



**BREEDING  
A R E N A**  
*College*

# THE BREEDER'S GUIDE

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## ENGLISH LANGUAGE

*Mrs. Okafor  
Lorine*

Term Cultivate 2024/2025

# SCHEME OF WORK

## ENGLISH

September 15 – December 11th

WEEK	TOPIC	SUB-TOPICS
1	Grammar Comprehension	Revision of parts of Speech (Noun, Pronoun, Verb, Adjectives) Review of the SPQ3R reading technique
2	Grammar Comprehension	Verb (Transitive and Intransitive) Reading to understand the Writer's purpose
3	Grammar Comprehension	Voice (Active and Passive) : Identification of words that point to the Writer's intention
4	Grammar Comprehension	Tenses (Present, Past, Future) Critical Reading
5	Grammar Comprehension	Verb (The Present Continuous Tense) Reading to Identify the meaning of in various contexts
6	Grammar Comprehension	Tense (The present perfect) Reading to identify the facts and opinions in a given passage
7	Mid-term Break	Mid-term break
8	Grammar Comprehension	Conjunction Reading to explain the facts and opinions in a selected passage
9	Grammar Comprehension	Modal Verb: Modal auxiliary (Present and past) Reading to understand the writer's purpose
10	Grammar Comprehension	Making request using will, could, may, might... Vocabulary Development: (Word Families: Farming)
11	Grammar Comprehension	Direct and Indirect Speech Meaning and steps of Critical Reading
12	Grammar Comprehension	Revisit Direct and Indirect speech A short passage on Sports Vocabulary Development: The Language of Sports
13	Grammar Comprehension	Revision/Examination
WEEK	TOPIC	SUB-TOPICS

# 1. REVISION OF PARTS OF SPEECH (NOUN, PRONOUN, VERB, ADJECTIVES)

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

- i. discuss Nouns, Pronouns, Verbs and Adjectives*
- ii. highlight nouns, pronouns, verbs and adjectives in a passage.*
- iii. construct sentences using nouns, pronouns, verbs and adjectives.*

**Duration:** 45mins

**Week:** 1

**Teaching Method/Strategy:** Demonstration / Narration/Illustration

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

**Noun**— A noun is a naming word. It is a name of a person, animal, place, thing or and idea. Nouns also cover names like those of institutions, months and days, and abstract ideas. Below are examples of nouns:

**Names of people:** Uche, Peterson, Adebisi, Falase

**Names of places:** Beijing, Meiran, Atan Ota, London, Sweden, Canada

**Names of things:** table, chair, house, laptop, radio etc

**Names of Institutions:** family, tribe, Christianity, Islam, university etc

**Names of months and days:** January, February, December, Sunday, Thursday, Friday.

**Names of Abstract ideas:** beauty, knowledge, emotion, hope, courage, wisdom, empathy etc.

## Types of Nouns

**Proper Nouns:** These name a SPECIFIC person, place or thing. Note that the first letter of every proper noun must be written in capital letter regardless of its position in a sentence. E.g We will travel to Atan-Ota on Monday in the month of August. Proper nouns in the sentence above are: Atan-Ota, Monday and August.

Examples of proper nouns are:

**Names of persons**— Ade, Obi, Chike,

**Names of places/countries**— Ottawa in Canada, Oslo-Norway, Oshodi, Ado-Ekiti, Ibadan,

**Days of the week and months of the years**-January, December, Monday, Friday.

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Note: The first letter of the proper noun must be written in capital letter regardless of its position in a sentence.

**Common Noun:** This is the opposite of concrete noun. It is used to name things/person/places which are of general kinds. E.g boy, man, lady, church, mosque, boxes, table, knives.

**Concrete Noun:** This type of noun can be seen and touched. It is the opposite of abstract noun. Examples of concrete nouns are: books, tables, bag etc.

**Abstract Nouns:** These only exist in names. They can neither be seen nor touched. These can only be felt. E.g hatred, hunger, pains, intelligence, etc

**Count nouns:** These are nouns that can be counted. They usually have singular and plural forms, E.g one man-five men, one orange-several oranges, a book-five books.

**Non count or mass nouns:** These cannot be counted, and they therefore have only singular form. Sand, soap, rice, homework, water. Although, they may be counted when converted to units of measurement. E,g, three bags of rice, a bar of soap, some loaves of bread,

**OTHER types of uncountable nouns are:** equipment, jewelry, stationery, information, baggage, luggage, machinery, furniture, baggage, damage, -NOTE- These uncountable nouns must not attract –s- to form their plurals.

E.g All the students were instructed to take their baggage. Not baggages

We have got information/some pieces of information about them. Not ‘an information’ or ‘informations’.

**Collective nouns:** These name a group of people or things. E.g

A troupe of dancers

A troupe of soldiers

A band of thieves

A bevy of ladies

A class of students.

**Possessive noun/ genitive:** These indicate possession. E.g Dr Oyeyemi's car. Mrs. Alalade's dress. Mr Jayeola's house, Adebisi's radio, The Chief Justice's pen etc.

**NUMBER:** There are two numbers in English– singular and plural. This singular relates to one, while the plural relates to more than one. Countable nouns have both singular and plural forms, uncountable nouns have only the singular form.

**REGULAR PLURALS**– s and es

**SINGULAR**

**PLURAL**

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School	schools
Mat	mats
House	houses
Box	boxes
Bonus	bonuses

### IRREGULAR PLURAL

#### ***SINGULAR***

#### ***PLURAL***

Man	men
Ox	oxen
Goose	geese
Crisis	crises
<u>forum</u>	fora

### PLURALS IN COMPOUND NOUNS—

#### SINGULAR

#### PLURAL

Head of state	heads of states
head of department	heads of departments
commander in chief	commanders in chief
woman doctor	women doctors
secretary general	secretaries general

### ZERO PLURALS

#### SINGULAR

#### PLURAL

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Gross	gross
Deer	deer
Sheep	sheep
Fish	fish or fishes
Series	series

### OTHERS

Machinery, information, equipment, advice, jewelry, stationery, furniture, baggage, luggage

#### NOTE: THESE ARE IN PLURAL FORMS

aircraft(pl) – aircraft, cattle(pl) – cattle

#### THESE NATURALLY 'GO' WITH 'S' OR 'ES'

Goods, remains (a body of a dead person), ashes, headquarters, quarters, congratulations, manners,, surroundings, wages, arms, works – (Public works such as road construction)

**Pronouns-** Pronouns are words which are used to replace nouns in a sentence. They are mostly used in order to avoid unnecessary repetition of nouns in a sentence. Both nouns and pronouns are used interchangeably in a sentence, therefore they both perform the same function. Examples are: he, they, we etc.

### TYPES OF PRONOUNS

**Personal pronouns:** Examples I, we, they, us etc.

**Possessive pronouns:** yours, his, hers, theirs, its, yours etc.

**Demonstrative pronouns:** this that these those.

**Interrogative pronouns:** who which, whom, whose, etc.

**Reflexive pronouns:** myself, themselves, yourselves/yourself, ourselves, oneself etc.

**Reciprocal pronouns:** each other and one another.

**Relative pronoun:** which, whom, whose, who, that etc.

**Indefinite pronouns:** someone, somebody, anything, anyone, everything, everyone, nobody, nothing etc.

### ADJECTIVES

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These are words that describe or qualify nouns. Adjectives are said to perform attributive functions when they are placed before noun. E.g, A red shirt, a gentle lady.

However, an adjective performs a predicative function if it is placed after a link verb. E.g the shirt is red, the lady is gentle.

### Kind of Adjectives

**Adjectives of Colour:** red, green, black – a red shirt, a green basket

**Adjectives of Size** – e.g big , small, long

**Adjectives of Age** – old young

**Adjectives of Shape** – rectangular, circular, round, spherical

**Adjectives of Origin** – Nigerian, Ghanaian, Canadian

**Adjectives of Number**– one , two, three, twenty

**Demonstrative Adjectives** – this, these, that, those

**Possessive Adjectives** – your, my, her, their

**Distributive Adjectives** – each, some, every , any

### FORMATION OF ADJECTIVES

– **cal** – grammatical, classical,

– **ic** – authentic historic, workaholic

– **eous** advantageous

– **ious**– melodious, odious, copious, superstitious

– **uous** – promiscuous, continuous, conspicuous

– **ive** – meditative, sedative, curative

– **able** – edible, curable, sensible, marketable

– **al** – illegal, regal, digital, rural, brutal

– **ial** – social, crucial, essential, commercial

### VERB

A verb expresses action and a state of being. Examples of verbs are sing, dance, jump, is, are, am, etc.

### TYPES OF VERBS

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**Lexical Verb:** This type of verb expresses action. It can stand on its own without depending on other type of verb. Another name for lexical verb is 'main verb'. Examples are: speak, pray, write etc.

**Auxiliary verbs:** There are two types of auxiliary verbs. Those that are not capable of independent existence, and those that can stand on their own while they express a state. Those that can stand on their own and function like main verbs are called PRIMARY AUXILIARY VERBS- E.g be, am, is, are, was, were, being, been. While those that can stand on their own are called MODAL AUXILIARY VERBS-E.g can, could, may, might, shall, should, will, would. Others are ought to, dare, need.

### Finite and Non-Finite Verbs

Finite verb agrees with the subject in terms of person, tense and number. E.g She works hard – Present tense. She worked hard- Past tense.

Olu speaks good English Language- Singular subject + singular verb

Olu and Bola speak good English Language- Plural subject + plural verb.

**Non-Finite Verbs**– They do not agree with the subject in terms of person, number and tense. They belong to the following group. Infinitive- 'to work', 'to eat', 'to dance'. They usually have –ing- ending. E.g dancing, singing, praying, cooking, etc.

**Transitive Verb:** This type of verb receives object. E.g He killed a snake.[ a snake is the direct object of the verb killed].

**Intransitive Verb:** This type of verb does not require an object. E.g She died, They cooked, We prayed.

C: Spelling: Doubling of Consonants. Rules of Spelling

Words of one syllable with one vowel and a consonant at the end double the consonant before adding suffixes beginning with a vowel.

**Examples:** big –bigger, bat –batting, drop –dropped, drum –drummer

When the vowel is doubled (o,a), do not double the consonant.

**Examples:** boat – boating, boil – boiled, cheap –cheapest, sweet – sweeter

Exception: wool – woollen

Words of more than one syllable (ad/mit) –i-vowel, t-consonant

Double the final consonant when the accent is on the last syllable:

Examples:

admit –admittance, begin –beginning, forget –forgetting, occur –occurrence

**Note:** Do not double the consonant if you add an ending that begins with a vowel

Examples: enter – entering, happen –happened, inhabit – inhabitant, refer – reference



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**Note** – A final “p” is doubled

Examples:

Handicap –Handicapped, Kidnap –kidnapped

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide – Okafor Lorine / Wikipedia – Revision of parts of speech</i>	<ul style="list-style-type: none"><li>• Noun</li><li>• Pronoun</li><li>• Verb</li><li>• Adjective</li></ul>	<i>i. discuss Nouns, Pronouns, Verbs and Adjectives ii. highlight nouns, pronouns, verbs and adjectives in a passage. iii. construct sentences using nouns, pronouns, verbs and adjectives.</i>

## COMPREHENSION: REVIEW OF THE SQ3R READING TECHNIQUE

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

- i. explain reading technique*
- ii. distinguish between the techniques of recite and review*

**Duration:** 45mins

**Week:** 1

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

SQ3R is a reading comprehension method named for its five steps: survey, question, read, recite, and review. Follow the steps below to learn how to glean as much information as possible from the text requirements from any class.

Remember: The information you gain from reading is important. If you just “do it,” without learning something, you’re wasting a lot of your time. Train your mind to learn while reading with SQ3R.

### **SURVEY**

**Gather the information necessary to focus and formulate goals**

- Read the title – Help your mind prepare to receive the subject at hand.
- Read the introduction and/or summary – Orient yourself to how each chapter fits the author's purposes, and focus on the author's statement of most important points.
- Notice each boldface heading and subheading – Organize your mind before you begin to read and build a structure for the thoughts and details to come.
- Notice any graphics – Charts, maps, diagrams, etc. are there to make a point. Don't overlook them.

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- Notice reading aids – Italics, bold face print, chapter objective, and end-of -chapter questions are all included to help you sort, comprehend, and remember.

### **QUESTION**

#### **Help your mind engage and concentrate**

Turn the boldface heading for each section into as many questions as you think will be answered in that section. The better the questions, the better your comprehension is likely to be. You may always add further questions as you proceed. When your mind is actively searching for answers to questions it becomes engaged in learning.

### **READ**

#### **Fill in the information around the mental structures you've been building**

Read one section at a time with your questions in mind and look for the answers. Recognize when you need to make up some new questions.

### **RECITE**

#### **Retrain your mind to concentrate and learn as it reads**

After each section, stop and recall your questions and see if you can answer them from memory. If not, look back at the text again (as often as necessary), but don't move to the next section until you can recite the answers from the previous one.

### **REVIEW**

#### **Refine your mental organization and begin building memory**

Once you've finished the entire chapter using the preceding steps, go back over the questions you create for every heading. See if you can still answer them. If not, look back and refresh your memory and then continue.

## COMPOSITION: WRITING AN OUTLINE FOR NARRATIVE ESSAY

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

- i. *explain what narrative is*
- ii. *distinguish narrative essay from other types of essays*
- iii. *develop an outline on How I spent my last Holiday*
- iv. *Write exhaustively on how I spent my last Holiday*

**Duration:** 45mins

**Week:** 1

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

A narrative essay is a written story about you or someone else that often retells what happened in chronological order (in order of events), makes sure to give the setting (which is where the story took place), uses details that hit all five senses, shows emotion, and teaches a lesson.

## WHAT'S THE DIFFERENCE BETWEEN A NARRATIVE ESSAY AND A DESCRIPTIVE ESSAY?

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The key difference is that a narrative essay is designed to tell a complete story, while a descriptive essay is meant to convey an intense description of a particular place, object, or concept.

Narrative and descriptive essays both allow you to write more personally and creatively than other kinds of essays, and similar writing skills can apply to both.

## AN OUTLINE ON HOW I SPENT MY LAST HOLIDAY

### Title: How I Spent My Last Holiday

#### I. Introduction

- Hook: Engaging opening sentence or anecdote about your holiday.
- Brief description of the holiday location and duration.
- Thesis statement: A clear statement of what the essay will focus on (e.g., the experiences, activities, and memories of your last holiday).

#### II. Preparations for the Holiday

- Planning and anticipation leading up to the holiday.
- Packing essentials and making travel arrangements.
- The excitement and expectations before departure.

#### III. Destination and Accommodation

- Description of the holiday destination (location, scenery, etc.).
- Information about the place you stayed (hotel, cottage, campsite, etc.).
- Arrival and initial impressions of the surroundings.

#### IV. Activities and Experiences

- Daily activities during the holiday (chronological order).
  - Day 1:

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- Describe the first day's adventures, such as sightseeing, exploration, or relaxation.
- Day 2:
  - Highlight the main activities and experiences of the second day.
  - Continue with subsequent days, providing details and anecdotes.
- Special or memorable experiences that stood out during the holiday (e.g., a unique cultural encounter, an adventure, or a new skill learned).

### V. Bonding and Relationships

- Interactions with family or friends during the holiday.
- Special moments, conversations, or shared experiences that strengthened your relationships.
- How the holiday brought you closer to your companions?

### VI. Culinary Adventures

- Explore the local cuisine and dining experiences.
- Memorable dishes or meals you tried and enjoyed.
- Any culinary adventures or challenges you faced.

### VII. Reflection and Personal Growth

- How the holiday impacted you personally?
- Lessons learned or personal growth experiences.
- Any cultural or self-discoveries made during the holiday.

### VIII. Conclusion

- Summarize the main experiences and highlights of your holiday.
- Reflect on the significance of the holiday and its lasting memories.
- Concluding thoughts or sentiments about how you spent your last holiday.

### IX. Final Thoughts

- A closing statement that leaves a lasting impression on the reader.
- A sentence or two about what you look forward to in your future holidays or travels.

### X. Optional: Photos and Captions

- If appropriate, include a section with photos from your holiday, each with a brief caption describing the moment or location.

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Remember to use descriptive language, vivid details, and sensory imagery to bring your holiday experiences to life in the essay. This outline can help you organize your thoughts and create a well-structured narrative about your last holiday.

## 2. GRAMMAR: VERB (TRANSITIVE AND INTRANSITIVE)

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

- i. compare and contrast transitive verbs with intransitive verbs
- ii. distinguish transitive verbs from intransitive verbs
- iii. construct sentences using transitive and intransitive verbs

**Duration:** 45mins

**Week:** 2

**Teaching Method/Strategy:** Demonstration / Narration/Illustration

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

A verb can be described as **transitive** or **intransitive** based on whether it requires an object to express a complete thought or not. A transitive verb is one that only makes sense if it performs its action on an object. An intransitive verb will make sense without one. Some verbs may be used both ways.

### HOW TO IDENTIFY A TRANSITIVE VERB?

Transitive verbs are not just verbs that can take an object; they demand objects. Without an object to affect, the sentence that a transitive verb inhabits will not seem complete.

E.g. Please bring coffee.

In this sentence, the verb *bring* is transitive; its object is *coffee*, the thing that is being brought. Without an object of some kind, this verb cannot function.

Please bring.

Bring what, or who? The question begs itself because the meaning of *bring* demands it

**More examples of transitive verbs and their objects.**

1. The girls carry water to their village.
2. Juan threw the ball.
3. Could you phone the neighbors?
4. I caught a cold.
5. She loves rainbows.

### HOW TO IDENTIFY AN INTRANSITIVE VERB?

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An intransitive verb is the opposite of a transitive verb: It does not require an object to act upon.

They jumped.

The dog ran.

She sang.

A light was shining.

None of these verbs require an object for the sentence to make sense, and all of them can end a sentence.

Some imperative forms of verbs can even make comprehensible one-word sentences.

Run!

Sing!

**Note:** Some verbs can be both transitive or intransitive

Many verbs can be classified as both transitive and intransitive depending on how they are used in a sentence.

Urged by the others, she sang.

She sang the national anthem at the hockey game.

After he cleaned up, he left.

He left the gift on the table.

To decide whether the verb is being used transitively or intransitively, all you need to do is determine whether the verb has an object. Does she sing something? Does he leave something? The verb is only transitive when the answer is yes.

When in doubt, look it up. In the dictionary, verbs will be listed as transitive, intransitive, or both right under the pronunciation key, and any possible differences in meaning between the two uses will be given as well.

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide – Okafor Lorine   Wikipedia – Transitive and intransitive verb</i>	<ul style="list-style-type: none"><li>• Verbs</li><li>• Transitive</li><li>• Intransitive</li><li>•</li></ul>	<i>i. compare and contrast transitive verbs with intransitive verbs ii. distinguish transitive verbs from intransitive verbs iii. construct sentences using transitive and intransitive verbs</i>

**Remark:**

## COMPOSITION: DESCRIPTIVE ESSAY

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

- i. *Distinguish descriptive essay from other types of essay*
- ii. *Describe places of interest in the city*
- iii. *Write out an outline on a place of interest I visited*

**Duration:** 45mins

**Week:** 2

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

The descriptive essay is a genre of essay that asks the student to describe something—object, person, place, experience, emotion, situation, etc. This genre encourages the student's ability to create a written account of a particular experience.

The key difference is that a narrative essay is designed to tell a complete story, while a descriptive essay is meant to convey an intense description of a particular place, object, or concept.

**Title: A Visit to [Name of the Place of Interest]**

### I. Introduction

- Hook: Engaging opening sentence to capture the reader's attention.
- Briefly introduce the place of interest, including its name and location.
- Provide a thesis statement: A clear statement of what the essay will focus on (e.g., your experiences, impressions, and memorable moments during the visit).

### II. Background Information

- Offer background information about the place, such as its historical significance, cultural relevance, or natural beauty.
- Explain why you chose to visit this particular place and your expectations before the visit.

### III. Arrival and Initial Impressions

- Describe your arrival at the place of interest.
- Share your initial thoughts, feelings, and reactions as you first set eyes on the location.

### IV. Exploration and Activities

- Chronologically detail your experiences during the visit.
- Discuss the activities you engaged in, places you explored, or attractions you visited.



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- Include sensory details and anecdotes to make your experiences come alive.

### V. Highlights and Memorable Moments

- Highlight specific moments or experiences that stood out to you.
- Describe any particularly memorable encounters, views, or events.
- Share how these highlights contributed to your overall impression of the place.

### VI. Cultural and Historical Insights

- If applicable, discuss any cultural or historical insights you gained during the visit.
- Describe any interactions with locals or opportunities to learn about the place's heritage.

### VII. Personal Reflection

- Reflect on how the visit impacted you personally.
- Share your thoughts, emotions, and any changes in perspective or understanding as a result of the visit.

### VIII. Photography and Souvenirs

- Discuss any photographs you took during the visit.
- Mention if you bought souvenirs or mementos and their significance.

### IX. Conclusion

- Summarize the main experiences and impressions of your visit.
- Reflect on the significance of the place and the lasting memories it created.
- Concluding thoughts on the value of such visits and the importance of exploration and cultural experiences.

### X. Final Thoughts

- A closing statement that leaves a lasting impression on the reader.
- A sentence or two about your future travel aspirations or the impact of this visit on your broader perspective.

# LITERATURE: USE THE RECOMMENDED TEXT ON PROSE

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

- iv. *Distinguish between the features of prose and drama*
- v. *Read chapter 1-3 and react the scenes*
- vi. *Analyze and appreciate the major and minor characters in the novel*

**Duration:** 45mins

**Week:** 2

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

Prose is writing in sentence form, while drama is writing that is meant to be performed. Prose can be any length, while drama is constrained by time. Another big difference is that prose can be read silently, while drama must be heard to be understood.

Drama typically focuses on dialogue and action between characters, while prose fiction often includes more description and narration. Drama often has a more immediate impact on the audience, while prose fiction can be more subtle.

### 3. TOPIC: VOICE (ACTIVE AND PASSIVE)

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

- i. compare and contrast active voice and passive voice
- ii. Distinguish Active voice from passive voice
- iii. give adequate examples of active and passive voice.
- iv. construct sentences using active and passive forms.

**Duration:** 45mins

**Week:** 3

**Teaching Method/Strategy:** Demonstration / Narration/Illustration

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

Voice is the form of the verb which indicates whether a person or thing does something or something has been done to a person or thing.

#### KINDS OF VOICE

There are two kinds of voice, namely:

ACTIVE VOICE

PASSIVE VOICE

**ACTIVE VOICE:** When a verb form shows that the subject has done something, it is known as Active voice.

Example : Lola wrote a letter, She danced to the music, Olu killed the goat

**PASSIVE VOICE:** When a verb form shows that something has been done by the subject it is known as passive voice.

Example: A letter was written by lola, The goat was killed by olu

Note: We can turn active voice into passive voice by using some guidelines.

#### RULES

- A sentence can be separated into subject, verb and object.
- The object of the sentence must be turned into subject
- The 'be' form must be used according to the tense of the verb
- Past participle of the verb must be used
- Preposition 'by' must be added

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Example :        Lola Wrote a Letter

S        V        O

A letter was written by Lola

S        V        O

### More Examples

Amaka sings a song (active voice).

A song is sung by Amaka (passive)

My sister is painting a picture

A picture is being painted by my sister

Emeka posted the letter

The letter has been posted by Emeka

Tolu was cooking a nice meal

A nice meal was being cooked by Tolu

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide – <b>Okafor Lorine</b> / Wikipedia – Active and passive voice</i>	<ul style="list-style-type: none"><li>• Active voice</li><li>• Passive voice</li></ul>	<i>i. compare and contrast active voice and passive voice ii. Distinguish Active voice from passive voice iii. give adequate examples of active and passive voice. iv. construct sentences using active and passive forms.</i>

Remark:

# COMPOSITION: ELEMENTS OF COMPOSITION (PRE-WRITING, WRITING, EDITING)

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

- i. Discuss the stages of writing composition
- ii. Differentiate between pre-writing, writing and editing
- iii. Justify the need for editing, in writing a good composition
- iv. Justify the need for editing; in writing a good composition

**Duration:** 45mins

**Week:** 3

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

1. Pre-writing (introduction): An essay should have introduction. Introduction helps to provide enough information for the proper understanding of the body or middle of the essay. An introduction should show what essay is about.
2. The body of the essay;
  - a. Write clear and simple English and try to avoid pompous language
  - b. Write down the main points and arrange them in order
  - c. Mind your tenses
  - d. Pay attention to spellings and punctuations.
  - e. Try to develop paragraph around main points

Coherence: this means consistency or sticking together of ideas, speech etc.
3. Conclusion: the essay should have conclusion. The conclusion should draw together the ideas and its relationship with the major points. It should be brief and logical

**Pre-writing** is the initial phase where ideas are brainstormed, organized, and a plan is developed for writing.

**Writing** is the stage where the content is composed, with the focus on creating a coherent and complete draft.

**Editing** occurs after writing and involves revising and refining the draft, checking for errors, and improving clarity and style.

Pre-writing is about preparation and generating ideas, writing is about expression, and editing is about revision and improvement. These stages in the writing process are distinct but interconnected, with each contributing to the overall quality of the final written work.

## LITERATURE: FEATURES OF FOLKTALES

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

- i. *Discuss the features of folktale*
- ii. *Differentiate between didactic, entertaining, riddles*
- iii. *Tell a folktale in a local dialect*

**Duration:** 45mins

**Week:** 3

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

Folktales are traditional stories that have been passed down through generations within a culture or community. They share several distinctive features:

1. **Oral Tradition:** Folktales are primarily transmitted orally, often from storyteller to listener, before being recorded in written form. This oral tradition reflects their cultural significance.
2. **Anonymous Origin:** Folktales typically lack a known author or single source, as they evolve and adapt over time through the collective storytelling of a community.
3. **Universal Themes:** Folktales often explore universal themes and human experiences, such as love, courage, wisdom, and the eternal struggle between good and evil.
4. **Simplicity:** They tend to have straightforward and uncomplicated narratives, making them accessible to a wide range of audiences, including children.
5. **Archetypal Characters:** Folktales frequently feature archetypal characters like heroes, villains, tricksters, and magical beings, who represent fundamental human qualities and conflicts.
6. **Exaggeration:** Folktales often employ exaggeration, humor, or fantastical elements to engage and entertain listeners. This can include talking animals, giants, and magical objects.
7. **Moral or Lesson:** Many folktales convey moral lessons or cultural values, teaching listeners about right and wrong behavior and societal norms.
8. **Cultural Context:** Folktales are deeply rooted in the culture and traditions from which they originate, often reflecting the values, beliefs, and customs of that community.
9. **Variability:** Folktales can vary across regions and communities, resulting in multiple versions of the same story with slight variations.

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10. **Timelessness:** Despite their antiquity, folktales remain relevant because they touch on fundamental aspects of the human experience and continue to be adapted and retold in various forms.
11. **Entertainment and Education:** While entertaining, folktales often serve as a means of education and cultural preservation, passing down knowledge, history, and wisdom.
12. **Open to Adaptation:** Folktales are flexible and adaptable, allowing for reinterpretation and modification to suit different times, places, and audiences.
13. **Sensory Language:** Many folktales employ vivid and sensory language to immerse the listener or reader in the story's world, making it more engaging.
14. **Continuity:** Folktales are part of a cultural continuum, connecting past generations to the present and ensuring the preservation of cultural heritage.

## DIFFERENCES BETWEEN DIDACTIC, ENTERTAINING AND RIDDLES

Didactic, entertaining, and riddles are three distinct forms of literary expression or communication, each serving a unique purpose and style:

### 1. Didactic:

- Purpose: Didactic literature is intended primarily to educate or instruct the reader or listener. It often conveys moral, ethical, or educational lessons.
- Style: Didactic works tend to be straightforward, with a focus on the moral or educational message. They may employ clear examples and moral anecdotes to drive home their point.
- Examples: Aesop's Fables are classic examples of didactic literature, with each short story featuring animals to impart moral lessons. Likewise, religious parables and many children's books with educational themes fall into this category.

### 2. Entertaining:

- Purpose: Entertaining literature aims to amuse, engage, or captivate the audience. While it can contain educational elements, its primary purpose is to provide enjoyment and entertainment.
- Style: Entertaining works often prioritize engaging storytelling, character development, and emotional connection with the audience. They may include elements of suspense, humor, or drama to hold the reader's or listener's interest.
- Examples: Novels, short stories, films, and television shows across various genres (e.g., romance, fantasy, mystery, science fiction) are typically created for entertainment. They focus on engaging narratives, character development, and emotional engagement.

### 3. Riddles:

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- Purpose: Riddles are a form of puzzle or wordplay designed to challenge the reader or listener's intellect. They often require creative thinking and problem-solving to decipher.
- Style: Riddles use language creatively, employing metaphors, wordplay, and ambiguity to present a puzzle or enigma. They typically have a concise and cryptic style.
- Examples: Classic riddles might include questions like "I speak without a mouth and hear without ears. I have no body, but I come alive with the wind. What am I?" The answer, in this case, is an "echo." Riddles are commonly found in folklore, literature, and as brain-teasers.

In summary, didactic literature emphasizes moral or educational lessons, entertaining literature aims to engage and amuse, while riddles are puzzles or wordplay designed to challenge one's intellectual prowess. Each form serves a distinct purpose and employs unique styles of communication.



# 4. TOPIC: TENSES (PRESENT, PAST, FUTURE)

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

- i. explain what a tense is
- ii. differentiate between present, past and future tense
- iii. Construct sentences in present, past and future tenses

**Duration:** 45mins

**Week:** 4

**Teaching Method/Strategy:** Demonstration / Narration/Illustration

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

Tenses show the time of an action in a sentence. Thus, tense refers to the change that takes place in the form of the verb to indicate time. There are three basic tenses namely: past, present and future.

**Present Simple Tense:** These are the events that take place every day or that stand as truth.

1. I cook rice every Sunday.
2. He loves singing
3. She goes to school every day.
4. We go to church every Sunday.
5. We do our assignments on weekends.

Note: Singular verbs go with singular nouns and plural verbs with plural nouns. Exceptions are 'I' and 'you' which go with plural verbs.

**Examples:**

1. They play soccer very well.
2. Paul and Silas pray every day.
3. I sing a new song when I am happy.
4. You like

**Past Tense:** These are events or situations that happened in the past.

1. I travelled to London last week.
2. She ate her food yesterday.
3. They went to shop.
4. We were tired
5. Akin washed his clothes on Fridays.

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**Future Tense:** This is the expression of future event that has not taken place. It is coming on the way. The two words that we can use to express the future tense are will and shall .Both can be used with I and We.

On the other hand will is used with other pronouns such as: you, she, he, it etc. E.g.

1. I shall travel next year.
2. We shall meet next week.
3. You will do the work again.
4. They will pay your money.
5. She will bring it for us.

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide – <b>Okafor Lorine</b>   Wikipedia – Tenses (Present, Past, Future)</i>	<ul style="list-style-type: none"><li>• Present tense</li><li>• Past tense</li><li>• Future tense</li></ul>	<i>i. explain what a tense is ii. differentiate between present, past and future tense iii. Construct sentences in present, past and future tenses</i>

Remark:

## COMPREHENSION: CRITICAL READING

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

- i. read a selected passage on Police Officers*
- ii. explain what critical reading is*
- iii. discuss the steps of critical reading*
- iv. generate words that are associated with the police.*

**Duration:** 45mins

**Week:** 4

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

### What is Critical Reading?

Critical reading means that a reader applies certain processes, models, questions, and theories that result in enhanced clarity and comprehension. There is more involved, both in effort and understanding, in a critical reading than in a mere "skimming" of the text.

### Steps to Critical Reading

#### 1. Prepare to become part of the writer's audience.

After all, authors design texts for specific audiences, and becoming a member of the target audience makes it easier to get at the author's purpose. Learn about the author, the history of the author and the text, the author's anticipated audience; read introductions and notes.

#### 2. Prepare to read with an open mind.

Critical readers seek knowledge; they do not "rewrite" a work to suit their own personalities. Your task as an enlightened critical reader is to read what is on the page, giving the writer a fair chance to develop ideas and allowing yourself to reflect thoughtfully, objectively, on the text.

#### 3. Consider the title.

This may seem obvious, but the title may provide clues to the writer's attitude, goals, personal viewpoint, or approach.

#### 4. Read slowly.

Again, this appears obvious, but it is a factor in a "close reading." By slowing down, you will make more connections within the text.

#### 5. Use the dictionary and other appropriate reference works.

If there is a word in the text that is not clear or difficult to define in context: look it up. Every word is important, and if part of the text is thick with technical terms, it is doubly important to know how the author is using them.

#### 6. Make notes.

Jot down marginal notes, underline and highlight, write down ideas in a notebook, do whatever works for your own personal taste. Note for yourself the main ideas, the thesis, the author's main points to support the theory. Writing while reading aids your memory in many ways, especially by making a link that is unclear in the text concrete in your own writing.

### 7. Keep a reading journal

In addition to note-taking, it is often helpful to regularly record your responses and thoughts in a more permanent place that is yours to consult. By developing a habit of reading and writing in conjunction, both skills will improve.

## COMPOSITION: DESCRIPTIVE ESSAY: A LOCAL FESTIVAL

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

- i. *Distinguish descriptive essay and other types of essay*
- ii. *Discuss the features of descriptive essay*
- iii. *Describe a local festival in your village or town*

**Duration:** 45mins

**Week:** 4

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

Descriptive essays are a type of academic or creative writing that aims to provide a detailed and sensory-rich description of a person, place, object, event, or concept. The primary goal of a descriptive essay is to create a vivid mental picture for the reader by using sensory details and expressive language. These essays engage the reader's senses, emotions, and imagination to convey a deeper understanding and appreciation of the subject being described. Descriptive essays can be found in various contexts, including literature, academic assignments, travel writing, and personal reflections, among others.

### FEATURES OF DESCRIPTIVE ESSAY

1. **Vivid Description:** Descriptive essays aim to create a clear mental image by using sensory details.

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2. **Sensory Language:** They employ language that appeals to the reader's senses, including sight, sound, touch, taste, and smell.
3. **Clear Structure:** They often follow an organized structure, such as chronological order or spatial arrangement.
4. **Engaging Introduction:** The introduction sets the stage and introduces the subject.
5. **Emotional Connection:** They convey not just physical attributes but also emotions and feelings associated with the subject.
6. **Conciseness:** While rich in detail, they maintain conciseness by avoiding excessive wordiness.
7. **Transitions:** Effective transitions guide the reader smoothly through the description.
8. **Engaging Conclusion:** The conclusion summarizes key points and leaves a lasting impression.
9. **Editing:** Descriptive essays should be carefully edited and proofread for clarity and precision.
10. **Varied Sentences:** Varied sentence structures enhance engagement and dynamism.

## LITERATURE: USE THE RECOMMENDED TEXT ON PROSE

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

- i. *Distinguish between the themes, characterization and narrative techniques used in the prose*
- ii. *Act the major scenes in the novel*
- iii. *Write short notes on the hero/heroine in the novel*

**Duration:** 45mins

**Week:** 4

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

**Themes** in literature are central ideas or concepts that explore universal truths, while **characterization** involves the creation and development of characters within a story, including their traits, motivations, and roles. **Narrative techniques**, on the other hand, are the methods and tools authors use to convey a story, including point of view, tone, pacing, and narrative structure. While themes provide the overarching message or commentary in a story, characterization brings the

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characters to life, and narrative techniques shape how the story is told, influencing the reader's experience and understanding of the themes and characters.

# 4. TOPIC: VERB (THE PRESENT CONTINUOUS TENSE)

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

- i. explain what present continuous tense is
- ii. identify present continuous tense in given expressions.
- iii. distinguish present simple from present continuous tense and present perfect tense,

**Duration:** 45mins

**Week:** 5

**Teaching Method/Strategy:** Demonstration / Narration/Illustration

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

Tenses are ways by which we can express ourselves based on time that the events take place. In other words, tenses show time of an action in a sentence. The verb plays a very important role in tenses.

### Present Tense

There are three broad divisions of present tense. They are present simple tense, present continuous tense, present perfect tense.

### Present Simple Tense

It is used for actions that take place consistently (every time). They are habitual actions.

Examples:

1. He comes here often.
2. They come here every weekend.
3. She dances
4. Okocha passes the ball.

We can also use the present tense for actions that are being reported as they are happening especially in sports commentary.

1. He heads the ball
2. He passes it to Okocha
3. Okocha scores.

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Present simple tense can be used to express the present condition or state of a person or a thing as in:

1. I am a teacher.
2. She is my wife.
3. We are gentle people.

### The Present Continuous Tense

This is used for actions that are taking place at the time we are talking.

Examples:

1. Mrs Adewole is teaching us English Language.
2. I am eating my dinner.
3. We are going to the church.
4. He is walking

### EVALUATION

Define tenses and give five examples of sentences in the present form.

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide – <b>Okafor Lorine</b>   Wikipedia – Verb (the present continuous tense)</i>	<ul style="list-style-type: none"><li>• Present continuous tense</li></ul>	<i>i. explain what present continuous tense is ii. identify present continuous tense in given expressions. iii. distinguish present simple from present continuous tense and present perfect tense,</i>

Remark:



# COMPREHENSION: READING TO IDENTIFY THE MEANING OF WORDS IN VARIOUS CONTEXTS

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

- i. read and discuss a short passage on 'A place of Worship'
- ii. highlight words that are associated with a place of worship
- iii. generate sentences that contain words that are associated with a place of interest.

**Duration:** 45mins

**Week:** 5

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

## WORDS ASSOCIATED WITH A PLACE OF WORSHIP

1. Altar: An elevated platform or table used for religious rituals, offerings, and prayers. It is often the focal point of worship in Christian and other religious traditions.
2. Chapel: A small place of worship or prayer, often located within a larger religious building like a church or cathedral.
3. Minaret: A tall tower, typically part of a mosque, from which the call to prayer (Adhan) is announced.
4. Synagogue: A place of Jewish worship and assembly where Jewish religious practices, including prayer and Torah readings, take place.
5. Temple: A sacred place dedicated to religious worship, often associated with Hinduism and Buddhism, where rituals, offerings, and meditation occur.
6. Mosque: A place of worship for Muslims, where daily prayers and other religious activities take place.
7. Shrine: A sacred or holy place often associated with a deity, saint, or religious figure. It is a site of pilgrimage and devotion.
8. Cathedral: A large and important Christian church, typically the seat of a bishop, often known for its grand architecture.
9. Gurdwara: A Sikh place of worship, where the Sikh holy scripture, the Guru Granth Sahib, is kept and read.
10. Monastery: A religious community or building where monks or nuns live and engage in contemplative and religious activities, commonly associated with Christianity and Buddhism.
11. Mandir: A Hindu temple where Hindus gather for worship, rituals, and offerings to deities.

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12. Tabernacle: A container, often in the shape of a small cabinet, used in Christian traditions to store the consecrated elements of the Eucharist (Holy Communion).
13. Pulpit: A raised platform or lectern in a place of worship from which religious leaders deliver sermons or readings from sacred texts.
14. Baptismal Font: A vessel used in Christian churches for the sacrament of baptism, where individuals are baptized with water.
15. Sacred Space: A location, whether natural or constructed, considered holy or spiritually significant for religious practices and rituals.
16. Devotion: Deep commitment, dedication, and reverence toward a deity or religious practice.
17. Offerings: Items or gifts presented to deities or religious figures as an act of worship and devotion.
18. Congregation: A gathering or assembly of worshipers in a religious setting.
19. Clergy: Religious leaders or officials within a specific faith tradition, such as priests, pastors, imams, or rabbis.
20. Hymns: Religious songs sung during worship services, often with lyrics that praise or express devotion to a deity.
21. Prayers: Communicative acts directed toward a deity or higher power, typically involving supplication, praise, or thanksgiving.
22. Rituals: Established religious practices and ceremonies with symbolic significance performed during worship.
23. Meditation Cushions: Cushions or mats used for meditation in Buddhist and other contemplative traditions to provide comfort during extended periods of sitting.

## COMPOSITION: REVISIT OF FORMAT OF FORMAL AND INFORMAL LETTER

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

- i. *Distinguish a formal letter from an informal letter*
- ii. *Analyze different informal letter and a formal letter*
- iii. *Write a letter to your father, telling him why you prefer your new school to the former school*

**Duration:** 45mins

**Week:** 5

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**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

Formal letters include a date and contact information at the top. Unlike informal letters, formal letters do not include grammatical trends like contractions (can't, don't, I've), slang or idioms. Most formal letters are no longer than one page, while informal letters can be any length.

### **FORMAL VS. INFORMAL LETTERS**

The main difference between formal and informal letters is that formal letters professionally address someone, and informal letters address someone in a personal way. Other differences include:

Formal letters follow a specific format, while informal letters can follow any format.

The tone of a formal letter is professional and official, while the tone of an informal letter is friendly.

People usually write formal letters in the first or third person, while informal letters can be from any point of view.

Formal letters are focused and concise and do not include filler or fluff.

Formal letters are usually typed, while informal letters can also be handwritten.

Formal letters include a date and contact information at the top.

Unlike informal letters, formal letters do not include grammatical trends like contractions (can't, don't, I've), slang or idioms.

Most formal letters are no longer than one page, while informal letters can be any length.

When trying to decide what type of letter to write, choose a formal one when communicating with an official or someone you only know professionally. Choose an informal letter when writing casually to someone you know very well, such as a co-worker.

### **CLASS WORK**

Write a letter to your father, telling him why you prefer your new school to the former school

# LITERATURE: USE THE RECOMMENDED TEXT ON DRAMA

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

- i. List the features of drama
- ii. Explain all the features of drama with reference to the text on drama
- iii. Summarize the major themes

**Duration:** 45mins

**Week:** 5

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

### **Features of Drama:**

1. **Dramatis personae:** This is the display of all the participants in a drama.
2. **Cast:** It is a list of actors or actresses given defined roles in a drama by the playwright or director.
3. **Playwright:** It is the writer of a piece of drama or play.
4. **Protagonist:** This is a character who plays the most important role in a play. He/she is often referred to as the hero/heroine or the chief character.
5. **Antagonist:** is a character in a play who opposes the protagonist rightly or wrongly. Often, he/she contradicts the protagonist.
6. **Conflict:** It is another common feature of drama often involving the protagonist and the antagonist in their rivalry and struggle for assertion of influence or relevance.
7. **Tragic flaw:** It is a costly mistake made by the protagonist in a play. It could also mean an in-built or inherited weakness (flaw), say pride (hubris), which aids the downfall of the protagonist.
8. **Dramatic irony:** It is a point in a drama in which a character out of ignorance says or does something which runs counter to the prevalent course of action whose real outcome is known to the audience but is hidden from the character in question.
9. **Soliloquy:** It is a device in drama or novel which allows a character to engage in a loud self-talk while enabling the reader/audience to have access to what is in his/her mind.
10. **Prologue:** It is the formal introduction of a play whose content is relevant to the unfolding events in the play.
11. **Epilogue:** It is the closing comment in a play which justifies an earlier course of action or fills an untreated gap in a play.
12. **Flashback:** This is a literary technique in a drama or novel involving the recalling of an earlier scene, action or event which sheds further light on what is currently happening.
13. **Chorus:** It is a couple or a band of people in a play who takes it upon themselves as a group to comment on the proceedings of a drama action. The group sheds lights on the unfolding events and prepares the audience for what is yet to happen.

# 5. GRAMMAR: TENSE (THE PRESENT PERFECT)

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

- i. explain what present perfect tense*
- ii. analyse present perfect tense in given expressions*
- iii. distinguish present tense from present perfect tense.*
- iv. construct sentences using present perfect tense.*

**Duration:** 45mins

**Week:** 6

**Teaching Method/Strategy:** Demonstration / Narration/Illustration

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

### PRESENT PERFECT TENSE

This shows that an action which started and was completed in the past still has a link with the present. This means that it is used to share something that happened before that is still relevant or important now. It also indicates that an action which started in the past has not been concluded. In this case, the modal auxiliary verbs has and have are used with the past participle form of the main verb. A sentence in the present perfect should follow subject + have / has + past form of main verb.

### Examples

They have lived in that house for ten years.

He has taken the exam already.

The boy has passed the test.

They have warned the teacher to mind his business.

My father has gone to church.

### PRESENT PERFECT CONTINUOUS TENSE.

This expresses an action that began in the past and its still continue. This means that present perfect continuous expresses actions or (events) that we have been doing and are still doing, things that have been going on and are still going on now. This should not be confused with present continuous tense which is on at the time of speaking. In present perfect continuous tense, the action may not be going on at the moment of writing or speaking. It only shows that an action has not been concluded.

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To use it, we need to use have and been combined with the continuous form of the verb (ending in ing) to show that we have been doing something.

So a sentence in the present perfect continuous follows the subject + have / has been + ing verb form.

### Examples

I have been teaching for five years ( I may not be in class teaching at the moment).

He has been building his house since last year.

They have been living in that house since 2006.

Jane has been listening to music online.

He has been taking that exam for at least two hours.

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide – <b>Okafor Lorine</b> / Wikipedia – Tense (Present perfect)</i>	<ul style="list-style-type: none"><li>Present perfect tense</li></ul>	<i>i. explain what present perfect tense ii. analyse present perfect tense in given expressions iii. distinguish present tense from present perfect tense. iv. construct sentences using present perfect tense.</i>

**Remark:**

# COMPOSITION: NARRATIVE ESSAY: WHAT I DO EVERY DAY

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

- i. Explain what narrative essay is
- ii. Distinguish narrative essay from other types of essay
- iii. Discuss the features of narrative essay
- iv. Outline the content of a composition on: what I do Everyday

**Duration:** 45mins

**Week:** 6

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

A narrative essay is an essay that includes a story about a personal experience told from the author's perspective. Storytelling elements are used to engage the reader and reveal the point or theme of the story. Narrative essays are usually based on a personal experience told from the author's perspective. The essay always has a point or theme, which is the message the author wants the reader to take away. Examples of narrative essay topics include: an unforgettable experience, making a mistake and learning from it, or setting and achieving a goal.

The key difference is that a narrative essay is designed to tell a complete story, while a descriptive essay is meant to convey an intense description of a particular place, object, or concept. Narrative and descriptive essays both allow you to write more personally and creatively than other kinds of essays, and similar writing skills can apply to both.

## FEATURES OF NARRATIVE ESSAY

- **Involves readers in the story-** for an interesting story, the events of the narrative must incorporate readers in the incidences. Recreate the original story to fit in your readers.
- **Relates events in sequence-** recreate the events in yours story to be at specific scenes set at actual places and in actual times.
- **Include detailed observations of people, voices, places, and events-** you should give vivid description in a re-created way. Give actual dialogues, names of people, sounds, and sights.
- **Present important changes, differences, conflicts, and create moods-** the events in your essay should relate to a real life setting. A conflict between characters might make the readers more anxious to know what will become of the conflicting characters.
- Tells the story from the first person's point of view "I"

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- ***Connects the past to the present*** – you should present your narrative in a way that it relates to today's world.
- ***Communicates the thesis statement*** – all the events in your story should relate to the main idea behind the narrative. The thesis must be clear to the reader.



# 8. GRAMMAR: CONJUNCTION

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

- i. explain what conjunctions are.
- ii. distinguish between coordinating conjunction and coordinating conjunctions
- iii. construct sentences using coordinating and correlative conjunctions.

**Duration:** 45mins

**Week:** 8

**Teaching Method/Strategy:** Demonstration / Narration/Illustration

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

**What is Conjunction?**

A conjunction is a word or phrase that connects words, phrases, clauses, and sentences together. Conjunctions are very useful words that connect parts of speech together to form more complex sentences.

*List of common conjunctions*

The following list contains some of the most commonly used conjunctions:

- and
- but
- or
- so
- because
- however
- after
- since
- during
- than
- unless
- that
- while

**Types of conjunctions**

1. **Coordinating conjunctions:** A coordinating conjunction is a conjunction that connects two or more equal grammatical elements. In practice, this usually means a coordinating conjunction will connect the same parts of speech, such as a verb to another verb. For example:

- Everyone sang **and** danced.

Importantly, coordinating conjunctions are the conjunctions used to connect independent clauses together. An independent clause is a phrase that can stand alone as a complete sentence. Take a look at the following two clauses:

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- He might have gone to the park.
- He may have returned home.

These are both complete sentences. We can use a coordinating conjunction to join them into one sentence. If we do, the coordinating conjunction will follow a comma:

- He might have gone to the park, **or** he may have returned home. (*Or* connects two sentences.)
2. **Subordinating conjunctions:** A subordinating conjunction is used to connect a subordinate clause, also called a dependent clause, to an independent clause. Unlike an independent clause, a subordinate clause cannot stand by itself as a complete sentence. For example:
- where the buffalo roam (not a complete sentence)

However, we can use a subordinating conjunction to attach a subordinate clause to an independent clause. Subordinating conjunctions can either come at the beginning of a sentence or somewhere in the middle:

- **Whenever** it rains, we stay inside and watch movies.
  - We stay inside and watch movies **whenever** it rains.
3. **Correlative conjunctions:** *Correlative conjunctions are pairs of conjunctions that work together. Some examples of correlative conjunctions include both ... and, either ... or, neither ... nor, and rather ... than. Each pair of correlative conjunctions has a different function. Here are a few examples:*
- I need flowers that are **either** red **or** pink. (lists two options)
  - She would much **rather** play outside **than** sit in the house. (states a preferred choice)
  - The dog was **as** big **as** a horse! (forms a simile)

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder’s Guide – Okafor Lorine   Wikipedia – Conjunctions</i>	<ul style="list-style-type: none"><li>• Conjunction</li><li>• Correlating</li><li>• coordinating</li></ul>	<ul style="list-style-type: none"><li>. explain what conjunctions are.</li><li>ii. distinguish between coordinating conjunction and correlating conjunctions</li><li>iii. construct sentences using coordinating and correlative conjunctions.</li></ul>

Remark:

# COMPOSITION: LETTER WRITING (A LETTER TO YOUR FATHER ON WHY YOU LIKE YOUR NEW SCHOOL)

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

- i. *analyze the difference between a formal letter and informal letter*
- ii. *compare your former school with new school*
- iii. *recommend your school to your friend in another town*

**Duration:** 45mins

**Week:** 8

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

A **formal letter** is characterized by its structured and professional tone, often adhering to specific conventions like formal salutations and full sentences. It is typically used in business, academic, or official contexts and maintains a sense of distance between the writer and recipient.

In contrast, an **informal letter** is more casual and personal, often using conversational language, abbreviations, and a relaxed tone. It is typically exchanged between friends, family members, or acquaintances and aims to establish a friendly and personal connection.

The choice between formal and informal letter formats depends on the relationship between the writer and recipient and the purpose of the communication, with each style conveying a different level of professionalism and intimacy.

# LITERATURE: DIFFERENTIATING BETWEEN A NOVELLA AND A NOVEL

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

- i. *differentiate between a novella and a novel*
- ii. *write short notes on these figures of speech (irony, Onomatopoeia)*
- iii. *Write a short story or drama*

**Duration:** 45mins

**Week:** 8

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

# The Breeder's Guide

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

A **novella** and a **novel** are both forms of fiction, but they differ primarily in length, complexity, and narrative scope. A novella is shorter than a novel, typically ranging from 20,000 to 50,000 words, while novels are longer, often exceeding 50,000 words, allowing for more extensive character development and plot complexity.

Novellas tend to have a narrower focus, often exploring a single theme, idea, or character's experience in depth, making them concise and tightly focused. In contrast, novels have a broader canvas, allowing for multiple characters, subplots, and a more intricate storyline.

The pacing of a novella is usually faster, with a more immediate and intense impact, while novels offer a slower, more immersive reading experience. Despite these differences, both novellas and novels offer unique storytelling opportunities and can be equally impactful in conveying their themes and messages.

### Irony:

Irony is a literary and rhetorical device that involves a contrast or incongruity between what is said and what is meant, what is expected and what actually happens, or what appears to be true and what is actually true. There are several types of irony:

1. **Verbal Irony:** This occurs when a speaker says something but means the opposite. For example, saying "What a beautiful day" when it's raining heavily.
2. **Situational Irony:** This is a contrast between what is expected to happen and what actually occurs in a situation. For instance, a fire station burning down.
3. **Dramatic Irony:** This occurs when the audience knows something that the characters in a story do not. It often creates tension or suspense.
4. **Cosmic Irony:** This is a type of situational irony where it seems as if fate, destiny, or the universe itself is playing a cruel joke on characters.

Irony is a powerful literary device used to add depth, humor, or commentary to a story or speech. It often encourages readers to think critically and consider the contrasts and contradictions within the narrative.

### Onomatopoeia:

Onomatopoeia is a figure of speech in which words imitate or resemble the sounds they describe. It adds a sensory and auditory dimension to language and helps convey vivid imagery or evoke specific sensory experiences. Examples of onomatopoeia include words like "buzz," "whisper," "sizzle," and "clang."

Onomatopoeic words are frequently used in literature, poetry, comics, and everyday language to bring scenes and actions to life. They allow readers to hear and imagine the sounds being described,

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making the text more engaging and sensory-rich. Onomatopoeia contributes to the overall atmosphere and tone of a piece of writing, helping to create a more immersive experience for the audience.

# 9. GRAMMAR: MODAL VERB (MODAL AUXILIARY PRESENT AND PAST)

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

- i. explain what modal verb is (construct sentences using modal verbs in present and past forms)
- ii. generate sentences using the modal auxiliary of 'shall', 'should', 'may', 'might', 'can', 'could', 'used to' etc

**Duration:** 45mins

**Week:** 9

**Teaching Method/Strategy:** Demonstration / Narration/Illustration

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

## **What is a Modal Verb?**

Modal is a type of **auxiliary (helping) verb** that is used to express: ability, possibility, permission or obligation. Modal phrases (or semi-modals) are used to express the same things as modals, but are a combination of auxiliary verbs and the preposition to. The modals and semi-modals in English are:

1. Can/could/be able to
2. May/might
3. Shall/should
4. Must/have to
5. Will/would

Consider the difference between these two examples:

*I swim every Tuesday.*

*I can swim every Tuesday.*

The first example is a simple factual statement. The speaker participates in a swimming activity every week on Tuesdays.

The second example uses the modal verb *can*. Notice how the meaning changes slightly. *can*

## **When are modal verbs used?**

What special conditions do modal verbs show? Here's a list of when to use modal verbs, along with examples:

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### Likelihood

Some things seem likely, but we don't know for sure. In these cases, you can use the modal verbs **should** and **must** to show probability without certainty.

*Her parents must be so proud.*

*My baby brother should be asleep by now.*

### Possibility

In situations when something is possible but not certain, use the modal verbs **could**, **may**, or **might**.

*Judging by the clouds, it might rain today.*

*She may become the youngest pro soccer player ever.*

### Ability

The modal verb **can** shows whether or not the subject is able to do something, such as perform an action or demonstrate an ability. Likewise, the negative form, **cannot** or **can't**, shows that the subject is unable to do something.

*She can speak three languages, but none of them well.*

*You can lead a horse to water, but you can't make it drink.*

### Asking permission

If you want to ask permission to do something, start your question with **can**, **may**, or **could**.

Traditionally, in more formal and polite usage, **may** is better for permission; if you ask "can I go to the bathroom?" it could be misinterpreted as, "do I have the ability to go to the bathroom

*May I leave early today?*

*Could I play too?*

### Request

Similarly, if you want to ask someone else to do something, start your question with **will**, **would**, **can**, or **could**.

*Would you get that box off the top shelf?*

*Will you turn that music down?*

### Suggestion/advice

What if you want to recommend something, but not command it? If you're giving suggestions or advice without ordering someone around, you can use the modal verb **should**.

*You should try the lasagna.*

*That guy should wear less cologne.*

### Command

On the other hand, if you want to command someone, use the modal verbs **must**, **have to**, or **need to**.

*You must wash your hands before cooking.*

*You need to be here before 8:00.*

### Obligation or necessity

Modal verbs can express a necessary action, such as an obligation, duty, or requirement. Likewise, the negative form expresses that an action is *not* necessary. Use the same modal verbs as with commands: **must**, **have to**, or **need to**.

*We have to wait for our boss to arrive before we open.*

*You don't need to come if you don't want to.*

### Habit

To show an ongoing or habitual action—something the subject does regularly—you can use the modal verb **would** for the past tense and **will** for the present and future. The phrase **used to** is also acceptable if you're talking about a habit that no longer exists.

*When I lived alone, I would fall asleep with music.*

*I will arrive early and leave late to every meeting.*

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
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The Breeder's Guide – <b>Okafor Lorine</b>   Wikipedia – Modal verbs	<ul style="list-style-type: none"><li>• Modal verbs</li><li>•</li></ul>	i. explain what modal verb is (construct sentences using modal verbs in present and past forms) ii. generate sentences using the modal auxiliary of 'shall', 'should', 'may', 'might', 'can', 'could', 'used to' etc
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Remark:

## COMPOSITION: ARGUMENTATIVE ESSAY/DEBATE

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

- Differentiate between argumentative essay and other types of essay
- Argue for or against a given topic
- Arrange their points in an orderly manner
- Write for or against the topic: 'Boys are more useful at school than Girls'

**Duration:** 45mins

**Week:** 9

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

An **argumentative essay** is distinct from other types of essays due to its primary goal of persuading the reader to accept the writer's viewpoint on a contentious issue. It presents a clear thesis statement and supports it with strong evidence and counterarguments.

- Expository essays**, in contrast, aim to explain, describe, or inform without taking a position. They provide factual information, such as in explanatory or informative essays, but do not argue a specific point.
- Narrative essays** focus on telling a story or personal experience, often emphasizing a central theme or moral. They are more concerned with storytelling than with presenting arguments and evidence.
- Descriptive essays** aim to create a vivid picture or sensory experience for the reader by detailing a person, place, object, or event. They lack the argumentative element present in argumentative essays.
- Persuasive essays**, while similar to argumentative essays, often place less emphasis on counterarguments and aim to convince the reader through emotional appeals and appeals to ethics or morality. Argumentative essays typically address opposing viewpoints more directly and comprehensively.

In summary, an argumentative essay stands out by its primary objective of persuading the reader through strong argumentation and counter-argumentation, while other essay types focus on informing (expository), storytelling (narrative), or describing (descriptive). Persuasive essays share similarities with argumentative essays but may rely more on emotional appeals.

## LITERATURE: RETELL A FOLKTALE

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

- i. *Tell a folktale*
- ii. *Draw out the moral lessons from the folktale*
- iii. *Narrate a folktale in their dialects and interpret in English Language*

**Duration:** 45mins

**Week:** 9

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

Once upon a time in a small Nigerian village, there lived a clever but mischievous tortoise named Torti. Torti was known throughout the village for his cunning ways and love of trickery. He was always plotting and scheming to outsmart others.

One day, the birds of the village decided to hold a grand feast in the sky. They sent out invitations to every creature in the village, including Torti the tortoise. When Torti received his invitation, he was overjoyed. He had always wanted to fly and join the birds in their sky-high festivities.

However, Torti knew that he couldn't fly like the birds. So, he hatched a plan. He decided to ask the birds for a ride to the feast. He went to the tallest tree in the village, where the birds were gathering, and called out to them.

"Dear birds," Torti said, "I would love to join your feast in the sky, but I cannot fly. Would any of you be kind enough to give me a ride?"

The birds, knowing Torti's reputation for trickery, were skeptical. They gathered in a circle and whispered among themselves. Finally, an old and wise eagle named Eze agreed to carry Torti on his back.

As they soared into the sky, Torti couldn't contain his excitement. He marveled at the beauty of the world from above and enjoyed the delicious feast with the birds. However, as the day wore on, Torti began to feel mischievous again.

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He whispered to Eze, "You know, I've heard that you birds can fly even higher than this. Why don't we go higher and see what the view is like?"

Eze, wanting to impress Torti, flapped his wings harder and flew higher into the sky. But the higher they went, the thinner the air became, and Torti began to feel weak and light-headed.

"Higher, higher!" Torti urged, despite his own discomfort. Eze, determined to prove himself, pushed on until they were at an incredible altitude. But at that height, Torti could barely breathe, and he knew he couldn't hold on much longer.

In a final act of desperation, Torti grabbed a bundle of feathers from Eze's back and let them go one by one. As each feather fell to the earth, it turned into a bird, creating a beautiful cascade of new birds of all colors and sizes.

Torti had outsmarted the birds once again, but he paid a price for his trickery. As he plummeted to the ground, the birds scattered in all directions, leaving him to crash into the earth below.

Torti survived the fall, but he was never the same. He had learned a valuable lesson about the consequences of his actions. From that day on, he stopped his trickery and lived a more honest and humble life.

And so, the legend of Torti the clever but mischievous tortoise and his flight with the birds became a popular folktale in Nigeria, reminding people of the importance of honesty and humility.

This folktale showcases the cleverness of Torti the tortoise and the wisdom of the birds, with a moral lesson about the consequences of deceit.

# GRAMMAR: MAKING REQUEST USING WILL, COULD, MAY, MIGHT...

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

- i. differentiate between a polite request and a command
- ii. distinguish between the uses of will, could and may
- iii. make polite request using will, could and may
- iii. make polite request using will, could and may

**Duration:** 45mins

**Week:** 10

**Teaching Method/Strategy:** Demonstration / Narration/Illustration

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

### Introduction

These four questions are made with **modal verbs**:

- Would you... ?
- Could you... ?
- Will you... ?
- Can you... ?

Modal verbs are helping/auxiliary verbs that express ideas like **ability, permission, and asking for assistance**. Many modal verbs have more than one meaning. They are always followed by the simple form of a verb.

For example:

**Could you** help me for a minute, please?

This shows that the speaker is asking for help politely.

To ask questions in a **very** polite way, use: **Would you/ Could you** (please) + simple verb + ...?

For example:

Would you please email that document to me? I need it ASAP\*.

Could you explain that again, please? I didn't understand.

\*ASAP = as soon as possible

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To ask questions in a **polite but more casual way**, say: **Will you/ Can you** (please) + simple verb + ...?

For example:

Will you please answer the phone? I'm working.

Can you hold my books for me? My hands are full.

We **do not use the word "may"** in a polite question when "you" is the subject.

For example:

May you please close the door? ➡ Wrong!

Could you please close the door? ➡ Right!

The word "please" makes the request more polite and less direct. Canadians use "please" often and visitors are expected to ask for help politely, using "please."

**Possible positive answers** to the questions above:

Yes.	Yes certainly. Certainly.	Yes, of course. Of course.
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**Informally**, we can say:

Sure.

Okay.

Uh-huh. (means yes)

To answer **negatively**, we say:

No.

Sorry.

No, I'm sorry. I can't.

Sorry, I can't. I'm busy right now.

I'd like to, but I can't.

I'd love to, but I'm busy right now.

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide – Okafor Lorine   Wikipedia – Making Request</i>	<ul style="list-style-type: none"><li>Request</li><li>command</li></ul>	<i>i. differentiate between a polite request and a command</i> <i>ii. distinguish between the uses of will, could and may</i> <i>iii. make polite request using will, could and may</i>

**Remark:**

# COMPREHENSION: VOCABULARY DEVELOPMENT: (WORD FAMILIES: FARMING)

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

- i. read a given comprehension passage*
- ii. relate the different part of the passage to draw inferences.*
- iii. sort out from a given jigsaw puzzle words associated with nuclear family and extended family.*

**Duration:** 45mins

**Week:** 10

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

**Inferences:** a conclusion reached on the basis of evidence and reasoning.

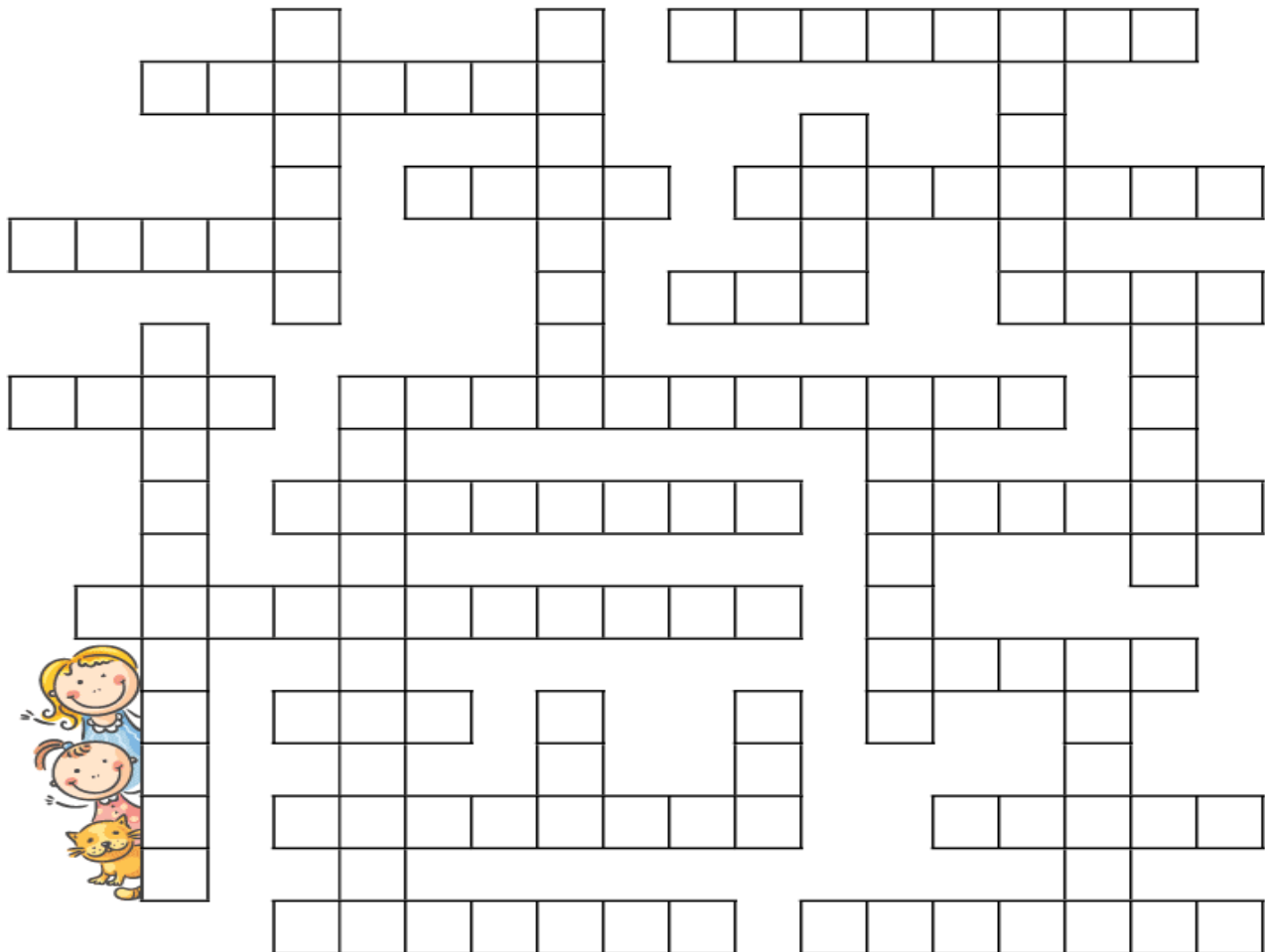
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**SOLVE THE JIGSAW PUZZLE AND FILL IN THE WORDS APPROPRIATELY**



# FAMILY



### 3 letters

boy  
dad  
mom  
son

### 4 letters

aunt  
baby  
twin  
wife

### 5 letters

niece  
uncle  
visit

### 6 letters

cousin  
father  
mother  
nephew  
sister

### 7 letters

brother  
grandma  
husband  
parents

### 8 letters

children  
daughter  
families  
grandson  
siblings

### 11 letters

grandfather  
grandmother  
grandparent  
sister-in-law

Tree Valley Academy

## COMPOSITION: EXPOSITORY ESSAY (MY FAVOURITE TEACHER)

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



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- i. *differentiate between expository essay and argumentative essay*
- ii. *develop and write an outline on the given composition*
- iii. *write a composition on any of these topics; My favorite Teacher'*

**Duration:** 45mins

**Week:** 10

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

An **expository essay** is primarily focused on providing factual information, explanations, or descriptions of a topic without taking a stance or presenting arguments. It aims to inform, clarify, or instruct the reader about a subject. In contrast, an **argumentative essay** is designed to persuade the reader by presenting a clear thesis statement, supporting it with evidence, and addressing counterarguments, with the goal of convincing the audience of a specific viewpoint or position. While expository essays aim to educate, argumentative essays aim to persuade and make a case for a particular perspective or claim.

### OUTLINE FOR AN ESSAY ON THE TOPIC "MY FAVORITE TEACHER":

#### I. Introduction

- Briefly introduce your favorite teacher's name and the subject they taught.
- State why this teacher is your favorite and the impact they had on you.

#### II. Personal Qualities

- Discuss the teacher's unique qualities, such as kindness, patience, or enthusiasm.
- Explain how these qualities made the teacher stand out.

#### III. Memorable Teaching Moments

- Highlight specific instances or lessons that left a lasting impression on you.
- Describe what made these moments special or educational.

#### IV. Inspirational Influence

- Explain how your favorite teacher inspired you academically and personally.
- Share any lessons or values you learned from them that influenced your life.

#### V. Personal Connection

- Discuss the bond or connection you shared with this teacher.
- Mention any advice or guidance they provided that helped you grow.

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### **VI. Conclusion**

- Summarize the key points about your favorite teacher and their impact.
- End with a final thought on why this teacher is so special to you.

This concise outline allows you to focus on the essential aspects of your favorite teacher's influence and your personal connection, making it easier to write a heartfelt essay.

# GRAMMAR: DIRECT AND INDIRECT SPEECH

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

- i. analyse the differences between direct and indirect speech
- ii. explain the rules that guide changing direct speeches to indirect speeches.
- iii. construct different sentences using direct and indirect speeches.

**Duration:** 45mins

**Week:** 11

**Teaching Method/Strategy:** Demonstration / Narration/Illustration

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

### What is Direct and Indirect Speech?

Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, we place the words spoken between quotation marks (" ") and there is no change in these words. We may be reporting something that's being said NOW (for example a telephone conversation), or telling someone later about a previous conversation.

Examples

- She says, "What time will you be home?"
- She said, "What time will you be home?" and I said, "I don't know! "
- "There's a fly in my soup!" screamed Simone.
- John said, "There's an elephant outside the window."

### **Rules in changing a sentence from Direct and Indirect Speech**

- **Rule 1:** The Verb in the simple present tense in the direct speech changes into the simple past tense in indirect speech

**Example:** He said to me, "I am happy" becomes He told me that he was happy  
(The verb in the direct speech 'am' is converted into 'was'.)

- **Rule 2:** The verb in the simple past tense becomes past perfect tense in indirect speech.

**Example:** He said to me, "I was happy" changes into He told me that he had been happy

- **Rule 3:** A present continuous tense in direct speech becomes past continuous tense in indirect speech.

**Example:** The peon said, "The professor is teaching in that classroom" changes into The peon said that the professor was teaching in that classroom.

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- **Rule 4:** If the direct speech contains present perfect tense, it changes into the past perfect tense in indirect speech.

**Example:** She said, "I **have passed** the test" becomes She said that she **had passed** the test.

- **Rule 5:** If the direct speech contains a statement talking about a universal truth or a factual statement, there will be no change of tense in indirect speech.

**Example:** The teacher said, "The sun **rises** in the East" becomes The teacher said that the sun **rises** in the east in indirect speech.

**Example:** Samuel said, "I **know** the university's address." and the indirect speech for that is Samuel said that he **knows** the university's address

### Rules for converting Interrogatory sentences

- **Rule 6:** While converting interrogative sentences, the verb 'said to' becomes 'asked' and if/whether will come in the place of 'that'. The connecting word 'that' will not be used in indirect speech. Also, the interrogation mark (?) is not repeated in the indirect speech.

**Example:** He said to her, "Will you marry me?" changes into He asked her whether she would marry him in the indirect speech.

### Rules for Converting Imperative Sentences

- **Rule 7:** During the conversion of imperative sentences, the verb "said to" is changed into ordered, advised, requested, suggested, proposed, etc. depending on the situation. Also, the connecting word 'that' is not used. Instead of that, 'to' is used before the reporting verb.

**Example:** My father said to me, "prepare well for your examination". It can be converted to My father advised me to prepare well for my examination.

### Rules for Converting Exclamatory Sentences

- **Rule 8:** For exclamatory sentences, the verb is converted into: exclaimed with joy or sorrow or with surprise, wished, prayed, applauded,/ etc. The exclamatory words and the exclamation are not mentioned anymore in the indirect speech. For example,

**Example:** The coach said, "Hurrah! we won the match!" is changed as The coach exclaimed with joy that we had won the match.

### These are the changes in helping verbs while changing from Direct and Indirect Speech

Direct Speech	Indirect Speech
Am/ Is	Was
Are	Were
Have/ Had/ Did	had
Do/ Does	Did
Will	Would

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Shall	Should
Can	Could
May	Might
Must	Had to
Was/ Were	had been
Should	Should
Had	Had
Would	Would
Could	Could

*Note: There is no change in the helping verbs “would, should, could, might, had” in the direct speech and they remain the same in indirect speech as well.*

#### Changes in Time and Place

Direct Speech	Indirect Speech
This	That
These	Those
Here	There
Now	Then
Today	That Day
Tonight	That Night
Tomorrow	The next day/ The following day
The Day after tomorrow	In two days
The Day before yesterday	Two days before
Ago	Before
Next	The following

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Last	The previous
Thus	So
This Evening	That Evening
Hence	Thence

### Changes in pronouns

The changes in pronouns in indirect speech depends on the subject and the object of the reporting verb.

- **Rule 1:** The first person of reported speech changes based on the subject of the reporting verb.

**Example:** She said, "I watched a movie" can be converted into She said that she had watched a movie. Hence, the first person in the direct speech "I" has become "she" based on the subject. Had there been "he" instead of "she", the first person in reported speech changes accordingly into "he".

- **Rule 2:** The second person in reported speech changes based on the object of the reporting verb.

**Example:** She said to me, "You watched a movie" can be converted into She told me that I had watched a movie.

- **Rule 3:** The third person in the reported speech remains unchanged.

**Example:** I said to her, "He will play Chess" can be converted into I told her that he would play Chess.

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide – Okafor Lorine   Wikipedia</i> – Direct and Indirect Speech	<ul style="list-style-type: none"><li>• Speech</li><li>• Direct</li><li>• Indirect</li></ul>	<i>i. analyse the differences between direct and indirect speech</i> <i>ii. explain the rules that guide changing direct speeches to indirect speeches.</i> <i>iii. construct different sentences using direct and indirect speeches.</i>

**Remark:**

# COMPOSITION: FORMAL LETTER (A LETTER OF INVITATION AS A GUEST SPEAKER)

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

- v. *Discuss the basic features of a formal letter*
- vi. *Develop and write out an outline on the content of the letter*
- vii. *Write a letter of invitation to any dignitary*

**Duration:** 45mins

**Week:** 11

**Teaching Method/Strategy:** Demonstration /Narration/Illustration

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

### Features of Formal Letters:

1. **Sender's Address:** The sender's address, including name, street address, city, state, and postal code, is typically placed at the top of the letter.
2. **Date:** The date of writing is included below the sender's address, aligned with the left margin.
3. **Recipient's Address:** The recipient's address, including name, title, company or organization, street address, city, state, and postal code, is placed below the date, aligned with the left margin.
4. **Salutation:** A formal salutation, such as "Dear Mr." or "Dear Dr.," is used to address the recipient. It's followed by the recipient's last name.
5. **Body:** The body of the letter is organized into paragraphs, each with a clear and concise message. Formal language and a professional tone are maintained.
6. **Complimentary Close:** A formal closing phrase, such as "Sincerely" or "Yours faithfully," is used before the sender's signature.
7. **Signature:** The sender's handwritten signature appears below the closing phrase.
8. **Enclosures:** If there are any enclosures or attachments, they are listed at the end of the letter.
9. **Reference Line:** If applicable, a reference line or subject line can be included between the date and the salutation to specify the purpose of the letter.

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10. **Title and Contact Information:** The sender's title or position, as well as contact information (phone number and email address), can be included below the sender's signature.
11. **Formal Language:** The language used is formal and professional, avoiding contractions and slang.
12. **Consistent Formatting:** Formal letters follow a consistent formatting style, with a standard font (e.g., Times New Roman) and font size (e.g., 12-point).
13. **Proper Spacing:** Adequate spacing between sections and paragraphs is maintained for readability.
14. **Subject:** A formal letter may have a subject line below the salutation to provide a brief overview of the letter's content.
15. **Recipient's Title:** The recipient's title or honorific is included when addressing them (e.g., "Mr. Smith" or "Dr. Johnson").