when forming the past tense and past participle. Here's how regular verbs typically change:

1. **Base Form (Present Tense):** The base form of a regular verb is the form you find in the dictionary. For example, "talk," "walk," "jump."
2. **Past Tense:** To form the past tense of regular verbs, you usually add "-ed" to the base form. For example:
 - Talk (base form) → Talked (past tense)
 - Walk (base form) → Walked (past tense)
 - Jump (base form) → Jumped (past tense)
3. **Past Participle:** The past participle of regular verbs is also formed by adding "-ed" to the base form. It is used in various verb tenses, including the present perfect and past perfect. For example:
 - Talk (base form) → Talked (past participle)
 - Walk (base form) → Walked (past participle)
 - Jump (base form) → Jumped (past participle)

Regular verbs are relatively straightforward to conjugate because they follow a consistent pattern. Many common verbs in English, such as "play," "clean," and "listen," are regular verbs.

Irregular Verbs:

Irregular verbs, on the other hand, do not follow the standard pattern for forming the past tense and past participle. Instead, each irregular verb has its unique set of changes. Some common examples of irregular verbs include:

1. **Base Form (Present Tense):** The base form of an irregular verb is the form you find in the dictionary, just like regular verbs. For example, "go," "eat," "take."
2. **Past Tense:** The past tense of irregular verbs does not follow a predictable pattern. These verbs undergo various changes in their base form to indicate the past. For example:
 - Go (base form) → Went (past tense)
 - Eat (base form) → Ate (past tense)
 - Take (base form) → Took (past tense)

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3. **Past Participle:** Similarly, the past participle of irregular verbs does not add "-ed" to the base form. Instead, they have unique forms. For example:

- Go (base form) → Gone (past participle)
- Eat (base form) → Eaten (past participle)
- Take (base form) → Taken (past participle)

Irregular verbs can be more challenging to learn because you need to memorize the specific changes for each verb. Common irregular verbs include "be," "have," "do," "see," and "come."

In summary, regular verbs follow a consistent pattern for forming the past tense and past participle by adding "-ed" to the base form, while irregular verbs have unique forms for these tenses that do not follow a predictable pattern. Learning the irregular verbs and their past forms is an essential part of mastering English grammar.

COMPREHENSION: SUMMARY

Objective: By the end of this class, a student should be able to:

- explain what summary is*
- state the dos and don'ts of summary writing*
- summarise a given passage*

Duration: 45mins

Week: 9

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

In the English language, a summary is a brief and concise statement or account that provides an overview of the main points, key ideas, and important details of a longer text, document, speech, or event. Summaries are often used to condense information, making it easier for readers or listeners to quickly grasp the essential content without having to go through the entire original material.

A well-written summary should capture the most significant aspects of the original content while omitting minor details and examples. It is a valuable tool for communication and understanding, especially when dealing with lengthy or complex information, such as articles, books, research papers, or speeches. Summaries can be used for various purposes, including studying, presenting information to others, or providing a quick reference to the main ideas of a text.

Dos of Summary Writing:

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1. **Read Carefully:** Read the original text thoroughly to ensure a deep understanding of its content, main ideas, and key points.
2. **Identify Main Ideas:** Focus on identifying the central themes, main ideas, and key arguments presented in the text.
3. **Use Your Own Words:** Rewrite the content in your own words. Avoid copying verbatim sentences or phrases from the original text.
4. **Conciseness:** Keep the summary concise and to the point. Eliminate unnecessary details and examples.
5. **Prioritize Important Information:** Emphasize the most critical information and main points. The summary should reflect the relative importance of the ideas in the original text.
6. **Maintain Objectivity:** Summaries should be objective and not include personal opinions or biases. Stick to the author's viewpoint.
7. **Logical Organization:** Organize the summary logically, following the structure of the original text, if possible (e.g., introduction, main points, conclusion).
8. **Provide Context:** Briefly introduce the text you're summarizing by mentioning the title, author, publication date (if relevant), and the purpose of the original work.

Don'ts of Summary Writing:

1. **Plagiarize:** Never copy and paste text from the original source. Always use your own words to convey the information.
2. **Include Minor Details:** Avoid including trivial or less important details, anecdotes, or examples in your summary.
3. **Add Personal Opinions:** Do not include personal opinions, comments, or judgments in the summary. Stick to presenting the author's ideas objectively.
4. **Change the Meaning:** Ensure that your summary accurately represents the author's intended meaning. Do not distort or misinterpret the content.
5. **Omit Crucial Information:** Be careful not to leave out vital information or key points that are essential to understanding the original text.
6. **Rewrite Passively:** Avoid passive voice constructions when possible. Use active voice for clarity and directness.
7. **Exaggerate or Overgeneralize:** Do not exaggerate or overgeneralize the author's arguments or claims. Stick to the facts presented in the original text.
8. **Ignore Formatting and Structure:** Pay attention to the formatting and structure of the original text. Maintain a similar structure in your summary to ensure clarity.

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9. **Forget to Cite:** If you're summarizing a source that will be used in academic or professional contexts, don't forget to cite it properly to give credit to the original author.
10. **Rush the Process:** Take your time when writing a summary. Rushing can lead to inaccuracies and incomplete coverage of the main ideas.

Remember that summarizing is a skill that improves with practice. It's essential to strike a balance between brevity and clarity while faithfully representing the source material.

WRITING: WRITING FORMAL LETTER (FEATURES AND FORMAT)

Objective: By the end of this class, a student should be able to:

- i. *distinguish between formal and informal letters*
- ii. *state the features of a formal letter*
- iii. *write the format of a formal letter*
- iv. write a letter of complaint to the chairman of your local government area on the problem of insecurity.

Duration: 45mins

Week: 9

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (*How you plan to start your Class*):

A formal letter is a written communication used for professional or official purposes. It follows a specific format and includes various features to convey information in a clear and respectful manner. Here are the key features and the format of a formal letter:

Features and Format of a Formal Letter:

1. **Sender's Address:** Your address should be at the top right corner of the letter. Include your name, street address, city, state, and ZIP code. If you're writing on behalf of a company or organization, include the company's letterhead.
2. **Date:** Place the date a few lines below your address. Write the full date, including the day, month, and year. Make sure it aligns with the format commonly used in your country (e.g., month-day-year or day-month-year).
3. **Recipient's Address:** Include the recipient's address below the date. Write the recipient's name, title, company (if applicable), street address, city, state, and ZIP code. If you're unsure of the recipient's name, use a generic salutation such as "To Whom It May Concern."

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4. **Salutation:** Start the letter with a formal salutation, such as "Dear Mr. Smith" or "Dear Dr. Johnson." Use the appropriate title and the recipient's last name.
5. **Opening Paragraph:** The opening paragraph should introduce the purpose of your letter and establish the context. Be concise and clear about why you're writing.
6. **Body Paragraphs:** The body of the letter contains the main content and should be organized into paragraphs. Each paragraph should focus on a single point or topic related to the purpose of the letter. Use a formal and professional tone, avoiding jargon or slang.
7. **Closing Paragraph:** In the closing paragraph, summarize your main points and specify any actions or responses you expect from the recipient. Express gratitude and courtesy.
8. **Complimentary Close:** End the letter with a formal closing phrase, such as "Sincerely," "Yours faithfully," or "Respectfully." Followed by a comma.
9. **Signature:** Below the complimentary close, leave space for your signature. Sign your name in ink if the letter is printed or type your name if it's an email or typed document.
10. **Enclosures/Attachments:** If you are including any documents or additional materials with the letter, mention them in the letter and list them in this section.
11. **CC (Carbon Copy):** If you are sending copies of the letter to other individuals or departments, you can list their names and titles here.

WRITE A LETTER OF COMPLAINT TO THE CHAIRMAN OF YOUR LOCAL GOVERNMENT AREA ON THE PROBLEM OF INSECURITY.

[Your Name]

[Your Address]

[City, State, ZIP Code]

[Date]

[Chairman's Name] Chairman,

[Local Government Area Name]

[Local Government Area Address]

[City, State, ZIP Code]

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Dear Chairman [Chairman's Last Name],

I hope this letter finds you in good health and high spirits. I am writing to bring to your attention a pressing issue that has been a growing concern for the residents of our local government area—the alarming problem of insecurity.

In recent times, our community has witnessed a significant increase in various forms of insecurity, including theft, vandalism, and instances of physical assault. This growing insecurity has not only caused fear and anxiety among the residents but has also resulted in tangible losses, both in terms of property and personal safety.

One of the most troubling aspects of this issue is the apparent lack of effective law enforcement presence and prompt response to incidents. Residents have reported delayed or inadequate police response to distress calls, which has only emboldened criminals and aggravated the situation.

Furthermore, the inadequate street lighting in several neighborhoods has made our community particularly vulnerable to criminal activities during the night. This lack of visibility in public spaces has created an environment where criminals can operate with impunity.

As concerned residents, we understand that ensuring the safety and security of our community is a shared responsibility between the local government and its citizens. However, we believe that a coordinated effort involving community engagement, increased police patrols, and improved street lighting can significantly address this issue.

We kindly request that the local government take immediate and proactive measures to address the problem of insecurity in our area. Some possible steps that could be taken include:

1. Increasing police presence and patrols in crime-prone areas.
2. Installing and maintaining adequate street lighting in neighborhoods.
3. Encouraging community watch programs and neighborhood associations.
4. Organizing public awareness campaigns on safety and security.

We understand that addressing this issue may require time and resources, but the safety and well-being of the residents should be a top priority. We, the undersigned residents, are willing to collaborate with the local government to find effective solutions and restore security to our community.

We kindly request an opportunity to meet with you to discuss this matter further and explore possible strategies for enhancing security in our local government area. Your leadership and support in resolving this issue are crucial, and we believe that by working together, we can make our community safer for everyone.

Thank you for your attention to this pressing matter. We look forward to your prompt response and a positive resolution to the problem of insecurity in our local government area.

Sincerely,

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[Your Signature]

[Your Typed/Printed Name]

[List of Additional Signatories, if applicable]

10. TOPIC: FIGURES OF SPEECH

Objective: By the end of this class, a student should be:

- i. explain the following terms: simile, metaphor, irony, personification, hyperbole, synecdoche, paradox, pun
- ii. give adequate examples of each of the slated figures of speech
- iii. recognize the figures of speech in any given passage.

Duration: 45mins

Week: 10

Teaching Method/Strategy: Demonstration / Narration/Illustration

Entry Behaviour (How you plan to start your Class):

1. Alliteration

Alliteration is the repeating of consonant sounds right next to each other, which creates a memorable or melodic effect.

Example: She sells seashells by the seashore.

2 Antithesis

Antithesis is a literary technique that places opposite things or ideas next to one another in order to draw out their contrast.

Example: "It was the best of times, it was the worst of times . . ." —Charles Dickens, *A Tale of Two Cities*

3 Apostrophe

Apostrophe as a figure of speech is when a character addresses someone or something that isn't present or cannot respond. The character might speak to someone deceased, an inanimate object, or a concept.

Example: "O Romeo, Romeo, wherefore art thou Romeo?" —William Shakespeare, *Romeo and Juliet*

4 Circumlocution

Circumlocution is the use of a purposely wordy description. You can think of it as talking in circles.

Example: In the *Harry Potter* series, most characters don't say Lord Voldemort's name; instead, they use this circumlocution: "He Who Must Not Be Named."

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5 Epigram

An epigram is a clever and memorable statement. You will find epigrams in speeches, poetry, and at the front of a book.

Example: “No one can make you feel inferior without your consent.” —Eleanor Roosevelt

6 Euphemism

A euphemism is a way to say something in an understated manner, often to avoid difficult topics—like money, death, or sex.

Example: Death can be an uncomfortable subject, so we've developed many euphemisms to avoid confronting it head-on. Rather than telling a friend that a relative died, you might say they “kicked the bucket,” “passed away,” or are “no longer with us.”

7 Hyperbole

Hyperbole is a deliberate exaggeration that adds emphasis, urgency, or excitement to a statement.

Example: If I don't eat soon, I'm going to die of hunger.

8 Irony

Irony is a situation that subverts a reader's expectations.

Example: One of the characters in your story is a hypochondriac, always convinced that they have an exotic and incurable disease. An ironic ending for that character would be if they died of a common cold.

9 Litotes

Litotes use a double negative to create a positive.

Example: You're not wrong.

10 Metaphor

A metaphor is the direct comparison of dissimilar things to create more vivid imagery or understanding.

Example: He was an onion; to understand him, she had to peel back the layers.

11 Metonymy

Metonymy is a literary device in which a word or object stands in for a closely related word or object. Metonymy gives a writer more variability with descriptions.

Example: I thought his movies were better when they weren't so Hollywood.

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12 Onomatopoeia

Onomatopoeia is a word that sounds like what it means.

Example: When a character is exasperated, they might exclaim, “Sheesh!” That’s both a word to show exasperation and a sound that happens when you sigh loudly.

13 Oxymoron

An oxymoron is a phrase that uses two contradictory words to create a new meaning.

Example: That strawberry cake was awfully good.

14 Paradox

A paradox is a statement that appears to contradict itself but contains some truth, theme, or humor.

Example: “All animals are equal, but some animals are more equal than others.” —George Orwell, *Animal Farm*

15 Personification

Personification is assigning human attributes to nonhuman things.

Example: The floorboards groaned under the weight of each step.

16 Pleonasm

Pleonasm is the use of more words than necessary to convey meaning. A writer might use pleonasm for humour or emphasis, or they might not realize they’re using extra words at all.

Example: The burning fire warmed the whole house.

17 Pun

A pun is a form of wordplay that purposely substitutes words that sound similar but have different meanings.

Example: “‘Mine is a long and a sad tale!’ said the Mouse, turning to Alice and sighing. ‘It is a long tail, certainly,’ said Alice, looking down with wonder at the Mouse’s tail; ‘but why do you call it sad?’” —Lewis Carroll, *Alice’s Adventures in Wonderland*

18 Simile

A simile compares two dissimilar things using “like” or “as.” The goal of simile is to give the reader a more vivid understanding of something.

Example: It was the first real day of summer, and by the time she came back indoors, she was as red as a tomato.

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19 Synecdoche

Synecdoche is when a smaller unit is used to signify a larger unit or vice versa.

Example: New England won the game by a touchdown. (Here, New England means New England's football team.)

20 Understatement

Understatement is the intentional downplaying of a situation. This can create a humorous or deadpan effect in writing.

Example: "I have to have this operation. It isn't very serious. I have this tiny little tumor on the brain."
—J.D. Salinger, *The Catcher in the Rye*

Remark:

COMPREHENSION: READING TO ANSWER QUESTIONS ON COMPREHENSION PASSAGES

Objective: By the end of this class, a student should be able to:

- i. explain the terms; inference and deduction
- ii. infer the appropriate answers from the given passage
- iii. deduce the appropriate answers using their own expression

Duration: 45mins

Week: 10

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behavior (How you plan to start your Class):

INFERENCE: a conclusion reached on the basis of evidence and reasoning; the process of inferring something

DEDUCTION: the process of reaching a decision or answer by thinking about the known facts, or the decision that is reached

WRITING: ARGUMENTATIVE ESSAY (WOMEN HAVE THE SAME OPPORTUNITIES IN LIFE AS MEN)

Objective: By the end of this class, a student should be able to:

- i. describe characteristics of an argumentative essay
- ii. explain elements of argumentative essay
- iii. demonstrate understanding of argumentative essay format

Duration: 45mins

Week: 10

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (*How you plan to start your Class*):

CHARACTERISTICS OF AN ARGUMENTATIVE ESSAY

1. Structure

The initial heading of the text presents what the **main issue** around which the argumentation of the writing revolves that from this introduction advances with a development and a conclusion. Development is the content of the text that delves into the main ideas. While the conclusion is the synthesis that closes the text with a main idea.

2. Thesis

The storyline of an expository text revolves around a **main premise** that the author substantiates through the presentation of data and arguments that support the validity of said information. An argumentative text starts from a clear objective: to defend a thesis or show disagreement with an approach by presenting this information to the reader. The author of the text justifies his reasoning with data.

3. Resources used in the argumentation

The reinforcement of what is exposed in an argumentative article can also refer to a famous quote from an expert whose name is a voice of authority on the subject on which the subject is concerned. This is a widely used resource in this type of argument. This mention of authors and experts connects with the essence of a text presented in a **formal tone**.

In addition to this reference to famous authors, the author of this type of text also uses the formula of the examples to reinforce his thesis. This argumentation can also be strengthened by writing study data and statistics that are directly linked to the topic at hand.

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4. Rich vocabulary

An argumentative text delves into a main topic through a connection of main and secondary ideas that maintain their coherence around the main argument. A text presented in a different paragraph format that presents a varied selection of synonyms and antonyms in order to avoid the **repetition** of the same terms from introduction to conclusion.

5. Appeal to the reader

The argumentative text presents a theme that the author wants to convey to the reader. Therefore, you want to spark the reader's interest and involvement in reading. This is a text that creates **opinion**. An example of a resource used in this type of text to connect with the reader is the use of the rhetorical question. The author wishes to awaken the interest of the reader through this argument and increases the reflection in the interlocutor.

EXERCISE: WOMEN HAVE THE SAME OPPORTUNITIES IN LIFE AS MEN

Introduction

Gender equality has been a topic of debate and struggle for centuries. Despite significant progress in recent decades, disparities between men and women still persist in various aspects of life. This argumentative essay aims to assert that women indeed have the same opportunities in life as men. It will explore the strides made in education, the workplace, and leadership roles, demonstrating that gender should not be a barrier to achieving one's goals.

Body

1. Equal Access to Education

a. **Increased Enrollment:** Over the years, the gender gap in education has narrowed significantly. More girls and women are enrolling in primary, secondary, and higher education institutions worldwide.

b. **Gender-Neutral Curricula:** Schools and universities have adopted gender-neutral curricula, ensuring that educational opportunities are accessible to all, regardless of gender.

c. **Women in STEM:** Women are making substantial inroads into traditionally male-dominated fields such as science, technology, engineering, and mathematics (STEM), dispelling stereotypes and expanding career choices.

2. Workplace Equality

a. **Legislation and Policies:** Anti-discrimination laws, equal pay acts, and workplace policies have been implemented to combat gender-based discrimination and ensure equal opportunities for both sexes.

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b. **Women in Leadership:** More women are occupying leadership positions in corporations, politics, and various industries, challenging the notion that leadership is exclusively male.

c. **Work-Life Balance:** Efforts to promote work-life balance have enabled women to pursue careers while fulfilling familial responsibilities, contributing to their overall success.

3. Entrepreneurship and Economic Empowerment

a. **Female Entrepreneurs:** Women-owned businesses have been on the rise, proving that women have the skills and opportunities to excel in the entrepreneurial world.

b. **Access to Capital:** Initiatives to provide equal access to financing and venture capital for women entrepreneurs have leveled the playing field.

c. **Microfinance:** Microfinance programs have empowered women in developing countries, enabling them to start and grow their businesses.

4. Political Participation and Representation

a. **Women in Politics:** The number of women in political leadership roles is steadily increasing, reflecting growing recognition of women's abilities in governance.

b. **Legislation for Women's Rights:** Women in politics often champion legislation that promotes gender equality, further advancing the cause.

Conclusion

In conclusion, significant progress has been made in bridging the gender gap and ensuring that women have the same opportunities in life as men. Equal access to education, workplace reforms, entrepreneurship initiatives, and political participation have all contributed to breaking down barriers that once held women back. While challenges still exist, it is evident that gender should not be a determining factor in one's opportunities or achievements. Embracing and promoting gender equality is not only a matter of justice but also an essential step toward a more inclusive and prosperous society.

VOCABULARY: WORDS ASSOCIATED WITH LIBRARY

Objective: By the end of this class, a student should be able to:

- i. *explain the importance of a library*
- ii. *list all items that can be found in a library environment*

Duration: 45mins

Week: 10

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Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

A library is a place where most books are kept. Many libraries are public and allow people to pick up books and use them in their homes. Many libraries allow people to borrow books for a few weeks. Others are members of institutions, for example, companies, churches, schools and universities. And individual home shelves can be stocked with books and a library.

Following is a list of vocabulary words associated with Library:

1. **Atlas:** collection of maps
2. **Author:** the person who writes the text of the book
3. **Barcode number:** the number identification of the book that is scanned for circulation
4. **Biography:** life stories of famous people
5. **Borrow (check out):** to take home library materials for a short time
6. **Call number:** an alpha-numeric number assigned to a book and printed on the spine, used to help locate the book
7. **Catalog:** the tool that lists and allows you to search the entire collection of the library
8. **Circulation desk:** the place where library materials are checked out to be borrowed
9. **Database:** fee-based online source authored by experts
10. **Dictionary:** provides definitions and meanings of words
11. **Due date:** the date you must return your library materials
12. **Encyclopedia:** book or set of books containing brief, factual articles on topics, event, people, arranged in alphabetical order
13. **Fiction:** stories or novels
14. **Hyperlink:** highlighted text that when clicked, takes the reader to another page
15. **Index:** section at the end of the book that list the topics covered in alphabetical order
16. **Keyword:** a searchable word in an online record or text that allows you to locate materials
17. **Non-fiction:** true stories, facts
18. **Publisher:** the company that prints and distributes the book
19. **Reference:** section in the library for encyclopedias, dictionaries, atlases, etc
20. **Reference book:** Books such as encyclopedias and dictionaries that may only be used in the library.
21. **Reference desk:** A desk where someone can help you find information either in the library or online. The circulation desk and the reference desk are sometimes combined into one desk.
22. **Renew:** To extend the loan period on an item; to check an item out again so you can keep it longer.
23. **Request:** To ask the library to hold a book for you when it is checked out by another student. We will email you when the book comes back and is ready for you to check out.
24. **Search box:** tool for finding information on a web site by typing in keywords
25. **Spine:** the back edge of the book that is visible when on the shelf
26. **Table of contents:** Lists the title and page number of all the chapters in a book.
27. **URL:** web address
28. **Website:** free online source authored by anyone
29. **Librarian** A person who works in the library; a specialist in the library and information field. If you are having difficulty finding what you need, you can ask a librarian for help.

II. TOPIC: DEFINITE AND INDEFINITE ARTICLES

Objective: By the end of this class, a student should be:

- i. give examples of definite and indefinite articles
- ii. distinguish between definite and indefinite articles
- iii. use definite and indefinite articles in sentences

Duration: 45mins

Week: 11

Teaching Method/Strategy: Demonstration / Narration/Illustration

Entry Behaviour (*How you plan to start your Class*):

Articles are used before nouns or noun equivalents and are a type of adjective. The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader. The indefinite article (a, an) is used before a noun that is general or when its identity is not known.

For example:

A cat walked into the room.

The **indefinite article 'a'** (in red) tells us that the person who wrote the sentence was seeing the cat for the first time.

In this sentence:

The cat walked into the room.

The **definite article 'the'** (in red) tells us that this was a cat that had been seen before, or was known by the person writing the sentence.

The definite article is referring to a specific noun, whereas the indefinite article is referring to something more general, for example:

Give me **a** book.

This means the person speaking wants any book, they are not referring to a specific one.

Give me **the** book.

In this sentence, the speaker wants a particular book.

Remark:

VOCABULARY: WORDS ASSOCIATED WITH JOURNALISM

Objective: By the end of this class, a student should be able to:

- i. *explain what journalism is*
- ii. *give copious examples of words associated with journalism/press/media*
- iii. *state the importance of journalism to a state/nation*

Week: 11

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

Journalism is the activity or profession of writing for newspapers, magazines, or news websites or preparing news to be broadcast. Journalism is the production and distribution of reports on the interaction of events, facts, ideas, and people that are the "news of the day" and that informs society to at least some degree of accuracy.

Journalism is a field that involves gathering, reporting, and disseminating news and information to the public. Here are some words and terms associated with journalism:

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1. Reporter: a journalist who gathers information and writes news stories.
 2. Editor: a person responsible for reviewing, revising, and sometimes selecting news content for publication or broadcast.
 3. News: current events or information of interest to the public.
 4. Newspaper: a periodical publication containing news articles, features, and other content.
 5. Magazine: a periodical publication that covers a variety of topics, including news, features, and editorials.
 6. Broadcast journalism: journalism that involves reporting news via radio or television broadcasts.
 7. Print journalism: journalism published in newspapers and magazines.
 8. Online journalism: journalism published on the internet through websites, blogs, and social media.
 9. Investigative journalism: in-depth reporting that uncovers hidden information or wrongdoing.
 10. Feature article: a longer, in-depth news story often focusing on human interest or analysis.
 11. Headline: a brief, attention-grabbing title for a news story.
 12. Byline: the author's name credited with a news story.
 13. Lead: the opening paragraph of a news story that provides the essential information.
 14. Interview: a conversation between a journalist and a source for the purpose of gathering information.
 15. Press conference: an event where an organization or individual provides information to the media and answers questions.
 16. Editorial: an opinion piece written by the editorial board of a publication.
 17. Columnist: a writer who provides regular commentary or opinion pieces.
 18. Deadline: the time by which a news story must be submitted for publication or broadcast.
 19. Censorship: the suppression or restriction of information by authorities.
 20. Libel: a false and defamatory statement in written or printed form.
 21. Ethics: principles and guidelines governing journalistic conduct.
 22. Source: a person, organization, or document providing information to journalists.
 23. Fact-checking: verifying the accuracy of information in news stories.
 24. Media outlet: a publication, network, or platform where news is distributed.
 25. Breaking news: important and time-sensitive news that is reported as it happens.
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26. Newsroom: the workspace where journalists and editors work.
 27. Press freedom: the right of journalists to report news without censorship or restraint.
 28. Public relations (pr): the practice of managing communication between an organization and the public.
 29. Wire service: a news agency that provides news to multiple media outlets.
 30. Gatekeeper: an individual or entity that controls the flow of information to the public.
 31. Scoop: a news story that is reported and published before others.
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IMPORTANCE OF JOURNALISM

1. **Informed Citizenry:** Journalism provides citizens with access to accurate and timely information about local, national, and global events. Informed citizens are better equipped to make educated decisions, participate in civic life, and hold their governments accountable.
2. **Accountability:** Journalists act as watchdogs by investigating and reporting on government actions, corporate behavior, and social issues. They help uncover corruption, abuse of power, and other wrongdoings, which can lead to greater accountability and transparency.
3. **Democracy:** Journalism is often referred to as the "Fourth Estate" because it plays a crucial role in ensuring the functioning of democratic societies. It acts as a check on the three branches of government (executive, legislative, and judicial) and helps safeguard democratic principles.
4. **Promoting Transparency:** Through investigative reporting and freedom of information requests, journalism helps reveal hidden information, ensures transparency in government operations, and empowers the public to make informed decisions.
5. **Providing a Forum for Debate:** Journalism provides a platform for public discourse and debate on various issues, allowing diverse perspectives to be heard and considered. It fosters healthy dialogue and the exchange of ideas.
6. **Social Awareness:** Journalists shed light on social issues such as poverty, inequality, discrimination, and environmental concerns. Their reporting can raise awareness, drive change, and mobilize communities to address these challenges.
7. **Disseminating Knowledge:** Beyond news, journalism contributes to the dissemination of knowledge, culture, and ideas through features, reviews, and opinion pieces. It enriches society's understanding and appreciation of arts, science, and culture.
8. **Emergency Information:** During crises and emergencies, journalism plays a critical role in disseminating information, safety instructions, and updates to keep the public informed and safe.

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9. **Accountability of Corporations:** Investigative journalism can expose unethical practices in the corporate world, leading to increased corporate responsibility and consumer protection.
10. **Historical Documentation:** Journalists document events and record history as it unfolds, providing future generations with valuable insights into their society's past.
11. **Bridge for Global Understanding:** International journalism helps people gain insights into the lives and cultures of others around the world, promoting global understanding and empathy.
12. **Economic Impact:** Journalism is an industry that generates jobs, supports economic growth, and contributes to the development of media-related technologies.
13. **Community Engagement:** Local journalism fosters a sense of community by covering local events, issues, and stories that are relevant to residents.
14. **Public Health:** During health crises, journalism can provide critical information and guidance, contributing to public health and safety.
15. **Protection of Human Rights:** Investigative journalism often exposes human rights abuses and injustices, leading to public outcry, legal actions, and change.

ORAL: DIALOGUE ON THE EXPERIENCE OF NATIONAL/TOPICAL ISSUES

Objective: By the end of this class, a student should be able to:

- i. *have a robust dialogue with classmate on any given topical issue*

Duration: 45mins

Week: 11

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

WRITING: REVIEW OF ESSAY WRITING

Objective: By the end of this class, a student should be able to:

- iii. *distinguish between argumentative and narrative essays*
- iv. *give a talk on the topic 'Boys are more useful at home than girls'*
- v. *narrate a story that ends with 'A patient dog eats the fattest bones'.*

Duration: 45mins

Week: 11

Teaching Method/Strategy: Demonstration /Narration/Illustration

Entry Behaviour (How you plan to start your Class):

Arguments and narratives are two genres of essays you may be expected to compose in a writing class. An argumentative essay addresses a specific position on an issue with the intention of persuading readers. A narrative essay's goal is to tell readers a story, often about an experience that resulted in a powerful life change. Because of these differences, examples of their paragraphs will look very different. Argumentative and narrative essay paragraphs differ according to elements such as structure, length and use of language.

1. **Structure:** In an argumentative essay, each paragraph details one reason for the author's position. The first sentence introduces the reason, while the rest establishes its validity with supporting evidence. This can include statistics, facts or documented anecdotes. An argumentative paragraph also tends to have a clear conclusion, in which the author summarizes the importance of its ideas. By contrast, a narrative paragraph moves the action of the story forward instead of functioning as a single unit. Rather than ending with its conclusion, the details and events it sets up will continue to be developed in the succeeding paragraphs.
2. **Point of View:** Argumentative essays are rarely written in first person. Each paragraph generally will be developed in third person to allow for objectivity and adherence to a conventional academic voice. Stating an argumentative point in first person can give readers the impression of bias or a need to rely on personal opinion due to lack of knowledge. Narrative essays, though, often require a first person voice because of the personal nature of the story. A strong first person voice allows readers to identify with the author's experiences and sympathize with him as the events progress.
3. **Tone:** Tone is the way language reflects the attitude of the speaker. Depending on the genre, it can be positive, negative or neutral. The tone of argumentative paragraphs is usually neutral. While the author may feel strongly about her position, the best way to persuade readers is through fair, objective treatment of the issue. In a narrative essay, the tone of each paragraph will reflect the events of what is going on at that point in the story. If

the section is dealing with death or illness, the tone will be somber, while descriptions of happy memories will be more joyful.

4. Length: Because each paragraph represents a point in the author's argument, argumentative paragraphs will all be about the same length, though some may be longer due to the use of direct quotations. A narrative essay's paragraph length, however, can vary from one line that emphasizes a single detail to a paragraph of description and action. Dialogue usage complicates the narrative definition of a paragraph as well. Since the story may include dialogue exchanges, where a new paragraph begins when a new person speaks, one page may even include multiple very short paragraphs.

NARRATE A STORY THAT ENDS WITH 'A PATIENT DOG EATS THE FATTEST BONE

Once upon a time, there lived two sisters who were twins, Kehinde and Taiwo. They were poor. Their parents struggled everyday to make both ends meet. Their father was full of wisdom and he always created time to counsel his daughters about the need to be patient in whatever they were doing. He talked to them about so many other virtues, like tolerance, endurance, good behavior: and he always ended his talks with a saying that "whoever had patience had everything."

When these twins were eighteen years old, their father died. They felt greatly impact of their father's demise because they lost a good companion who always counselled them and a breadwinner. Soon after the death of their father, their mother found things difficult. As a result of this, she took the twins to her distant relation who was living a few kilometres away.

Their mothers relation accepted them but he was a cruel man who maltreated the girls so much. They were to do all the house chores at home and followed the man to the farm. While they worked so hard at home, the man's only daughter, Bolaji, will sleep endlessly. She was lazy and spoilt.

One day, Bolaji, the man daughter went to the man's room to steal four thousand naira. The man was so furious and called the twins to his living room. He concluded that it was the twins who must have stolen the money. They were beaten and punished heavily for the money they didn't take.

The hard life and suffering continued for a long time. One day Kehinde called her twins sister Taiwo and told her that she wanted to run away to their mother. Taiwo reminded her that she should be patient as their late father used to tell them when he was alive. Kehinde refused to listen to her sisters advice, and soon after, she ran back to their mother.

When she got home she couldn't continue her education because there were no money. She got married when she was twenty-one to a poor man who couldn't take good care of her. Soon after her marriage, their mother also died.

Taiwo, the patient sister felt the grieve of her mother's death and she determined more than ever to be patient to get what she wanted. She finished her secondary school and gained admission into the University to study Accountancy. As time went on, the man she was living with grew to like her and he decided to sponsor her education at the University. Bolaji, the biological daughter of the man had dropped out of school and she had become a wayward and virtue-less girl without a bright future. Taiwo finished her university education and graduated as an Accountant. Three years later after her

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graduation, she got married to a pilot and she lived happily with her husband. After her marriage, she got a job with an international organisation which necessitated that she should go and work in the United States of America.

Before she travelled to the US, a send-off party was organised for her. The man who sponsored her to school was invited to the party. Bolaji (the man's wayward daughter) and Kehinde (the impatient sister) were also present at the party. When the man rose up to talk about Taiwo, he praised her for her endurance and patience. He ended his speech by saying that "I really agree that a patient dog eats the fattest bone"