

English Studies Scheme of Work for Junior Secondary 2

Term 1

| Module | Listening and speaking (includes phonics) | Reading and comprehension |
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| 1. My holiday (pp. 1–11) | Monophthongs with short vowel sounds: /æ/ /e/ /ɪ/ /ɒ/ /ɔ/ /ʊ/ /ə/ | Reading for understanding: prediction, skimming and scanning; Fiction: <i>A holiday at my grandparents' farm</i> ; Fact and opinion; Summarise a story |
| 2. Interesting places in Nigeria (pp. 12–20) | Monophthongs with long vowel sounds: /i:/ /ɜ:/ /ɑ:/ /ɔ:/ /u:/ | Skimming and scanning; Information text: <i>Places of interest in Nigeria</i> ; Summary: complete an information table |
| 3. A visit to a hospital (pp. 21–29) | Monophthongs and diphthongs: /ɪə/ and /eə/ diphthong sounds | Skimming and scanning; Dialogue: <i>A visit to a hospital</i> ; Summary: place statements about story in order |
| 4. Festivals (pp. 30–36) | Diphthongs: /eɪ/ and /ɔɪ/ sounds | Visual literacy: describing photographs; Skimming and scanning; Article: <i>The Eyo Festival</i> ; Answering questions to summarise information |
| 5. Homes (pp. 37–45) | Diphthongs: /aʊ/ and /aɪ/ sounds | Skimming and scanning; Narrative story: <i>A new apartment for Arria</i> ; Summarise the story |
| 6. Sport (pp. 46–54) | Diphthongs: /əʊ/ and /ʊə/ sounds; Identifying sounds in text | Skimming and scanning; Interview: <i>How to develop football in Nigeria</i> ; Summarise the main ideas |
| 7. Science news (pp. 55–64) | Consonants: /p/ and /b/ consonant sounds | News reports; News report: <i>Bionic eye implant</i> ; Skimming and scanning; Newspaper article: <i>Airplane flies 118 hours without fuel!</i> ; Place sentences in order to create summary |
| 8. Folk tales (pp. 65–71) | Consonant sounds: /t/ and /d/ | Skimming and scanning; Folk tale: <i>How the Ethiopian woman tamed her husband</i> |
| 9. Being healthy (pp. 72–78) | Consonant sounds: /k/ and /g/ | Skimming and scanning; A conversation about HIV/AIDS |
| 10. Revision (pp. 79–84) | Revision: vowels and consonants | Information text: <i>What is sound?</i> |

| Vocabulary development | Grammar | Writing | Literature |
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| Cloze exercise | Nouns: common, proper, abstract, collective | Narrative essay | Features of prose; Figures of speech |
| Cloze exercise | Verbs: transitive and intransitive verbs | Descriptive essay | Fictional prose extract: <i>Sparing the rod</i> by Bayo Adebisi |
| Match words with meanings (hospital vocabulary) | Active and passive voice | Narrative essay | Features of folk tales; Folktale: <i>The boastful snake</i> |
| Match words with meanings; Cloze exercise | Verb tenses: simple present, simple past and simple future tense | Descriptive essay | Figures of speech |
| Match words with meanings (types of dwellings); Use words in cloze exercise | Verb tenses: present, continuous and past continuous tense | Formal letters | Features of drama: setting, theme and plot; Prescribed drama text |
| Match words with meanings (sporting vocabulary); Use words in cloze exercise | Verb tenses: present, perfect and past perfect tense | Narrative essay | Features of drama: characterisation and plot; Scene from <i>Prodigal brothers</i> by I.K. Hoh |
| Cloze exercise; Match words with meanings (journalism vocabulary) | Conjunctions | Informal letter | Short stories, novelettes, novellas and novels; Figures of speech: onomatopoeia and personification |
| Synonyms and antonyms; Matching synonyms; Use words in cloze exercise | Modal verbs; Making requests | Descriptive essay | Retell a folk tale and discuss its theme |
| Cloze exercise | Direct and indirect (reported) speech | Formal letter | Revision of literary terms applied to prescribed literature |
| Multiple-choice cloze exercise | Revision: nouns; Simple, continuous and perfect verb tenses; Direct and indirect Speech | Informal letter | |