

Waec On Line Literature Paper 3

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Literature-In-English - WAEC
For your information, there are three papers in Lit in Eng WAEC – Papers 1, 2 and 3, all of which must be taken different days. Paper 1 & 2 (Objective and Prose) is combined in a paper taken at one sitting from 8:30am to 10:45am while Paper 3 (Drama and Poetry) will take place on Monday, 16th April from 1:30pm to 3:30pm [details will be posted as the day arrives].

WAEC Literature In English Questions 2020 Objective and ...
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LITERATURE-IN-ENGLISH EXAMINATION SCHEME There will be three papers – Papers 1, 2 and 3. Papers 1 and 2 will be combined in a 1 hour 15 minutes composite paper and will be taken at one sitting Paper 1 will be a multiple choice objective test. It will contain fifty questions distributed as follows: (a) Twenty questions on General Knowledge of Literature;

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Literature in English is a complex subject which requires effective study and preparation to pass excellently in WAEC exams without any form of malpractices. Also, it is a compulsory subject for art courses. candidates under this category must, at least, have a credit in literature for a smooth admission process to university.

HOW TO PASS LITERATURE IN WAEC EXAMINATION - November, 2020
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An African-American family is united in love and pride as they struggle to overcome poverty and harsh living conditions, in the award-winning 1959 play about an embattled Chicago family

Fifteen years ago, Mama said, starting her story, I came to Lagos from Ghana. I came to Nigeria because I was considered an alien in that country. The government of Ghana passed a law asking all aliens without resident permits to regularise their stay in the country'. This story of migration, identities and lives undermined by cynical and xenophobic politics pushed to its logical and terrible conclusion pertains to the Ghanaian orders of 'alien compliance' issued in 1970-1971, which determined to force all non-ethnic Ghanaians, so called illegal immigrants, to return to their - so stipulated - 'home'. The novel thus touches on concerns of deeper relevance to the politics of race and migration of the twenty first century.

From legendary playwright August Wilson comes the powerful, stunning dramatic bestseller that won him critical acclaim, including the Tony Award for Best Play and the Pulitzer Prize. Troy Maxson is a strong man, a hard man. He has had to be to survive. Troy Maxson has gone through life in an America where to be proud and black is to face pressures that could crush a man, body and soul. But the 1950s are yielding to the new spirit of liberation in the 1960s, a spirit that is changing the world Troy Maxson has learned to deal with the only way he can, a spirit that is making him a stranger, angry and afraid, in a world he never knew and to a wife and son he understands less and less. This is a modern classic, a book that deals with the impossibly difficult themes of race in America, set during the Civil Rights Movement of the 1950s and 60s. Now an Academy Award-winning film directed by and starring Denzel Washington, along with Academy Award and Golden Globe winner Viola Davis.

The more Chike saw the ferry-boats the more he wanted to make the trip to Asaba. But where would he get the money? He did not know. Still, he hoped. Eleven-year-old Chike longs to cross the Niger River to the city of Asaba, but he doesn 't have the sixpence he needs to pay for the ferry ride. With the help of his friend S.M.O.G., he embarks on a series of adventures to help him get there. Along the way, he is exposed to a range of new experiences that are both thrilling and terrifying, from eating his first skewer of suya under the shade of a mango tree, to visiting the village magician who promises to double the money in his pocket. Once he finally makes it across the river, Chike realizes that life on the other side is far different from his expectations, and he must find the courage within him to make it home. Chike and the River is a magical tale of boundaries, bravery, and growth, by Chinua Achebe, one of the world 's most beloved and admired storytellers.

In 1956 John Osborne's Look Back in Anger changed the course of English theatre. 'Look Back in Anger' presents post-war youth as it really is. To have done this at all would be a significant achievement; to have done it in a first play is a minor miracle. All the qualities are there, qualities one had despaired of ever seeing on stage - the drift towards anarchy, the instinctive leftishness, the automatic rejection of "official" attitudes, the surrealist sense of humour . . . the casual promiscuity, the sense of lacking a crusade worth fighting for and, underlying all these, the determination that no one who dies shall go unmournd'. Kenneth Tynan, Observer, 13 May 1956 'Look Back in Anger' . . . has its inarguable importance as the beginning of a revolution in the British theatre, and as the central and most immediately influential expression of the mood of its time, the mood of the "angry young man". John Russell Taylor

The I Can Fly Reading Program, Books A & B, are lesson-based workbooks which provide lessons in phonics for children who are just beginning to learn to read. The methods used in this program are based on the Orton-Gillingham approach, in that every sound and spelling rule is taught in a structured, cumulative manner with repetition. Perfect for all young students, especially those who have learning delays, speech and language difficulties, APD, autism, and those with a family history of dyslexia and may be dyslexic. This program is perfect for homeschooling, tutoring and for parents who need to help their children. There's no training needed, and the program is step-by-step, requiring no planning or lesson preparation. This program can also be used in the classroom with our Kindle version for the Smart Board or for remote teaching. All that is needed is the Kindle App (which can be used on PCs and Macs). A web app is available to augment the program. Go to: ICanFlyReadingProgram (dot com). This book is colorful, with large text and a simple layout that is created to be visually appealing to children. The program comes in two books, Book A and Book B. Book A: the alphabet, consonants, vowels, consonant blends, FLOSS words, high frequency words, 'ch', 'sh', 'th', 'ck', 'ng', 'nk', VCV, 'oo', 'ou' and 'ow' as /ou/. Book B: 'ow' as long 'o', 'ay', 'ar', 'er', 'ir', 'or', 'ur', 'oy', 'oi', long vowel teams, the letter 'y', words ending with 'ie', 'ew', long 'o' words, long 'i' words, 'qu', 'au', 'aw', 'aik', 'ct', 'ea' as short 'e', protecting short vowels, and past tense words.

Textbooks play a key role in enhancing the quality of learning, especially in the context of low-income Sub-Saharan African (SSA) countries characterized by large class-size, poorly motivated and inadequately trained teachers, and short effective school years. There are also high rates of illiteracy among parents and few reading materials at home for the student to bank on. Despite extensive investments by governments, the World Bank and other development partners, the majority of students in primary and secondary schools in SSA still lack the benefit of access to textbooks and the key reason for this shortage is affordability; textbooks are generally much more costly in SSA than in other developing regions. The need to increase access to key learning resources is of particular urgency because most African countries experience low learning outcomes which in part contributes to a high drop-out rate. Only two-thirds of those who enter school reach the final grade and only about half of these master basic numeracy and literacy skills. And although quality improvement depends on many factors inside and outside the school, there is wide agreement that availability of textbooks is both an indispensable and a cost-effective way of improving the quality of the learning process. A recent World Bank study examined the actual costs of textbooks, the scope for cost reduction, the portion of a national budget countries allocate to teaching and learning materials (TLMs) and hurdles in the way of making textbooks available to student. Some interesting findings from the study - - The availability of affordable textbooks to all students could be dramatically improved by devoting an estimated 3 to 4 percent of the primary education budget and 6 to 7 percent of the secondary education budget - The production process † ^ methods, copyright, length of print runs, effective procurement practices † ^ rather than the production costs should be the target of cost saving strategies - The increased integration of ICTs into education in SSA can provide important opportunities for promoting availability of electronic TLMs but electronic TLMs are not a substitute for printed TLMs including textbooks

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