



ENGLISH COURSEWORK



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THEME 01



Vocabulary Development

Oracy Skills: Spoken English

Oracy Skills: Listening for Comprehension

**Oracy Skills: Reading for Comprehension
and Effective Study**

**Literacy Skills: Writing for Effective
Communication**

English Grammatical Structure

WORDS ASSOCIATED WITH CULTURE, INSTITUTION AND CEREMONIES

PERFORMANCE OBJECTIVES

1. Explain the meaning of culture and ceremonies.
2. Pronounce the words correctly.
3. Explain the meaning of the words in context and use them in sentences.
4. Use the dictionary to find other meanings of the words.





Fig. 1.1: Eyo Festival.

Culture can be defined as the totality of the way of life of a population passed down from generation to generation. It includes shared values, practices, language, traditions, beliefs, games, religion, norms of behavior and many more.

Ceremonies are events that have ritual significance and are performed on special occasions. There are different ceremonies for different cultures at different stages of life.

Below are some words associated with culture, institution and ceremonies:

1. **Commemoration:** something intended to honour and remember an important person or event in a society.
2. **Conferment:** the act of giving something such as authority, honour or legal rights to someone.
3. **Initiation:** the process of making someone become a member of an organization or group.
4. **Installation:** an official ceremony conducted to put someone in an important position.
5. **Rite of passage:** a ceremony that marks an important stage in someone's life. For example, ceremony conducted for a teenager to transit into adulthood or for an adult to transit into elders group.
6. **Ritual:** a formal ceremony performed in the same way at the same time.
7. **Swearing-in:** an official ceremony where someone beginning an important job or holding a special title formally promises to do his duty by swearing an oath.
8. **Ethics:** a system of accepted beliefs especially one based on morals.
9. **Culture Shock:** a condition affecting a person suddenly exposed to an alien culture.
10. **Coronation:** crowning ceremony basically for a king or queen.

11. **Dedication:** an official ceremonious gathering where a new building is given a special connection with a particular person as a sign of respect for that person.
12. **Pomp:** a formal ceremony that involves impressive decorations, expensive clothing, traditional customs and so on.
13. **Presentation:** a ceremony where something such as a deserving prize is given to someone; the process of giving something such as prize to someone at a ceremony
14. **Unveiling:** the process of removing covering from something such as a statue or logo as part of an official ceremony or as a ceremony on its own.
15. **Statue:** a carved or cast figure usually of a person or animal made from stone, metal or other objects especially one that is life-size or larger.

SUMMARY

So far, we have learnt how to

1. Explain the meaning of culture and ceremonies.
2. Pronounce the words correctly.
3. Explain the meaning of the words in context and use them in sentences.
4. Use the dictionary to find other meanings of the words.

INTERACTIVE ASSESSMENT QUESTIONS

1. Which of the following statements are true?
 - A Ceremonies are part of the culture of a society.
 - B Culture is the total way of life of a particular society.
 - C Some societies do not have culture, institution or ceremonies.
 - D Cultures of different societies differ.
 - E All societies have the same culture and way of life.
2. Use the following words in correct sentences:
 - A Swearing-in
 - B Pomp
 - C Statue
 - D Presentation
 - E Ethics

WORDS ASSOCIATED WITH MOTOR VEHICLES AND TRAVELLING

PERFORMANCE OBJECTIVES

1. Pronounce the words correctly.
2. Explain the meaning of the words and use them in correct sentences.
3. Tell the meaning of the words in context.
4. Use the dictionary to find other meanings of the words.



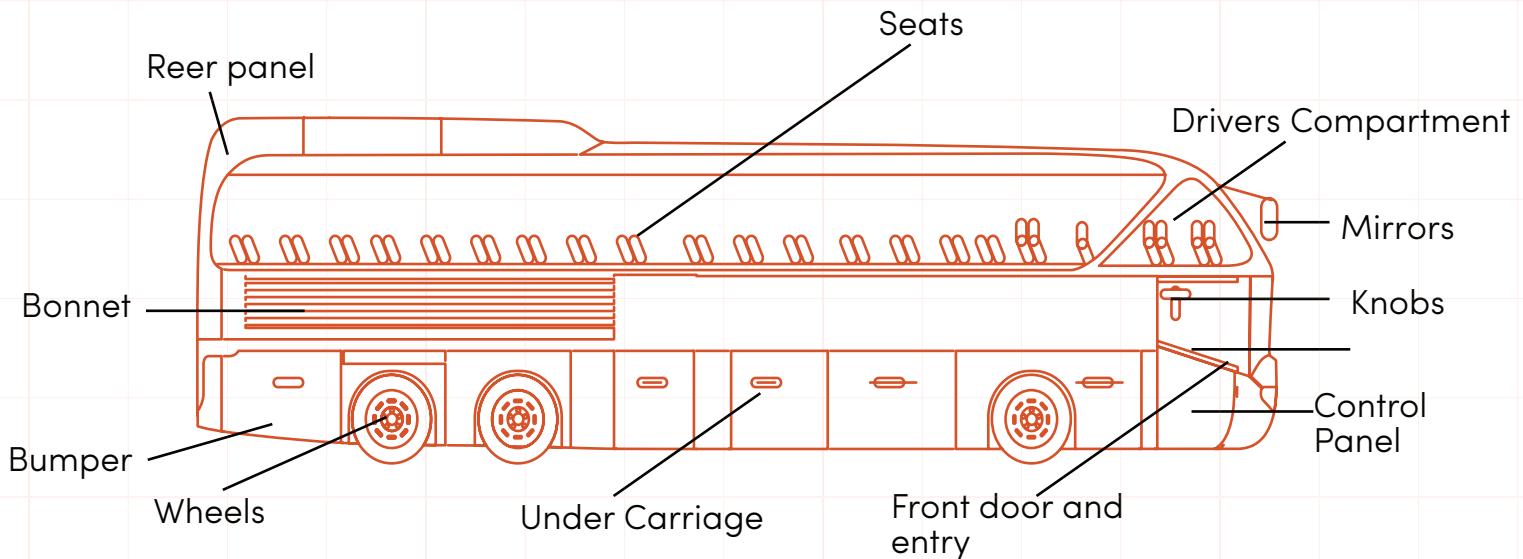


Fig. 1.2: A Multi-Wheel Vehicle

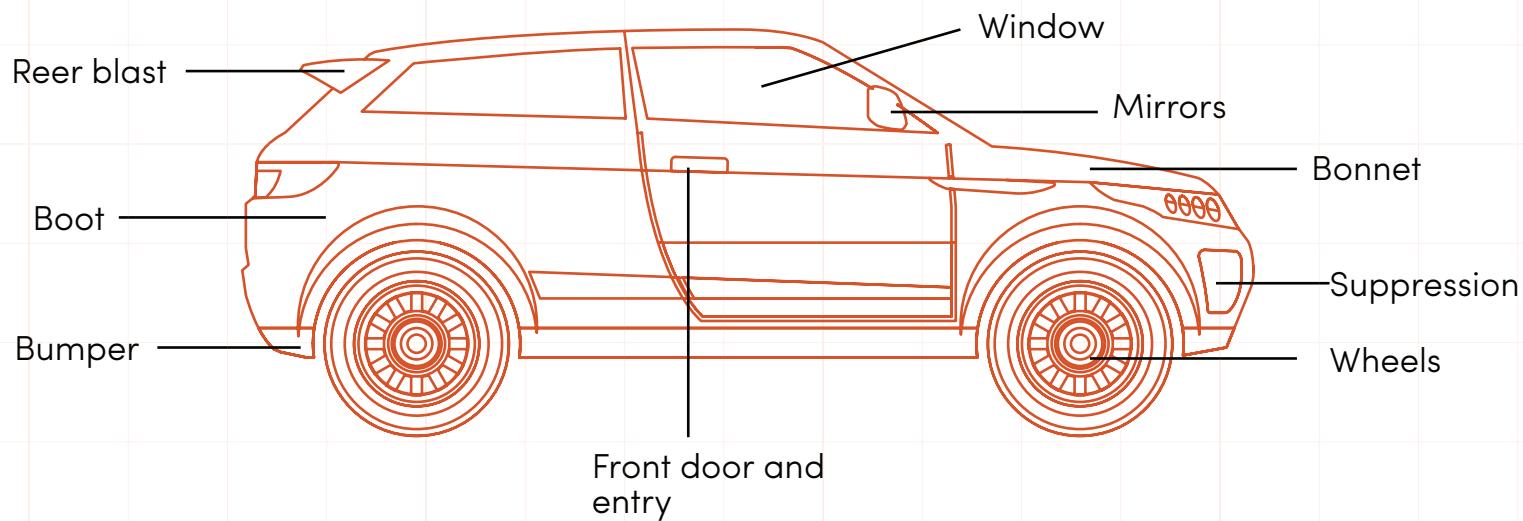


Fig. 1.3: A Four Wheel Vehicle

Motor vehicle is a means of transportation by land. It can be used to travel both short and long distances on road.

Here are some words related to motor vehicle and travelling.

1. **Fuel gauge:** an instrument that measures the amount of fuel in a motor vehicle.
2. **Roadworthy:** a vehicle is certified road worthy if it is in good condition and safe enough to ply the road

3. **Bus stop:** a place at the side of the road where buses stop to drop-off or pick-up passengers.
4. **Bus station:** a place in a city where buses leave and arrive.
5. **Coach:** a comfortable bus used in carrying passengers over a long distance.
6. **Steering Wheel:** the part of a car that is used to control its direction.
7. **Roadwork:** work that is being done to repair a road.
8. **Ignition:** the part of a vehicle used to start its engine.
9. **Seat Belt:** a strap that holds a person in the seat in case of an accident.
10. **Chassis:** this is the frame upon which the main parts of a vehicle is built.
11. **Chassis number:** it is the last six digit of a vehicle's identification number (VIN). It is exclusively allotted to the vehicle by the manufacturer.
12. **Radiator:** a part of a vehicle that keeps the engine from getting too hot.
13. **Towing Van:** a vehicle that pulls another vehicle behind with a rope or chain.
14. **Carburetor:** it is the part where petrol and air mix together and burn in order to provide power.
15. **Windscreen:** the window across the front of a vehicle that protects against the wind as well as protects the driver and passengers.

SUMMARY

So far, we have learnt how to

1. Pronounce the words correctly.
2. Explain the meaning of the words and use them in correct sentences.
3. Tell the meaning of the words in context.
4. Use the dictionary to find other meanings of the words.

INTERACTIVE ASSESSMENT QUESTIONS

1. Match the sentences with the words given as appropriate.

A	Coach	An instrument that measures the amount of fuel in a motor vehicle.
B	Roadworthiness	A comfortable bus used in carrying passengers over a long distance.
C	Seat Belt	The part of a car that is used to control its direction.
D	Fuel gauge	A vehicle is certified road worthy if it is in good condition and safe enough to ply the road.
E	Steering Wheel	A strap that holds a person in the seat in case of an accident.

WORDS ASSOCIATED WITH GOVERNMENT AND ADMINISTRATION

PERFORMANCE OBJECTIVES

1. Pronounce the words correctly.
2. Explain the meaning of the words and use them in correct sentences.
3. Tell the meaning of the words in context.
4. Use the dictionary to find other meanings of the words



Government includes all activities, methods and principles that are put in place as tools to govern a particular country or political unit. It can also be referred to as the people who have been given authority to control a town, city or country and are vested with power to make and enforce laws.

Some of the words associated with governance and administration of government are as follows:

1. **Constitution:** a set of laws and principles that governs the activities of an organization or country.
2. **Regime:** a system of government especially one that was not fairly elected or that electorate disapprove of.
3. **Agency:** an organization or government department that has been assigned to a particular aspect or work.
4. **The Legislature:** the arm of government empowered to make and enact laws.
5. **The Judiciary:** the arm of government that interprets the law of a country. It consists of all the judges and courts in the country.
6. **The Executive:** the arm of government that implements the law made by the legislature.
7. **Federal Government:** a government with very strong central power.
8. **Ombudsman:** a person appointed by government to investigate complaints by private persons against the government.
9. **Privatise:** a change from government to private ownership or control.
10. **Boss:** a person who employs another or is placed in charge of some other employees.
11. **National Policy:** the course of action or statements by which the government is guided at the national level in order to achieve national objectives.
12. **Memorandum:** it is an informal written communication meant to disseminate information from one department to another within an office.
13. **White Paper:** an official document describing the policy of the government on a particular subject.
14. **Permanent Secretary:** the most senior civil servant of a ministry.

15. Revenue: this is the total amount of income generated from a company's primary operations.

SUMMARY

So far, we have learnt how to

1. Pronounce the words correctly.
2. Explain the meaning of the words and use them in correct sentences.
3. Tell the meaning of the words in context.
4. Use the dictionary to find other meanings of the words

INTERACTIVE ASSESSMENT QUESTIONS

1. Fill in the blank spaces.

- A _____ is a set of laws and principles that governs the activities of an organization or country.
- B The arm of government empowered to make and en-act laws is _____.
- C A person who employs another or is placed in charge of some other employees_____.
- D A person appointed by government to investigate complaints by private persons against the government is referred to as _____.
- E List five government agencies in Nigeria._____, _____, _____, _____, _____.

WORDS ASSOCIATED WITH LAW AND ORDER

PERFORMANCE OBJECTIVES

1. Pronounce the words correctly.
2. Explain the meaning of the words and use them in correct sentences.
3. Tell the meaning of the words in context.
4. Use the dictionary to find other meanings of the words





Fig. 1.4: A criminal being arraigned in jail

Law and order is a situation that ensures adherence to and respect for the rules of a society. It involves strict control of crime and suppression of violence.

1. **Miscreant:** a person who does something illegal or that is morally wrong.
2. **Injunction:** an instruction or order issued by a court especially to refrain from some act such as causing a nuisance.
3. **Advocate:** to defend, to argue for, to support or plead in favour of a particular cause or policy.
4. **Defendant:** an individual, company, or institution sued or accused in a law court.
5. **Acquit:** free someone from a criminal charge.
6. **Arbitrator:** an independent person or body officially appointed to settle a dispute.
7. **Decriminalization:** a process or an action of discontinuing to treat something as illegal or as a criminal offence.
8. **Writ:** a written command in the name of a court or legal authority ordering someone to do or not to do something.
9. **Felony:** a serious crime involving violence which is more serious than a misdemeanor.
10. **Misdemeanor:** a minor crime which is less serious than a felony.

11. **Arraign:** to bring someone before a court to answer a criminal charge.
12. **Jail:** a place where people accused or convicted of a crime are confined or locked up.
13. **Witness:** a person before whom a crime or incident happened.
14. **Libel:** a false statement that is published to damage a person's reputation.
15. **Gag Order:** a directive given by a judge forbidding public disclosure of information on a particular matter.

SUMMARY

So far, we have learnt how to

1. Pronounce the words correctly.
2. Explain the meaning of the words and use them in correct sentences.
3. Tell the meaning of the words in context.
4. Use the dictionary to find other meanings of the words

INTERACTIVE ASSESSMENT QUESTIONS

1. Use the following words in correct sentences.

- A **Decriminalization:**
- B **Defendant:**
- C **Libel:**
- D **Acquit:**
- E **Miscreant:**

WORDS ASSOCIATED WITH SCIENCE AND TECHNOLOGY

PERFORMANCE OBJECTIVES

1. Pronounce the words correctly.
2. Explain the meaning of the words and use them in correct sentences.
3. Tell the meaning of the words in context.
4. Use the dictionary to find other meanings of the words





Fig. 1.5: A science lab experiment

Science involves identification, observation, description, experimentation, investigation and theoretical explanation of phenomena. Technology is the application of science especially for industrial or commercial reasons.

Some words associated with science and technology are:

1. **Database:** data refers to facts or information while database is an organized list of information or facts usually generated by a computer.
2. **Conductivity:** it is the ability of a substance to transmit heat or electricity. A substance that can then transmit electricity or heat is called a conductor.
3. **Input:** it includes anything that is put into a system which is what determines what you get out of the system (output).
4. **Multi-media:** a variety of medium such as graphics, video, audio, written text.
5. **Table:** an orderly arrangement of facts for easy reference.
6. **Solute:** the substance that dissolves in a solvent to form a solution.
7. **Solvent:** the substance that dissolves a solute to form a solution.

- 8. Dissolve:** to mix a solute completely with a solvent to form a solution.
- 9. Producer:** an organism that produces its own food. In ecosystem, it is referred to as an organism that is capable of carrying out photosynthesis.
- 10. Nucleus:** it is the control organelle of a living cell.
- 11. Habitat:** it is the area occupied by a species.
- 12. Fossil Fuel:** a type of fuel formed from the partially decomposed remains of plants and animals buried in the earth over an extremely long period of time.
- 13. Chemical change:** a process in which new substances having new properties are formed.
- 14. Decomposer:** an organism that breaks down dead organic matter.
- 15. Physical Change:** a change of properties that does not change the type of substance.

SUMMARY

So far, we have learnt how to

1. Pronounce the words correctly.
2. Explain the meaning of the words and use them in correct sentences.
3. Tell the meaning of the words in context.
4. Use the dictionary to find other meanings of the words

INTERACTIVE ASSESSMENT QUESTIONS

1. Use the following words in correct sentences.

- A **Multi-media:**
- B **Conductivity:**
- C **Producer:**
- D **Habitat:**
- E **Physical Change:**

DIFFERENTIATING BETWEEN BRITISH AND AMERICAN SPELLING OF COMMON WORDS

PERFORMANCE OBJECTIVES

1. Identify and mention the differences between British and American English.
2. List some words with American and British variety.
3. Write the American variant of British words and vice versa.



There are different varieties of English Language in the world. Though American and British varieties seem to be popular in Nigeria than other varieties. There is absolutely no variety considered to be right or wrong but it is important that learners of English Language remain consistent with whichever variety they choose to make use of. Hence the need to be able to differentiate between the British and American spellings.

The differences between American and British spellings are listed below:

British (our)	American (or)
Armour	Armor
Humour	Humor
Labour	Labor
Saviour	Savior
Favourite	Favorite
Rumour	Rumor
Honour	Honor
Colour	Color
Behaviour	Behavior
Flavour	Flavor

British (se)	American (ze)
Apologise	Apologize
Emphasise	Emphasize
Criticise	Criticize
Colonisation	Colonization
Realise	Realize
Appetiser	Appetizer
Recognise	Recognize
Organise	Organize
Popularise	Popularize
Civilise	Civilize

British (re)	American (er)
Centre	Center
Lustre	Luster
Theatre	Theater
Fibre	Fiber
Metre	Meter
Centimetre	Centimeter
Louvre	Louver
Spectre	Specter
Litre	Liter
Manoeuvre	Maneuver

British (II/I)	American (I/II)
fuelled	Fueled
Jewellery	Jewelry
Marvellous	Marvelous
Woollen	Woolen
parallelled	Paralleled
counsellor	Counselor
travelling	Traveling
Quarrelling	Quarreling
Fulfil	Fulfill
Instalment	Installment
Skilful	Skillful
Enrolment	Enrollment

British (ogue)	American (og)
Analogue	Analog
Dialogue	Dialog
Monologue	Monolog
Catalogue	Catalog

British (ence)	American (ense)
Defence	Defense
Offence	Offense
Pretence	Pretense
Licence (Noun), License (Verb)	License (both noun and verb)

British (ae/oe/oeu)	American (e/o/eu)
Gynaecology	Gynecology
Leukaemia	Leukemia
Archaeology	Archeology
Palaeontology	Paleontology
Encyclopaedia	Encyclopedia
Mediaeval	Medieval
Orthopaedic	Orthopedic
Paediatric	Pediatric
Toxaemia	Toxemia
Mementoes	Mementos
Oestrogen	Estrogen
Manoeuvre	Maneuver

Some other spelling differences includes:

British	American
Judgement	Judgment
Arguement	Argument
Cheque	Check
Programme	Program
Kilogramme	Kilogram
Mould	Mold
Mum/Mummy	Mom/Mommy
Aluminium	Aluminum
Omelette	Omelet
Pyjamas	Pajamas
Sceptic	Skeptic
Grey	Gray
Ageing	Aging
Plough	Plow
Tyre	Tire
Sulphur/ Sulfur	Sulfur
Practise (Verb), Practice (Noun)	Practice (both noun and verb)
Practising	Practicing

British and American English also differ in some simple past and participle formation.

British	American
Spoilt	Spoiled
Dreamt	Dreamed
Smelt	Smelled
Spilt	Spilled
Learnt	Learned
Burnt	Burned
Spelt	Spelled

In some cases, British and American word usage differ. Some examples of such differences are listed below:

British	American
Can	Tin
Motorway	Express
Zip	Zipper
Windscreen	Windshield
Petrol	Gas
Electric Cooker	Electric Stove
Nappies	Diapers
Optician	Optometrist

British	American
Film	Movie
Shop	Store
Vest	Undershirt
Dust Bin/ Litter Bin	Trash Can
Somewhere	Someplace
Chemist	Drugstore
Trousers	Pants
Constable	Patrolman
Bonnet	Hood
Crash	Wreck
Torch	Flashlight
Biscuit	Cookies
Flat	Apartment
Ground Floor	First Floor
Sweet	Candy
Flyover	Overpass
Paraffin	Kerosene
Revise	Review
Pavement	Side Walk

SUMMARY

1. Identify and mention the differences between British and American English.
2. List some words with American and British variety.
3. Write the American variant of British words and vice versa.

INTERACTIVE ASSESSMENT QUESTIONS

1. Write either the American or British variant of the words listed below and identify the variant you have written in bracket.

Options	Answer
Defense	
Mold	
Neighbour	
Centre	
Fibre	
Kilogramme	
Rumor	
Theatre	
Gynecologist	
Esthetic	

IDIOMS AND IDIOMATIC EXPRESSIONS

PERFORMANCE OBJECTIVES

1. explain the meaning of idioms.
 2. mention examples of idiomatic expressions.
 3. tell the meaning of the idiomatic expressions mentioned.
 4. set idiomatic expressions in meaningful sentences.
 5. identify idiomatic expressions in sentences.



An idiom is a group of words that expresses a meaning different from the literal meaning of the words put together. It is quite impossible to deduce the meaning of an idiomatic expression by mere looking at the words in the expression, this makes it important for learners of English Language to have a deep knowledge of idiomatic expressions. There are innumerable numbers of idioms in English Language and it is important that users of the language use them in their day to day conversations and writings because they make the language colourful. Some idiomatic expressions and their meanings are listed below:

IDIOMATIC EXPRESSIONS	MEANINGS
to keep someone in the dark	not to inform someone about something
to develop cold feet	to lose courage to do something
to hang out to dry	to abandon someone in trouble
bolt from the blue	something that happened unexpectedly
be on cloud nine	Very happy
reach for the moon	Very ambitious; to try to achieve something that seems difficult
up a blind alley	to be doing something that will have a negative end or will not produce a good result
a mutton dressed as lamb	an older woman who makes herself look younger by wearing clothes designed for younger people

IDIOMATIC EXPRESSIONS	MEANINGS
an armchair traveler	someone who doesn't actually travel anywhere but reads books or watches TV programmes about other places and countries
call a spade a spade	to be frank and honest
down at heel	someone whose appearance is untidy due to lack of money
Square deal	a fair and honest transaction
dark horse	Someone unknown
thin on the top	losing hair or going bald
barking up the wrong tree	to be misguided or wrong about the reason for something
to go cold turkey	To completely stop using an addictive substance suddenly
jump on the bandwagon	to join an activity or trend that is getting popular
see eye to eye	to agree with someone
spill the beans	To reveal a secret.
Stick to one's gun	To refuse changing one's mind or beliefs about something.
wild goose chase	a pursuit of something that is unattainable

IDIOMATIC EXPRESSIONS	MEANINGS
under the weather	not feeling very well
Steal someone's thunder	to take attention away from another person's accomplishment by outdoing them
spanner in the works	something which prevents an event from happening or disrupts it
sit on the fence	to take no stance on an issue
behind the times	having old-fashioned ideas; not keeping up with modern trends
shoot from the hip	to react to a situation without thinking about it or to speak honestly and directly
rule of thumb	To judge a situation by experience not by assessment
piece of cake	Something very easy
on the straight and narrow	to live in a way that is both moral and honest.

SUMMARY

So far, we have learnt how to

1. explain the meaning of idioms.
2. mention examples of idiomatic expressions.
3. tell the meaning of the idiomatic expressions mentioned.
4. set idiomatic expressions in meaningful sentences.
5. identify idiomatic expressions in sentences.

INTERACTIVE ASSESSMENT QUESTIONS

1. Match the idioms with their meaning.

	Options	Meaning
A	Call a spade a spade	Very ambitious; to try to achieve something that seems difficult
B	Barking up the wrong tree	To be frank and honest
C	Reach for the moon	A fair and honest transaction
D	To hang out to dry	To be misguided or wrong about the reason for something
E	Square deal	To abandon someone in trouble

2. Choose the appropriate idiomatic expression for the sentences below:

- i. The gentle man sitting over there is a _____

- A penny for thought
- B dark horse
- C cold feet
- D fly off the handle

ii. When it's about politics, we seem to _____

- A **see eye to eye**
- B **eat a horse**
- C **ring a bell**
- D **cost a bomb**

iii. So funny that my husband is already_____

- A **leave no stone unturned**
- B **thin on the top**
- C **hit the nail on the head**
- D **finding my feet**

iv. He loves to see the world but his wife is a/an_____

- A **bad egg**
- B **alter ego**
- C **all sizzle and no steak**
- D **armchair traveller**

v. I was already _____ when he brought another good news.

- A **beating about the bush**
- B **burying the hatchet**
- C **on cloud nine**
- D **sleeping on it**

COLLOCATIONS

PERFORMANCE OBJECTIVES

1. Define collocations.
2. Give examples of collocations.
3. Identify collocations
4. Use collocations appropriately.



Collocations refer to two or more words that often go together and usually appear together. This usage sounds correct to the native speakers of English Language and any attempt to replace with another word makes the expression wrong. Example are: 'hard frost', 'heavy rain'. 'Hard' is considered the collocation for 'frost' and replacing 'hard' with 'strong' would sound incorrect. Also, replacing 'heavy' with either 'big' or 'strong' in the second example is totally wrong.

Collocations are formed from combinations of verbs, noun, adjective, adverb etc.

How to learn Collocations

Try to be aware of collocation and make sure you can recognise them when you see them.

1. Consider collocations as single blocks of language and treat them thus.
2. Anytime you learn a new word, think of other words that collocate with it.
3. Read as much as you can because it is a very good way to learn collocation.
4. Use a method that works for you. It can be by particular word or by topic.
5. Revise and practice the use of collocations in context whenever you learn a new one.

Types of Collocations

1. **adverb + adjective:** utterly stupid, actively involved, fully aware, perfectly clear, widely accepted etc.
2. **adjective + noun:** regular exercise, big failure, heavy traffic, strong accent, rich culture etc.
3. **noun + noun:** ceasefire agreement, case study, bars of soap, knowledge base, office job etc.
4. **noun + verb:** lions roar, dog bark, plane took off, bomb went off etc.
5. **verb + noun:** commit murder, pay attention, make effort, save energy, catch cold etc.
6. **verb + expression with preposition:** ran out of money, wait for bus, happy with something, rely on something, filled with horror etc.
7. **verb + adverb:** whispered softly, placed gently, wave frantically, remember vividly etc.

Examples of Collocations in Sentences

1. adverb + adjective

The president's apartment is richly decorated.

I am fully aware of the what she intends to do.

2. adjective + noun

My native town has a very rich culture.

His children gave him a big surprise on his birthday.

3. noun + noun

She was influenced by her peer group and now she is an addict.

The bank rate on international transactions is now higher than it used to be.

4. noun + verb

The plane took off before dawn.

When a lion roars, it can be dangerous for any animal around.

5. verb + noun

Let us go early so that we can save time.

I need to go online to gather the information needed for the project.

6. verb + expression with preposition

We could not buy the remaining items because we ran out of money.

On hearing the news of her father's demise, she burst into tears.

7. verb + adverb

I remember vividly what it was like growing up in the village.

She whispered softly in his ears.

There are collocations associated with some verbs. Below are some of them:

Verb Collocations

Come	Have	Take	Do
come prepared	have a drink	take a look	do business
come late	have a holiday	take a seat	do the shopping
come early	have a rest	take a taxi	do your best
come close	have sympathy	take an exam	do your work
come to an agreement	have a haircut	take someone's place	do nothing
come to a standstill	have a good time	take a break	do someone a favour
come under attack	have a problem	take someone's	
come to a decision	have a bath	temperature	do the washing up
come on time	have lunch	take a chance	do the cooking
come to terms with	have a relationship	take notes	

Make	Catch	Save	Keep
make a difference	catch a bus	save money	Keep a promise
make a mistake	catch fire	save one's strength	Keep an appointment
make a noise	catch someone's	save someone's seat	
make an effort	attention	save electricity	Keep calm
make furniture	catch the flu	save energy	Keep in touch
make money	catch a thief	save someone's life	Keep a diary
make progress	catch a cold	save space	Keep a secret
make room	catch a chill	save time	Keep control
make progress	catch a bus	save yourself trouble	Keep the change
make trouble	catch sight of	save someone's life	Keep someone's place

Break	Pay	Go	Get
break the law	pay someone a visit	go astray	get pregnant
break a record	pay cash	go missing	get started
break a promise	pay a fine	go mad	get married
break someone's heart	pay by credit card	go on line	get divorced
break the news to someone	pay the bill	go on foot	get frightened
break a leg	pay your respect	go sailing	get the message
break a habit	pay the price	go bald	get upset
break the rules	pay attention	go bankrupt	get worried
			get the impression

Collocations are also used in businesses and some of them are listed below

Business English Collocations

1. annual turnover
2. close a deal
3. close a meeting
4. draw a conclusion
5. dismiss an offer
6. lay off staff
7. go bankrupt
8. make a loss/profit
9. go into partnership
10. take on staffs
11. sales figure
12. launch a new product
13. draw attention to
14. chair a meeting
15. cash flow
16. key in a PIN
17. forgive a debt
18. deposit a cheque
19. open an account
20. opinion poll

SUMMARY

So far, we have learnt how to

1. Define collocations.
2. Give examples of collocations.
3. Identify collocations
4. Use collocations appropriately.

INTERACTIVE ASSESSMENT QUESTIONS

1. Match the sentences with the appropriate collocation.

	Options	Meaning
A	late for	Because of the pandemic, many staff were -----
B	laid off	She is not ----- this job. We wanted someone with more experience
C	came prepared	I must hurry or I will be ----- work
D	annual turnover	We ----- for the competition and there was no doubt we were going to win.
E	suitable for	Our ----- has not really been encouraging in the last four years.

FOREIGN ELEMENTS IN ENGLISH USAGE - FRENCH WORDS

PERFORMANCE OBJECTIVES

1. Mention French words in English Language.
2. Identify French words in English Language.
3. use the words in correct sentences.



English language has borrowed from different world languages and those words have become a part of our everyday English. Some of these words are listed below:

1. Laissez-faire	27. Séance
2. Menage a trois	28. Roulette
3. Attache	29. Debacle
4. A la carte	30. Manoeuvre
5. Coup d'état	31. Elan
6. Genre	32. Camouflage
7. Louvre	33. Panache
8. Fracas	34. Chic
9. Vis-a vis	35. Envoy
10. Avant – garde	36. Parachute
11. Faux pas	37. Pioneer
12. Deja-vu	38. Aviation
13. A la mode	39. Baguette
14. Etiquette	40. Bureau
15. Sabotage	41. Chauffeur
16. Dentist	42. Cliché
17. Crochet	43. Elite
18. Renaissance	44. En route
19. Soufflé	45. Expatriate
20. Dossier	46. Façade
21. Hors d'oeuvre	47. Gallery
22. Rendezvous	48. Gateau
23. Debris	49. Gazette
24. Queue	50. Hotel
25. Detour	51. Lacrosse
26. Ambulance	52. Liaison

53. Maisonette	67. Bacon
54. Massage	68. Bailiff
55. Musketeer	69. Bandeau
56. Papier-mache	70. Caricature
57. Premiere	71. Brasserie
58. Reservoir	73. Carte blanche
59. Ricochet	74. En masse
60. Risqué	75. Esprit de corps
61. Silhouette	76. Noveau riche
62. Zest	77. par excellence
63. Vinaigrette	78. savoir faire
64. Technician	79. Tete-a-tete
65. Souvenir	80. agent provocateur
66. Salad	

SUMMARY

So far, we have learnt how to

1. Mention French words in English Language.
2. Identify French words in English Language.
3. Use the words in correct sentences.

INTERACTIVE ASSESSMENT QUESTIONS

1. Use the following words in sentences

	Word Options	Sentence
A	Souvenir	
B	Papier-mache	
C	Camouflage	
D	Panache	
E	Chic	
F	Envoy	
G	Rendezvous	
H	Debris	
I	Queue	
J	Detour	

FOREIGN ELEMENTS IN ENGLISH USAGE- LATIN AND GREEK

PERFORMANCE OBJECTIVES

1. Mention words with foreign origin.
2. Identify words with foreign origin.
3. Explain the meaning of some of the words.
4. Use the words in correct sentences.



Latin and Greek words and phrases are still often used by some organizations in Nigeria as motto especially Latin. The more reason it is not strange to know that some Latin words have crept into our everyday English and they are used from day to day in our writings as well as speaking so much that they seem to us like English words. Some of these words are listed below:

Latin	Greek
<ul style="list-style-type: none"> • ab initio • de facto • e pluribus Unum • et cetera • ipso facto • carpe diem • caveat emptor • bona fide • ad nauseam • per diem • mea culpa • pro bono • pro forma • vice versa • rigor mortis • ad hoc • compos mentis • cui bono • dramatis personae 	<ul style="list-style-type: none"> • cemetery • cynicism • hermaphrodite • marmalade • Thespian • sycophant • Planet • Phobia • melancholy • Dinosaur • rhinoceros • Dialogue • schizophrenia • Sarcasm • Kudos • Logos • Neuron • Phone • Psyche

Latin	Greek
<ul style="list-style-type: none"> • ex officio • in absentia • in camera • in loco parentis • in media res • locum tenens • memento mori • modus operandi • per annum • per capita • per se • prima facie • pro rata • sine die • sine qua non • terra firma 	<ul style="list-style-type: none"> • Thesis • Plethora • Genesis • Dogma • Ethos • Acme • Eureka • Anaemia • chaos • erotic • lycanthrope • lethargy • morphine • narcissism • panic • typhoon

SUMMARY

So far, we have learnt how to

1. Mention words with foreign origin.
2. Identify words with foreign origin.
3. Explain the meaning of some of the words.
4. Use the words in correct sentences.

INTERACTIVE ASSESSMENT QUESTIONS

1. Use the following words in sentences

	Word Options	Sentence
A	Ad hoc	
B	in absentia	
C	De facto	
D	Ex officio	
E	Prima facie	
F	Sycophant	
G	Dogma	
H	Genesis	
I	Lethargy	
J	Sarcasm	

THEME 02



Vocabulary Development

Oracy Skills: Spoken English

Oracy Skills: Listening for Comprehension

Oracy Skills: Reading for Comprehension
and Effective Study

Literacy Skills: Writing for Effective
Communication

English Grammatical Structure

REVISION OF SENTENCE INTONATION PATTERN

PERFORMANCE OBJECTIVES

1. Recognise the falling tone.
2. Recognise the rising tone.
3. Use the rising and falling tones appropriately in speeches.
4. Use the arrow to identify the correct tones from a group of sentences.



All languages have their distinct way of being spoken to give a melody or music like sound which is what is referred to as intonation. Succinctly put, intonation is the change in pitch or how the voice rises and falls in speech. Using the wrong intonation can change the intended meaning of an expression. There are two main types of patterns of intonation: falling tone and rising tone.

FALLING TONE

The falling tone indicates a fall in the pitch of the voice of a speaker. It is shown with a downward-facing arrow and can be used in four different sentence patterns:

1. commands

- Stop talking now. ↴
- Switch off the light. ↴
- Shut up. ↴

2. Simple declarative sentences

- She bought a shoe. ↴
- My dad bought a car. ↴
- He slapped the girl. ↴

3. Wh questions

- What is your name? ↴
- Who told you? ↴
- What should I do? ↴

4. Exclamations

- Oh my God! ↴
- What a lovely car! ↴
- That is awesome! ↴

Rising Tone

The rising tone has to do with a rise in the pitch of voice. It is usually indicated by an upward-facing arrow. It is used in the following sentence patterns:

1. Polite Request

- May I see your identity card, please? ↗
- Could you lend me your lamp? ↗
- Sweep the floor, please. ↗

2. Listing items

- I need a pen, paper, crayon, and pencil. ↗
- Mum bought rice, beans, yam, pepper, and egg ↗

3. Polar Question (questions with yes or no answer)

- Is she your friend? ↗
- Have you eaten? ↗

4. Questioning Exclamations

- Wonderful? ↗
- Really? ↗
- What? ↗

5. Utterances with elements of protest

- I didn't do it? ↗
- We didn't eat then? ↗

SUMMARY

So far, we have learnt how to

1. Recognise the falling tone.
2. Recognise the rising tone.
3. Use the rising and falling tones appropriately in speeches.
4. Use the arrow to identify the correct tones from a group of sentences.

INTERACTIVE ASSESSMENT QUESTIONS

1. Indicate the tone required in the following sentences.

- A Could you help me with the cup?
- B What did she say?
- C I am so beautiful
- D Get out of my sight.
- E Will you still attend the party?

CLUSTER OF TWO CONSONANTS WORDS OCCURRING AT FINAL POSITION

PERFORMANCE OBJECTIVES

1. Identify and correctly pronounce words with a cluster of two consonants occurring at the final position.



Consonant cluster is the occurrence of more than one consonant sound without an intervening vowel at the beginning, middle, or end of a syllable. English words can have as many as three consonants clustered at the beginning of a syllable and the end, there can be up to four. Let's look at words with a cluster of two consonants at the final position.

Examples of one-syllable words with a cluster of two consonants at the final position.

Syllable		1st consonant	2nd consonant
Stamp	/stæ/	/m/	/p/
Cabs	/kæ/	/b/	/z/
Belt	/be	/l/	/t/
Eggs	/e/	/g/	/z/
Ask	/a:/	/s/	/k/
Bagged	/bæ/	/g/	/d/
Pump	/pʌ/	/m/	/p/
Flask	/fla:/	/s/	/k/
Desk	/de/	/s/	/k/
Mosque	/mɑ:/	/s/	/k/

SUMMARY

So far, we have learnt how to

1. Identify and correctly pronounce words with a cluster of two consonants occurring at the final position.

INTERACTIVE ASSESSMENT QUESTIONS

1. Write five words with two consonant clusters at the final position.

CLUSTER OF THREE AND FOUR CONSONANT WORDS OCCURRING IN THE FINAL POSITION

PERFORMANCE OBJECTIVES

1. Recognise words with a cluster of three and four consonants at the final position.
2. Correctly pronounce the words.
3. Give examples of words with three and four clusters at the final position.



A consonant cluster is a group of consonants that appear together without a vowel coming between them. There can be up to four consonants clustering at the end of a syllable.

Examples of words with three and four consonant clusters at the end of a syllable are listed below:

Syllable		1st consonant	2nd consonant	3rd consonant
Builds	/bi/	/l/	/d/	/z/
Text	/te/	/k/	/s/	/t/
Helped	/he/	/l/	/p/	/t/
delved	/de/	/l/	/v/	/d/
Lifts	/li/	/f/	/t/	/s/
fifths	/fi/	/f/	/θ/	/s/
thanks	/θæ/	/ŋ/	/k/	/s/
masks	/mæ/	/s/	/k/	/s/
ends	/e/	/n/	/d/	/z/
jumped	/jʌ/	/m/	/p/	/t/

Syllable		1st consonant	2nd consonant	3rd consonant	4th consonant
sixths	/si/	/k/	/s/	/θ/	/s/
tempts	/te/	/m/	/p/	/t/	/s/
texts	/te/	/k/	/s/	/t/	/s/
twelfths	/twe/	/l/	/f/	/θ/	/s/
exempts	/igze/	/m/	/p/	/t/	/s/
sculpts	/Sku/	/l/	/p/	/t/	/s/

SUMMARY

So far, we have learnt how to

1. Recognise words with a cluster of three and four consonants at the final position.
2. Correctly pronounce the words.
3. Give examples of words with three and four clusters at the final position.

INTERACTIVE ASSESSMENT QUESTIONS

1. Separate the following words into three or four clusters at the end.

Ranks, fifths, helped, twelfths, tempts, sixths delved, flasks,

THE SCHWA /ə/ AS A FINAL UNSTRESSED SYLLABLE

PERFORMANCE OBJECTIVE

1. Students should be able to recognize and use the schwa /ə/ sound appropriately.



There are twenty vowels in the English Language. Few of them unstressed. The unstressed syllables are not so prominent, they are soft and less clear when compared with the stressed syllables. The most commonly used among them is the schwa sound /ə/. It is a quick, relaxed, neutral vowel. Let us look at this sound in words where it occurs as a final unstressed syllable that is in disyllabic and polysyllabic words.

Water	/wɔ:tə/
Sister	/sistə/
Particular	/pətikjulə/
Sugar	/ʃugə/
Brother	/brʌθə/
Enter	/entə/
Teacher	/ti:tʃə/
Banana	/bənænə/
Doctor	/dɔktə/
Rector	/rektə/
Colour	/kʌlə/
Favour	/feivə/
Mother	/mʌθə/
Daughter	/dɔ:tə/
Father	/fa:θə/

Another very prominent unstressed syllable is the /ɪ/ sound which can also occur at the final position in disyllabic and polysyllabic words. Some examples are given below

Silly	/sili/
Many	/meni/
Plenty	/plenti/
Greedy	/gri:di/
Monkey	/mn ki/
Pulley	/puli/
Alley	/æli/

It is important to note that in disyllabic and polysyllabic words, the unstressed syllables do not take the primary stress.

SUMMARY

So far, we have learnt how to

1. Students should be able to recognize and use the schwa /ə/ sound appropriately.

INTERACTIVE ASSESSMENT QUESTIONS

1. Identify words that have schwa at the end from the group of words given.

- A Rather, silly
- B Refuse, minister
- C Similar, sentence
- D Former, indigenous
- E Internet, computer

2. Write five words of your own with a schwa sound at the final position.

ENGAGING IN A MEANINGFUL DIALOGUE ON A GIVEN SUBJECT

PERFORMANCE OBJECTIVES

1. Read the selected passage on dialogue.
2. Explain keywords and expressions on what they have read.
3. Engage in a dialogue based on what they have read from their book



Dialogue is one thing that cannot be done without by human beings. It is a very important aspect of keeping up with one another in our day-to-day affairs. Engaging in meaningful dialogue with friends, family members, etc requires some basic strategies

1. Individuals involved must learn the act of listening not just speaking to flow in the conversation or discussion. Listen to understand not particularly to respond.
2. Understand that it is not just about your point of view, others point of view also does matter. Be prepared that your point of view may or may not be accepted.
3. Everyone must be encouraged to participate in the given subject matter so that there can be different sides and an eventual conclusion.
4. There must be openness for a dialogue to be meaningful.
5. Dialogue requires that interlocutors look themselves in the face, this is because facial expressions also speak volumes in the course of a dialogue.

Read the dialogue below on justice and take note of some keywords and expression therein:

Titi: Is there still justice in this nation.

Ijeoma: Why did you ask?

Titi: A popular figure confirmed to have embezzled billions of dollars has just been discharged and acquitted.

Ijeoma: Really! That's quite pathetic but we have to understand that judges discharge judgment based on evidence provided. There may not be enough evidence showing that he is guilty as charged.

Titi: You are right about the first part but I disagree with the other part. Judges have also become liars and cheats just because of money.

Ijeoma: I don't deny that but what do we do?

Titi: Well, I feel some of us can start from our little corner to speak against every form of injustice. In our classrooms and among our siblings. We should also ensure that our judgment at every point in time is justified.

Ijeoma: Wow! You are very right about that Titi. This conversation is sincerely not a waste of time. I have learnt a very important lesson. Thanks.

Titi: Thanks to you too.

SUMMARY

So far, we have learnt how to

1. Read the selected passage on dialogue.
2. Explain keywords and expressions on what they have read.
3. Engage in a dialogue based on what they have read from their book

INTERACTIVE ASSESSMENT QUESTIONS

1. Explain the following keywords

- A Justice
- B Discharged and acquitted
- C embezzle
- D evidence
- E judgement

ARGUING GIVEN TOPICS EFFECTIVELY

PERFORMANCE OBJECTIVES

1. Speak intelligibly and correctly on selected topics.
2. Speak fluently using appropriate tenses.



The purpose of an argument is to get your listener to your side of the argument. It is beyond a presentation of facts, it is an attempt to convince your listeners of your point of view with valid points.

Strategies for Effective Argument

Below are some important guides for making an effective argument

1. Identify your audience
2. Decide your side of the argument (supporting or opposing) if given a choice.
3. Gather as many facts as you can about the topic.
4. Evaluate your facts and be sure you have a good ground to win the argument.
5. Be ready for oppositions that also have valid points, so listen to other speakers too attentively. Be sure that your winning the argument is also dependent on how much you can beat the points of your opponent.
6. Practice your speech.
7. Use body movements and gestures at key points in your speech for emphasis.

Excellent expository skill is also an important way of winning an argument.

Research shows that speakers who can explain a process or term explicitly and chronologically with evidence usually gain more attention and support from the listeners.

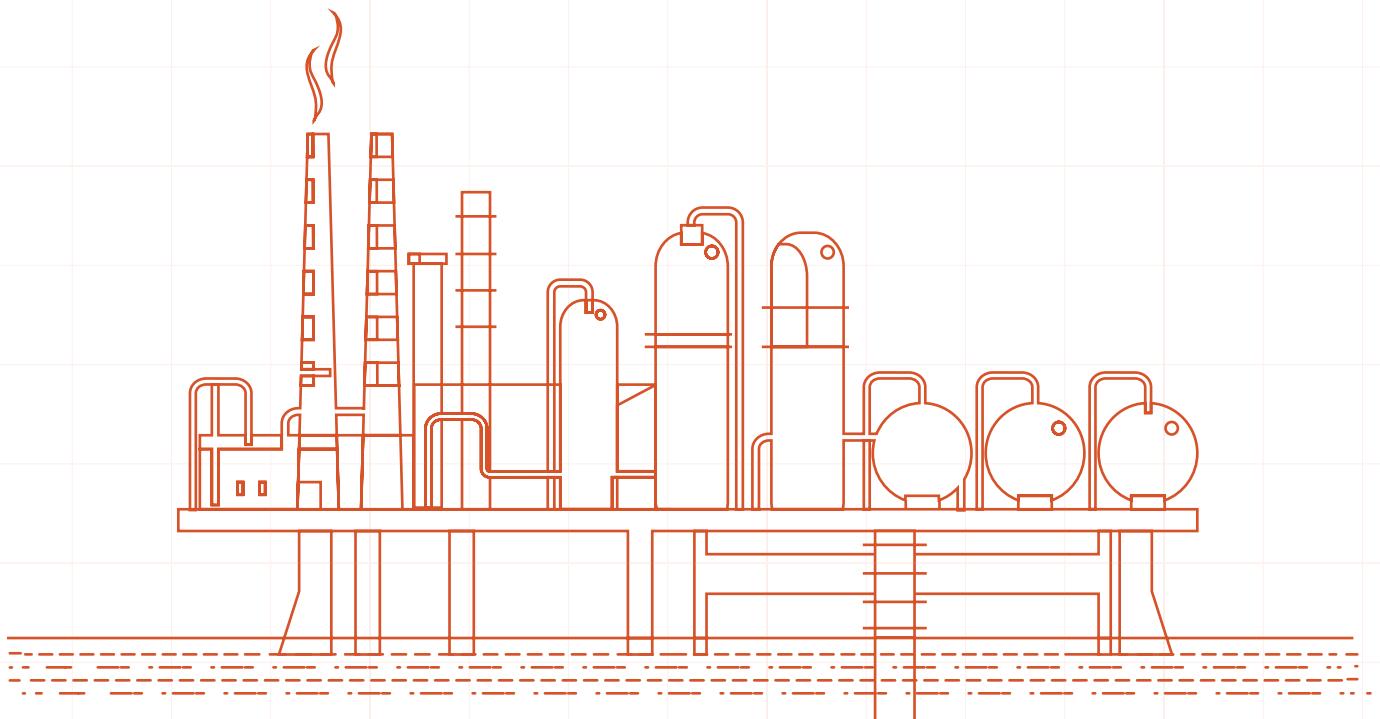


Fig. 2.1: Oil tankers at sea

CRUDE OIL TANKERS

Imagine a ship that is nearly half a mile long; that is so vast that some have even wondered if its movement might not be affected by the rotation of the planet. This is the supertanker, an ultra-large crude oil carrier, and it is no work of the imagination. Such vessels and others nearly as large ply the seas in great numbers. Ours is an oil-hungry world, and because of their great size, tankers have proved to be an economical method of transporting oil.

But as recent incidents have made painfully clear, large tankers also have their drawbacks. Their great strength is also their weakness. Their awesome bulk and mass work against them, making them extremely difficult to maneuver. When the ship's helmsman wants to stop the ship or turn it quickly to avoid danger, the basic laws of motion assert themselves.

For instance, when an **800 to 900**-foot tanker is loaded with about 53 million gallons of oil and is plowing along at its usual pace of about 12 miles per hour, shutting off the engines cannot bring the ship to a sudden stop. The ship will coast for another five miles or so. With the engine in reverse, the ship still needs two miles to come to a halt. Anchors will not help either. Maneuvering a tanker is likewise a daunting challenge. It takes nearly half a minute for the rudder to swing after the wheel has been turned, and another three minutes for the ship to lumber through the turn.

It is thus not surprising that tanker collisions do occur. Accidents, whether by running around or by collision, can mean sprawling oil spills. The once pristine coastlines of the world's continents have all been sadly blighted.

But tankers do not foul the oceans solely through accidents; they also dump some two million tons of oil into the seas every year. Studies have shown that much of this oil may come from more routine matters, such as unscrupulously flushing the oily residue from empty tanks while out at sea. Badly managed ships are ceaseless polluters and, like garden snails, can often be followed by the long trail of their waste.

In the words of a famous ocean explorer about man's assault on the environment: "We are vandals of the earth. We are destroying everything we inherited."

(WASSCE, November 1999)

SUMMARY

So far, we have learnt how to

1. Speak intelligibly and correctly on selected topics.
2. Speak fluently using appropriate tenses.

INTERACTIVE ASSESSMENT QUESTIONS

1. Why are tankers useful for transporting crude oil?
 - A They are very economical.
 - B They can maneuver easily.
 - C They are not large enough to cause an accident.
 - D They cannot be attacked
2. Mention two drawbacks of large tankers.
3. In what two ways do the oil tankers pollute the sea?
4. What is the conclusion of the writer about the man and his environment?
5. What figure of speech is used in the expression: 'their great strength is also their weakness'?
 - A Simile
 - B Metaphor
 - C Oxymoron
 - D Paradox
 - E Irony

READING ALOUD CONFIDENTLY

PERFORMANCE OBJECTIVES

1. Read aloud
2. Read with confidence
3. Take note of main points as they read





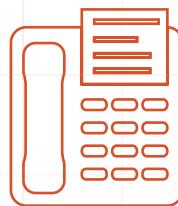
Bell Ringing



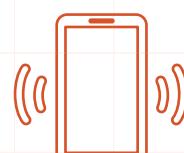
Smoke



Messenger



Fax



Mobile



E – Mail

Means of communication

THE INTERNET

Arguably, the internet has gradually replaced the traditional means of sending and receiving mail. With the help of the internet, people can send or receive mail directly into their personal computers or other similar pocket-sized devices. This process is known as the electronic mailing system, popularly known as email. Although emails are cheaper to send and receive compared with the traditional mailing system, studies have shown that the traditional mailing system is more secure than the electronic mailing system. This is because for an email to get to the recipient's destination, it has to pass through many other network machines over which the sender and the receiver of the mail have no control. For this reason, someone can tamper with the mail before it gets to its final destination.

Like the traditional mailing system, which identifies both the sender and receiver by their unique physical address and the post office box or private mailbox, the electronic mail system identifies the sender and the recipient of an email by their unique email addresses, which are often designated by the name of the user followed by the name of the email service provider such as yahoo mail, Gmail or email. A typical email address could be something like **hello@malezi.co.ke**. These mail service providers often allow individuals and organisations to open an email account with them free of charge and in turn, they allow other companies to target the email users with their paid advertisements. Like a short message system (SMS), an email can be sent to multiple recipients at the same time.

(Adapted from Effective English for Business and Professional Communications by E. A. Adedun, pages 319–320)

SUMMARY

So far, we have learnt how to

1. Read aloud
2. Read with confidence
3. Take note of main points as they read

INTERACTIVE ASSESSMENT QUESTIONS

1. Write two ways in which the Internet is different from the traditional means of sending and receiving mail.

READING TO APPRECIATE POETRY

PERFORMANCE OBJECTIVES

1. Read selected poetry correctly.
2. Explain the meaning of selected poetry
3. Identify the language of poetry.
4. Write simple poems on their own



AFRICA BY DAVID DIOP

Africa my Africa
Africa of proud warriors in ancestral savannahs
Africa of whom my grandmother sings
On the banks of the distant river
I have never known you
But your blood flows in my veins
Your beautiful black blood that irrigates the fields
The blood of your sweat
The sweat of your work
The work of your slavery
The slavery of your children
Africa tell me, Africa
Is this your back that is bent
This back that breaks under the weight of humiliation
This back trembling with red scars
And saying yes to the whip under the midday sun
But a grave voice answer me
The impetuous child that tree young and strong
That tree over there
Splendidly alone amidst white and faded flowers
That is your Africa springing up anew
Springing up patiently obstinately
Whose fruits bit by bit acquire
The bitter taste of liberty

BRIEF EXPLANATION OF THE POEM

The poem above explains the torture and suffering of Africans at the hands of colonial masters. It gives an insight into the condition of Africans when they were used as slaves

and made to work while being whipped in the scorching sun. It talks about the oppression and humiliation of Africans under the colonial masters.

However, the writer seems to be optimistic eventually. He shows an image that depicts that Africa is rising again when he says:

"That tree young and strong
That tree over there
Splendidly alone amidst white and faded flowers
That is your Africa springing up anew
Springing up patiently obstinately
Whose fruits bit by bit acquire
The bitter taste of liberty"

Language of the Poem

The poem is a free verse poem as it follows no strict rules in the writing. It is quite straight forward and easy to understand because the writer uses imagery to give us a better understanding of the poem.

SUMMARY

1. Read selected poetry correctly.
2. Explain the meaning of selected poetry
3. Identify the language of poetry
4. Write simple poems on their own

INTERACTIVE ASSESSMENT QUESTIONS

1. How does the poet feel about Africa in the first three lines of the poem?
 - A Proud
 - B Disappointed
 - C Encouraged
 - D Mighty
 - E Savior
2. What figure of speech is used in the expression “ the bitter taste of liberty”.
 - A Onomatopoeia
 - B Metaphor
 - C Simile
 - D Pun
 - E Irony
3. Mark the following questions as either True/ False
 - i. The poet witnessed the slave trade era in Africa.
 - ii. The poet believes that Africa will rise again.
 - iii. Africans enjoyed during the colonial era

THEME 03



Vocabulary Development

Oracy Skills: Spoken English

Oracy Skills: Listening for Comprehension

**Oracy Skills: Reading for Comprehension
and Effective Study**

**Literacy Skills: Writing for Effective
Communication**

English Grammatical Structure

LISTENING TO REPRODUCE MAIN POINTS AND IDEAS IN A SPEECH, LECTURE, OR DISCUSSION

PERFORMANCE OBJECTIVES

1. Listen attentively to a speech, lecture, or discussion
2. Identify the main points of a speech, lecture, or a discussion
3. Reproduce main points and ideas in a speech, lecture, or discussion



Listening remains one of the four basic language skills which is an essential aspect of communication. Although it is a natural aspect of life, it is a conscious and teachable skill. Listening involves an active effort to understand and reproduce what is said. It requires internal processing of the information received in order to select relevant points. A few among many reasons why we listen include to comprehend, retain, analyse, and evaluate any given information.

To reproduce the main points or ideas in any given discussion, lecture, or speech, learners must give active or formal listening (full attention) in order to decipher the main points and focus of the message being received. The main points or ideas are the most crucial part of any story or written piece. It is the central message shared by the speaker. Good listening skills require the ability to retain keywords as well as the direction or standpoint of the speaker.

Every presentation, whether written or spoken contains main and supporting ideas. For instance, examples and illustrations are used to back up or stress a point further to enable the listener/reader to gain insight into the details and the depth of the writer/speaker's viewpoint.

Listen carefully to the presentation below and identify the main points and ideas therein.



[View on YouTube](#)

SUMMARY

So far, we have learnt how to

1. Listen attentively to a speech, lecture, or discussion
2. Identify the main points of a speech, lecture, or a discussion
3. Reproduce main points and ideas in a speech, lecture, or discussion

INTERACTIVE ASSESSMENT QUESTIONS

1. According to the speaker, one of the issues affecting the environment in Nigeria is
 - A Political instability
 - B Financial crisis
 - C Pollution
 - D Erratic power supply
 - E Bribery and corruption
2. All these are the causes of the issues that affect the environment in Nigeria except
 - A Major smog in Lagos
 - B Planting of trees
 - C Black carbon emission in Port Harcourt
 - D Oil spill in the Niger Delta
 - E The high rate of generator usage
3. According to the speaker, the following are the best ways to solve the two major issues affecting the environment in Nigeria except
 - A Reduce public gathering
 - B Stop cutting trees
 - C Avoid clogging drainage with refuse
 - D Maintenance of heavy-duty trucks
 - E Invest in tree planting

SUMMARISING A TALK OR LECTURE

PERFORMANCE OBJECTIVES

1. Listen attentively to a talk or lecture
2. Extract keywords and sentences from the talk or lecture
3. Write a summary of the talk or lecture in their own words by putting the key sentences together



Summary has to do with extracting the main points of any given passage or a talk in a concise but detailed form. It is a way of giving a brief account of an event, a talk, or a passage without leaving any important point out. A summary is meant to be presented in the writer's way. It is a succinct way of presenting the main ideas of a passage, a talk, or a lecture.

A high level of concentration is required to understand the mind of the writer to recount his message in a brief form without giving attention to irrelevant details.

The Following Tips Will Help You to Write Effective Summary

1. Each point should be written in an error-free complete sentence.
2. Each point should be enumerated in a complete sentence.
3. The writer's point(s) should not be duplicated. It should rather be reworded or restructured.
4. Each point should be written clearly and distinctively.
5. Each point should be presented in a concise and precise sentence.

Watch the video below and respond to the questions that follow



[View on YouTube](#)

SUMMARY

So far, we have learnt how to

1. Listen attentively to a speech, lecture, or discussion
2. Identify the main points of a speech, lecture, or a discussion
3. Reproduce main points and ideas in a speech, lecture, or discussion

INTERACTIVE ASSESSMENT QUESTIONS

1. The speaker began by observing the American public education early because
 - A She had spent over 20 years in America
 - B She was mentoring her American born nephew
 - C She was a teacher
 - D She was just curious about American education
 - E She just wanted to send her niece to a public school in America
2. The school that was being observed by the speaker was
 - A A college in Connecticut
 - B An elementary school in Nevada
 - C An elementary school in Connecticut
 - D An elementary school near Connecticut
 - E A preparatory school in Connecticut
3. According to the speaker, making everyone feel comfortable may not always be the best policy because
 - A Everyone does not need comfort
 - B Comfort is not good
 - C Not everyone likes comfort
 - D Comfort should not be placed over the truth
 - E Children do not need too much comfort
4. To help children have a wider and healthier perception of the world, parents need to
 - A Take them to different countries
 - B Help them read books that have similar characters and those with characters that are not similar
 - C Take them to big supermarkets
 - D Get them good home tutors
 - E Buy them a very good computer set

PARAPHRASING POEMS LISTENED TO

PERFORMANCE OBJECTIVES

1. Listen to a given poem with understanding and pleasure
2. Identify keywords and key sentences in the poem
3. Explain the meaning of the words
4. Tell the story of the poem



To paraphrase a poem means to express the surface or denotative meaning of a poem in a non-regular rhythmic pattern (**prose form**). It is a way of simply and directly stating the message of a poem briefly. If a poem is paraphrased, it is expressed in one's way.

The points listed below can help in paraphrasing a poem.

1. Read the poem carefully to understand the writer's message.
2. Identify by underlining the keywords and key sentences in the poem.
3. Tell the story of the poem in your way using your own words.
4. Ensure that grammatical rules are strictly adhered to while paraphrasing a poem.
5. While verbosity should be carefully managed, the paraphrase of a poem can be longer than the original poem

Read the poem below by John Pepper Clark and paraphrase any of the stanzas.

THE CASUALTIES

The casualties are not only those who are dead.

They are well out of it.

The casualties are not only those who are dead.

Though they await burial by installment.

The casualties are not only those who are lost

Persons or property, hard as it is

To grope for a touch that some

May not know is not there.

The casualties are not only those led away by night.

The cell is a cruel place, sometimes a haven.

Nowhere as absolute as the grave.

The casualties are not only those who started

A fire and now cannot put out. Thousands

Are burning that have no say in the matter.

The casualties are not only those who are escaping.

The shattered shall become prisoners in
A fortress of falling walls.

The casualties are many, and a good number as well
Outside the scenes of ravage and wreck;
They are the emissaries of rift,
So smug in smoke-rooms they haunt abroad,
They do not see the funeral piles
At home eating up the forests.

They are wandering minstrels who, beating on
The drums of the human heart, draw the world
Into a dance with rites it does not know.
The drums overwhelm the guns...

Caught in the clash of counter claims and charges
When not in the niche others left,
We fall.

All casualties of the war.
Because we cannot hear each other speak.
Because eyes have ceased the face from the crowd.
Because whether we know or
Do not the extent of wrongs on all sides,
We are characters now other than before
The war began, the stay-at-home unsettled.
By taxes and rumours, the looters for office
And wares, fearful everyday the owners may return.
We are all casualties,
All sagging as are
The cases celebrated for kwashiorkor.

The unforeseen camp-follower of not just our war.

Read the poem below by Leopold Sedar Senghor and paraphrase any of the stanzas.

ASSASSINATIONS

They lie there stretched out by the captive roads, along the
roads of disaster

The lean poplars, the statues of the dark gods
draped in their long gold coats

Senegalese prisoners miserably lying on the French land.

In vain, they cut your laughter, in vain the blacker the flower, the blacker your flesh.

You are the flower of beauty among the first absence nude flowers
Black flower blossom and its somber smile, diamond of a time immemorial.

You are the mud and plasma of the world's leafy spring

From the primitive couple, you are the flesh of the womb, the belly fertilizing milt

You are the sacred profusion of bright, blissful gardens
And the sovereign forest, victorious of fire and lightning

The vast song of your blood will defeat machines and canons
Your speech throbbing deceptions and lies

No hate in your soul, you are not hateful, no cunning
soul without cunning.

O Black Martyrs, immortal race, let me say the
words that forgive.

To paraphrase the above poems, do the following:

- a. read them aloud
- b. read them again to deduce their overall meaning
- c. identify some keywords and sentences from the poems

(Keywords and key sentences are words and sentences that provide insight or clue into the meaning of any given piece. They include words that create mental pictures in the mind of the reader. They give special and extra information that helps to understand a concept)

- d. Share your thoughts about them in your own words

SUMMARY

So far, we have learnt how to

1. Listen attentively to a speech, lecture, or discussion
2. Identify the main points of a speech, lecture, or a discussion
3. Reproduce main points and ideas in a speech, lecture, or discussion

INTERACTIVE ASSESSMENT QUESTIONS

1. Paraphrase the poem, "The Casualties", bringing out the main ideas in your own words
2. Identify the keywords and sentences used in the poem "Assassination" by Leopold Sedar Senghor According to the speaker, the following are the best ways to solve the two major issues affecting the environment in Nigeria except

LISTENING TO LECTURES AND TAKING NOTES

PERFORMANCE OBJECTIVES

1. Listen attentively to lectures
2. Take adequate and meaningful notes from the lectures
3. Identify the main points of the lecture



Note-taking is an essential skill needed by every student for maximum learning achievement. It enhances listening skills but requires the ability to spot out important points because it is not easy if not impossible to put down everything said in a speech or lecture.

The purpose of note-taking is to preserve information for future reference.

Guides to Note-Taking from Lectures

- i. Listen enough to determine or pinpoint relevant information or ideas.
- ii. Put down your words in short but understandable ways.
- iii. Ask questions when confused
- iv. Compare notes with others if possible

How to Identify Main Points from a Lecture

It is not possible to identify the main points without first understanding what they are.

The main points are the major ideas. They are usually introduced by signal words which are often used to introduce a major portion of the lecture.

Signal words are such words as advantages, features, causes, characteristics, effects, among others.

Main ideas include:

- First...,
- Second...,
- In addition...,
- In contrast...,
- Besides....,
- Finally...,

Listen to the following lecture attentively and take adequate meaningful notes from it.

Watch It Here

SUMMARY

So far, we have learnt how to

1. Listen attentively to lectures
2. Take adequate and meaningful notes from the lectures
3. Identify the main points of the lecture

INTERACTIVE ASSESSMENT QUESTIONS

1. Write five keywords from the lecture listened to.

Listen to the lecture and give your answer

2. Identify the barriers to assessing good health as mentioned in the lecture.

- A Poor Management Structure
- B Too many healthy citizens
- C Inadequate finance
- D Incurable diseases
- E Incompetent medical personnel

3. Healthcare is financed in the following ways except

- A Tax revenue
- B Out-of-pocket Payment
- C Donor Funding
- D Health Insurance
- E Health Personnel's' contribution

4. Which of the following statements are true?

FOLLOWING ARGUMENT EFFICIENTLY

PERFORMANCE OBJECTIVES

1. Students should be able to listen attentively to an argument or a debate
 2. Extract vital information or points from any argument
 3. Support a viewpoint
 4. Summaries the opinion of a speaker



An argumentative debate presents an idea to persuade or convince listeners to agree to the standpoint of the speaker.

It is a type of presentation that has two sides – the supporting and the opposing sides. Speakers need to engage rational or plausible points to win the listeners to their side. Every point presented needs to be expatiated and supported by indisputable proofs. To follow an argument efficiently, careful attention is required.

For instance, "Male children are more beneficial to their parents than female children" The above topic has two sides. The proposing side supports the topic as proposed with proofs that cannot be refuted while the opposing side turns it around with incontrovertible evidence.

How to Generate Points

Whether a speaker is taking a proposing or opposing side, the task of looking for the most convincing points can be somewhat rigorous. The following areas can be considered when thinking about points that can woo your listeners to your side.

- i. Numerical facts (statistics)
- ii. Personal observations
- iii. Opinions of experts
- iv. General reasons

Listen attentively to the following debate and list 3 points raised by each speaker.



[View on YouTube](#)

SUMMARY

So far, we have learnt how to

1. Listen attentively to a speech, lecture, or discussion
2. Identify the main points of a speech, lecture, or a discussion
3. Reproduce main points and ideas in a speech, lecture, or discussion

INTERACTIVE ASSESSMENT QUESTIONS

1. List five points raised by speaker A
2. List three points raised by speaker B
3. Write two debatable topics.
4. List five points raised by speaker C.

LISTENING TO DIRECTION AND FOLLOWING THEM ACCURATELY

PERFORMANCE OBJECTIVES

1. Listen attentively to the direction
2. Follow directions accurately
3. Use appropriate words and sentences in giving directions



Listening to and following a given direction can help one reach the desired destination without stress. A given direction can save a lot of time while a direction not well described will increase confusion. In English, some words are essentially relevant in giving direction. If those words are properly used and are well understood or interpreted, the expected result will be achieved.

The following words can be used to give direction to a location:

- i. Go straight
- ii. Turn right
- iii. Turn left
- iv. Go past
- v. Go along
- vi. Cross
- vii. Turn back/go back
- viii. Go down
- ix. Go over
- x. Go through
- xi. In front of
- xii. Behind
- xiii. Beside
- xiv. Near
- xv. Next to
- xvi. Between etc.

Direction Marks

The following are some important marks or points that are useful for direction:

- a. Roundabout
- b. Sidewalk
- c. Zebra crossing
- d. Traffic lights
- e. Corner

- f. Highway
- g. Crossroad
- h. Junction
- i. T-junction
- j. Intersection
- k. Signpost etc.

Sample of Instruction for Direction

Below is a brief caption of a direction given by a mother to her daughter on how to locate the most popular supermarket (Shoprite) near their estate.

- **Daughter:** Mum, how do I find my way to the nearest Shoprite?
- **Mother:** The nearest Shoprite is on the third street. To locate it, go straight ahead of the second roundabout then turn right. Take the first street left. Go straight ahead to the T-junction on the right, you will see the supermarket.

SUMMARY

So far, we have learnt how to

1. Listen attentively to the direction
2. Follow directions accurately
3. Use appropriate words and sentences in giving directions

INTERACTIVE ASSESSMENT QUESTIONS

1. Write ten words that can be used in giving direction.

LISTENING TO INSTRUCTION AND FOLLOWING THEM

PERFORMANCE OBJECTIVES

1. Listen attentively to the direction
2. Follow directions accurately
3. Use appropriate words and sentences in giving directions



Listening to and following a given instruction can help one reach the desired destination without stress and carry out activities as appropriate and as expected.

A clearly given instruction can save a lot of time while instruction not well received will increase confusion and sometimes mar a particular process.

In English, some words are essentially relevant in giving direction. If those words are properly used and are well understood or interpreted, the expected result will be achieved.

The following words can be used to give direction to a location:

- i. Go straight
- ii. Turn right
- iii. Turn left
- iv. Go past
- v. Go along
- vi. Cross
- vii. Turn back/go back
- viii. Go down
- ix. Go over
- x. Go through
- xi. In front of
- xii. Behind
- xiii. Beside
- xiv. Near
- xv. Next to
- xvi. Between etc.

Direction Marks

The following are some important marks or points that are useful for direction:

- a. Roundabout
- b. Sidewalk
- c. Zebra crossing

- d. Traffic lights
- e. Corner
- f. Highway
- g. Crossroad
- h. Junction
- i. T-junction
- j. Intersection
- k. Signpost etc.

Sample of Instruction for Direction

Below is a brief caption of a direction given by a student to her classmate on how to locate Omu Resort from Eleko Town.

How to Locate Omu Resort from Eleko Town

Eleko town is a growing community in Ibeju-Lekki Local Government Area of Lagos State in Nigeria. It is located at Kilometre 28, Lekki-Epe Expressway. Omu Resort is one of the exciting recreational centres in Ibeju-Lekki located in Bogije Town, a developing community within the same local government area. Bogije is about five minutes drive from Eleko Junction.

To locate Omu Resort in Bogije from Eleko Junction, board a bus going to Lakowe and alight at Bogije Bus Stop. Turn right and enter the street just by the bus stop. You can take a bike or trek down from that right turn. After about three minutes ride on a bike or ten minutes trek, you will locate a Bogije Primary School right opposite Bogije Primary Health Centre. The primary school is just three junctions away from where to turn to the left and ride for a minute before arriving at the location. If you are driving a car, follow the same direction and you will find yourself at the location. Do dash in and have fun!

SUMMARY

So far, we have learnt how to

1. Listen attentively to a speech, lecture, or discussion
2. Identify the main points of a speech, lecture, or a discussion
3. Reproduce main points and ideas in a speech, lecture, or discussion

INTERACTIVE ASSESSMENT QUESTIONS

1. What are the major landmarks in locating Omu Resort?

2. The following descriptive words were used in the description given above except
 - A Junction
 - B Turn back
 - C Turn right
 - D Between
 - E Turn left

3. List five direction marks.

LISTENING TO DRAMATIC PRESENTATION AND IDENTIFYING THE THEMES AND STORY LINES

PERFORMANCE OBJECTIVES

1. Listen to dramatic presentations
2. Dramatize short plays
3. Answer questions on the plays leading to the identification of the themes
4. Narrate the storylines
5. Identify the themes and storylines



Drama is imitated human actions. It is a genre of literature that uses dialogue and action to teach morals, educate, and entertain. The Theme has to do with the central idea of any literary piece. It is the exact message that the writer intends to pass across to his/her readers.

The Storyline is also known as the plot. It has to do with the sequential arrangement of events in a work of art.

Read through the short script below and answer the questions that follow:

- **Driver 1:** Hello. Please can you show me the way to Adeniji Jones Street?
- **Driver 2:** Adeniji Jones Street? Well, I know the place quite well but it's not my destination and it may be hard for you to locate the place even with a description. I will take you there and go back to my destination. Just follow me
- **Driver 1:** That's so kind of you sir. Thank you

(On getting to their destination driver 2 appreciated driver 1 and left)

SCENE TWO

In the house of Driver 2

- **Bolatito:** Daddy, I just came back from my school of choice and they still insist that I will be admitted for pharmacy instead of medicine even with my very good UTME result and o' levels. They said the candidates that applied for Medicine are way too many and I learnt others didn't even score as much but were admitted because of whom they know in the institution.
- **Driver 2:** We might not know anyone in the institution but we know God. I will follow you there tomorrow to see the registrar.
- **Bolatito:** Ok dad.

SCENE 3

In the registrar's office

- **Driver 2:** Good afternoon sir.
- **Registrar:** (without raising his head from what he is writing) Good afternoon, please you can sit down.

- **Driver 2:** I'm here on behalf of my daughter whom the school denied her interest for no reason. She has been dreaming of being a medical doctor right from when she was 4 years old. I am here however to appeal to you considering your office to see what you can do to help sir.
- **Registrar:** (raises his head) Sir, I wish there is something... wait a minute, your face looks familiar. Ain't you the man who took me to Adeniyi Jones the other day when I asked for direction?
- **Driver 2:** I remember. I hope you were able to locate the very house you were going to?
- **Registrar:** Thanks to you, I wouldn't have been able to meet up with my meeting that day and that would have cost me a whole lot. This is your daughter, right?
- **Driver 2:** Yes, she is. Will you be able to help in any way?
- **Registrar:** You don't know what you did for me that day. She has the freedom to come to my office anytime she has any challenge in school. I will be more than willing to help.
- **Bolatito:** Thank you so much sir.
- **Registrar:** You are enjoying this privilege because of your father's kindness.
- **Driver 2:** Thank you sir, you are only being a good man too, if not, you wouldn't consider that.

They exchanged pleasantries and father and daughter left for their house happily.

SUMMARY

So far, we have learnt how to

1. Listen to dramatic presentations
2. Dramatize short plays
3. Answer questions on the plays leading to the identification of the themes
4. Narrate the storylines
5. Identify the themes and storylines

INTERACTIVE ASSESSMENT QUESTIONS

1. What is the major theme of the story?

- A **Reward of kindness**
- B **Wickedness is a virtue**
- C **Badluck**
- D **Daddy's girl**
- E **Admission Process**

2. Narrate the storyline of the play?

THEME 04



Vocabulary Development

Oracy Skills: Spoken English

Oracy Skills: Listening for Comprehension

**Oracy Skills: Reading for Comprehension
and Effective Study**

**Literacy Skills: Writing for Effective
Communication**

English Grammatical Structure

READING SILENTLY TO ANSWER QUESTIONS

PERFORMANCE OBJECTIVES

1. Read the passage silently with understanding.
2. Discuss the passage silently with understanding.
3. Answer questions covering different levels of comprehension (knowledge, translation, interpretation, extrapolation)
4. Explain the meaning of words in context.



Reading silently is an attribute of a good reader. Good reading requires that a reader reads without disturbing others and yet assimilates what is being read. Such a reader must be able to answer questions from the given passage without having to go back to it. Though, the passage can be read more than once for better comprehension.

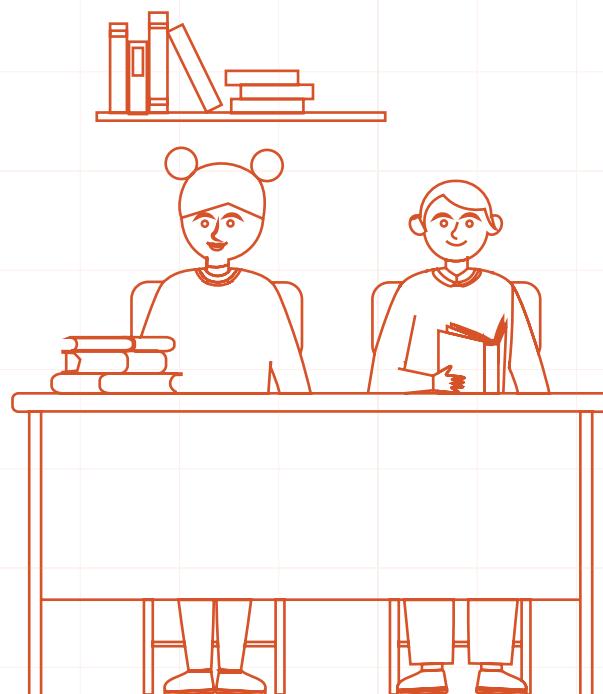


Fig. 4.1: Students reading in class

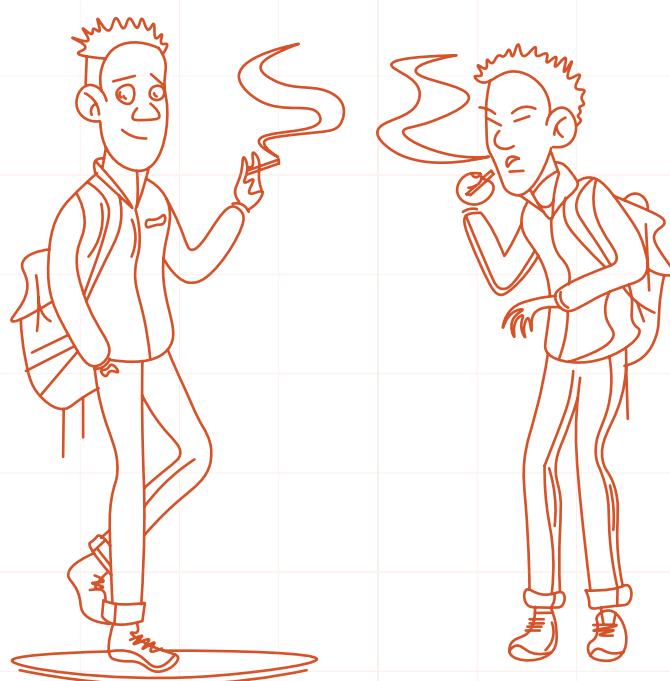


Fig. 4.2: Smoking young men/women

Read the passage below silently and answer the questions that follow

True Friendship

No human being can be happy without friends. The human heart is formed for love and cannot be happy without the opportunity of giving and receiving affection. But you cannot receive affection unless you give it also. Love can only be obtained by giving love in return. If your friends do not love you; it is your fault.

However, we must not forget that there are many types of friends. People who choose to be your friend for personal benefits are often referred to as fair-weather friends. This category of friends would do anything possible to be close to you as long as the going is good. They will however not hesitate to quit when the tide turns.

There are those people who enter into friendship genuinely. They are quite prepared even to stake their lives to ensure the continuity of the friendship. They are friends in need who are friends indeed. I remember quite vividly a crucial period in my life when one of my friends came to my assistance. I had just lost my spouse, who was to me, an indispensable ally. Then, I was all at sea as to what to do next. This angel of a friend gave me the necessary succour and encouragement and restored hope to a seemingly hopeless situation. Since that time, I have learnt my lesson on what true friendship is.

There are thousands of friends who have helped their friends in diverse ways to ascend economic, business, social, and educational ladders. Yet, other shameless pretenders lure other people to enter into friendship with them when in fact they have some hidden agenda. Many people have got into various ignoble groups through the clever tricks of such friends. Indeed, many students have fallen victim to the seemingly innocuous tricks of such friends who get them initiated into cults.

So, my friends, watch it! That innocent looking and the seemingly gentle and harmless person may be a devil incarnate. Don't rush into friendship. You better look carefully before you leap so that you will not regret it eternally.

(WASSCE, November 2009)

SUMMARY

So far, we have learnt how to

1. Read the passage silently with understanding.
2. Discuss the passage silently with understanding.
3. Answer questions covering different levels of comprehension (knowledge, translation, interpretation, extrapolation)
4. Explain the meaning of words in context.

INTERACTIVE ASSESSMENT QUESTIONS

1. Why is it that human beings cannot be happy without friends?
2. Why does the writer say 'it is your fault if your friends do not love you'?
3. What are the characteristics of a fair-weather friend?
4. What lesson did the writer learn about true friendship?
5. How do people join ignoble groups?
6. For each of the following words, find another word or phrase that means the same and can replace it as it is used in the passage.

A category

B genuinely

C Succor

D Lure

E Ignoble.

READING TO SUMMARISE BY OUTLINING MAIN POINTS

PERFORMANCE OBJECTIVES

1. Read the passage exhaustively.
2. State the storyline in general terms.
3. Identify the keywords that serve as pointers to the theme and explain the meaning of the words in context
4. Identify the topic sentences in each paragraph.
5. Write the summary of the passage using linking words.



Summary is the shortened version of a passage. It requires stating the main points while leaving out the nonessentials. It is necessary to distinguish the important from the unimportant elements in a passage to write a good summary.

An outline is the reduction of your writing into expandable bits.

Read the passage below and answer the questions that follow on summarizing by outlining main points.

Street Trading

Barely literate Ugo Emmanuel did not have any relation in Lagos, but he had heard so much about the city from those of his kinsmen who returned from their different stations to celebrate the yuletide back home in the East. Those from Lagos caught his fancy, what with the exotic attire and cars they paraded on such occasions.

Emmanuel was fed up with the rustic life in the village. So he gathered enough money and headed for Lagos. He believed that the city must offer so much, given the lifestyle of his kinsmen he saw each time they visited the village.

Being the commercial nerve centre of the country, Lagos, famed as a megacity, plays a strategic role in offering endless opportunities to the residents. Some arrived in Lagos from their villages only to see the arduous task of survival stare them in the face. Again, the city throws up other realities, where some breadwinners who hitherto were gainfully employed were sacked due to one reason or another from their places of work. And for those in these categories, the rat-race for survival begins. This becomes more excruciating if such people are not educated, as there seems to be a limit to which they could go in search of white-collar jobs. Since survival is an instinct to man, everybody wants to survive. So, they devise ways of surviving; and in the process, many take to street trading.

During recent raids by the men of KAI (Kick Against Indiscipline), many of these traders were arrested and prosecuted in the KAI court situated at Alausa. Some street traders who could not pay the fines imposed on them had ended up in Kirikiri Prison. Besides, those arrested usually have their goods confiscated.

Despite incessant raids, the culture of street trading has refused to die. However, divergent views are being expressed about the phenomenon. While some believe that street trading is a result of the failure of the government to provide employment and introduce social security for the employed, some have come to see it as an alternate market, where it satisfies a need. (**Street Trading: An Undying Culture in a Megacity by Samuel Awoyinfa, The Punch, Sunday, 16 October 2011**)

SUMMARY

So far, we have learnt how to

1. Read the passage exhaustively.
2. State the storyline in general terms.
3. Identify the keywords that serve as pointers to the theme and explain the meaning of the words in context
4. Identify the topic sentences in each paragraph.
5. Write the summary of the passage using linking words.

INTERACTIVE ASSESSMENT QUESTIONS

1. List four topic sentences from the passage.
2. Write a summary of the passage using the topic sentences and linking words.

READING AND SUMMARISING EXPOSITORY PASSAGES

PERFORMANCE OBJECTIVES

1. Identify topic sentences from the given passage.
2. Write out key ideas from the passage given.
3. Identify the words and expressions that redirect attention to the main point.
4. Read and summarise the passage given.



Expository passages are used to explain facts and opinions about a particular subject matter. Summarizing an expository passage means reducing the length of the passage such that only the essential and necessary facts are included.

Read the passage below and answer the questions that follow on summarizing expository passages.

Thought Patterns of Children

What do young people usually think of? A recent study has revealed that young people, boys, and girls in primary schools, are often preoccupied with problems usually associated with adults. Contrary to what most of us would have expected, it was found that these young people are already bothered by issues such as what kind of husband or wife they would marry; what professions they would prefer; the type of car they would drive; and how they would cope with the scarcity of money. Surprisingly, most of them are scared by the prospects of marital problems, and some seem to take it for granted that divorce is the way out of difficult marriages.

However, it is not surprising that political issues rarely feature among the problems bothering them: they seem to be hardly preoccupied with the thought of who governs them, the kind of government in the country, or its political ideology. Nonetheless, quite a good number of them have serious thoughts about becoming ministers, commissioners, governors, or presidents. Beyond this, what they would do afterward does not seem to concern them nor can they define precisely how they would attain these positions.

It appears that children's thought patterns are shaped, or at least influenced, by the environment within which they live. For instance, while most of those from happily married parents think of the kind of spouse to marry, those from polygamous or broken homes tend to envisage marital problems and divorce. Again, children from humble backgrounds, for example, where the parents are farmers, carpenters, mechanics, and those from the rural or semi-urban areas, are less ambitious. They usually opt for the more conventional professions like teaching and nursing. On the other hand, children from more sophisticated backgrounds tend to opt for less conventional professions such as aeronautical engineering, accountancy, and banking.

From all that has been discussed so far, an obvious lesson is that children should not be exposed to unhealthy ideas and unpleasant thoughts as their aspirations and actions are indeed influenced by their environment. (**WASSCE, November 2002**)

SUMMARY

So far, we have learnt how to

1. Identify topic sentences from the given passage.
2. Write out key ideas from the passage given.
3. Identify the words and expressions that redirect attention to the main point.
4. Read and summarise the passage given.

INTERACTIVE ASSESSMENT QUESTIONS

1. Write the key ideas from different paragraphs in the passage.
2. Summarise the passage using the key ideas from the paragraphs.
3. Write out keywords that redirect attention to the main point.

READING AND SUMMARISING ARGUMENTATIVE PASSAGES

PERFORMANCE OBJECTIVES

1. Read an argumentative passage critically.
2. Identify facts and opinions from the passage.
3. List the major points on the two sides of an argument.



Argumentative passages use evidence and facts to support the claim it is making. It is written to persuade readers to agree with one's side/opinion of an argument. Summarizing an argumentative passage means reducing the length of the passage such that only the essential and necessary facts are included. It also means bringing out the main points in the argument that justifies or nullifies such argument.

Read the argumentative passage below and identify the facts and opinions from the passage.

Academic Failure should be Attributed to the Parents, not the Youth

In our bid to understand why academic failure should not be attributed to parents but the youth, it is perhaps wise and appropriate for us to understand what we mean by the term 'academic failure'. For a better understanding, the term academic failure is quite clearly attributed to scholarly learning and also connected with education, especially studying in schools and universities. This, of course, is one major reason why we are students. Academic failure is, therefore, a lack of success in the field of education.

The youth of a nation are the trustees of prosperity. Therefore, whoever neglects to learn in youth, loses the past, and is dead for the future. It stands to reason that any youth in his or her right senses would strictly obey the tenets of education despite all the odds to attain academic excellence.

Truancy, as we know, is indeed a cankerworm that has eaten deep into the lives of the majority of our youths. Parents, in their bid to ensure that their children are useful to themselves and society, pay exorbitantly in various schools; the majority paying out of self-sacrifice, all to see that their children obtain a good education. Some go out of their way to organize extramural classes for their children. All that they do is backed up with constant words of advice and encouragement to keep the youth on their feet when the waves come.

On the other hand, instead of studying judiciously, some youths play truant and join a bad company where they commit various crimes and formulate blatant lies to their parents to get a huge amount of money they would use to find possible ways to pass their examination, most times never prepared for. Those of them who have strict and responsible parents rely on their colleagues, while some young ladies pay with their bodies- bottom power, to call a spade a spade.

I heard my opponents opine that some parents do not discipline their children. It is pertinent to emphasize here that discipline comes from within the heart and one is bound to achieve whatever one wants to achieve with or without parents' directives. No amount of discipline can change a person who has decided not to be useful to himself. It is said that everyone wants to be important but it all depends on how much determination and self-will one's got on the inside. We can make a difference today if we decide to maintain a stand on our own feet and forge ahead in life without depending on any human for success. Our parents, surely, do have a very wonderful part to play in our lives but they truly do not determine our success. So let's stop blaming our parents for the academic failure of youths because our academic failure depends solely on what we do not do. With this, I join my voice with **MTN** to say 'Be what you want to be.' Indeed. Without fear of any contradictions, I emphatically maintain that if a youth wants to be great and wants to survive, spiritually, mentally, physically, politically, professionally, economically, and socially, then he or she must decide to be disciplined, dedicated, and determined. He or she must never cease to strive for perfection- exactly what we need for excellence.

I'd love to end with this statement from Joy Chioma. She says: 'Get up early each day with a spirit of excellence and work hard. Nobody said it would be easy but keep being faithful.' In all, let's have no kidding with studies. Come off the bias today! (**New Concept English for Senior Secondary School Student's Book 3**)

SUMMARY

So far, we have learnt how to

1. Read an argumentative passage critically.
2. Identify facts and opinions from the passage.
3. List the major points on the two sides of an argument.

INTERACTIVE ASSESSMENT QUESTIONS

1. Identify the major points from the arguments which justify the opinion of the writer.

PARAPHRASING PROSE

PERFORMANCE OBJECTIVES

1. Re-write a given prose passage in their own words.
2. Paraphrase passages in writing.
3. Paraphrase passages from other subject areas orally.



Prose works are books written in paragraphs. Most books read in school are written in prose forms even books on science subjects like mathematics, physics, chemistry and, biology. The following are steps to paraphrasing prose works:

1. Read the passage carefully and be sure you understand it well so that you can express it using your own words.
2. You can underline the topic sentences as you read.
3. Do not read the passage again while paraphrasing so you won't be tempted to write word for word.
4. Check your work again and compare it with the original passage to be sure you have truly and accurately represented all the ideas in the passage.

Now read the following passage carefully and paraphrase as appropriate

A Birthday to Remember

I woke up hale and hearty that fine day, singing praises to God. The phone began to ring in quick succession, congratulating me on my eightieth birthday.

My wife and others had gone to the market with the driver to buy a few more things for the party, leaving me alone at home. While I lay on the sofa, ruminating on the activities of the day, a group of six hefty boys came in, each in a three-piece suit. They came wearing friendly looks which attracted me. I jumped off the sofa and gave them a very warm reception.

I waved them to seats. They kept congratulating me on the occasion. I served them and each, with relative ease, voraciously reduces the mountain of pounded Yam with assorted meat in egusi soup set before them. They washed it down with chilled beer.

'Now to the business' one of them their leader said after the lavish entertainment. He cleared his throat and said, 'Chief, we heard of your birthday party and have come to rejoice with you and take our share. So, quietly go in and bring out all the money and the clothes for today's occasion.' 'In your interest, cooperate,' another added.

At first, I was in a fix. I tried hard to understand what was happening or about to happen. The more I tried, the more my mind went blank. While I was in this state, two of 'my friends' who had all along been watching, suddenly got up and released two 'bean

'cakes' (as they were commonly called) into the air. 'Boom!', 'Boom!' Now, I woke up. My heartbeat pumping blood faster as if to gush it out through my feet. The gunshots were intended to assure me that they meant business. Before I could recover from the shock, a blow from another dazed me. I fell and lay helpless on the floor while two others went in and ransacked everywhere.

While this drama was going on, no one came in or went out. This gave them an additional advantage to comb the rooms as they wished. I came back to my senses much later after they had gone with everything, but then it was too late to raise the alarm. This, in no small way, ruined the day. (WASSCE, November 2007)

SUMMARY

So far, we have learnt how to

1. Re-write a given prose passage in their own words.
2. Paraphrase passages in writing.
3. Paraphrase passages from other subject areas orally.

INTERACTIVE ASSESSMENT QUESTIONS

1. Paraphrase the passage above using your word as much as possible.

PARAPHRASING POETRY

PERFORMANCE OBJECTIVES

1. Extract ideas from a given poem.
2. Paraphrase difficult poems in their own words and phrases



Paraphrasing poetry means expressing the literal meaning of a poem in prose form. A paraphrase cannot replace the original poem but expresses the idea of the poem.

The following are steps to follow in paraphrasing poetry:

1. Read the poem intently to deduce the underlying meaning it has.
2. A paraphrase should be written in prose form.
3. Paraphrasing cannot be compared with a poem where a poet uses his poetic licence. Hence, grammatical rules should be obeyed in writing a paraphrase.
4. Words from the original poem should be avoided as much as possible. If written at all, should be in quotation mark.
5. The tense of the poem should also be used in the paraphrase.
6. Unlike a paraphrase of prose where the paraphrase is shorter than the original work. The paraphrase of a poem is usually longer than the original poem.
7. Additional elements in the paraphrase should be marked off with a square bracket.

Read the poem below by John Keats and paraphrase any of the stanzas.

"Ode on Melancholy" by John Keats

No, no, go not to Lethe, neither twist
Wolf's-bane, tight-rooted, for its poisonous wine;
Nor suffer thy pale forehead to be kiss'd
By nightshade, ruby grape of Proserpine;
Make not your rosary of yew-berries,
Nor let the beetle, nor the death-moth be
Your mournful Psyche, nor the downy owl
A partner in your sorrow's mysteries;
For shade to shade will come too drowsily,
And drown the wakeful anguish of the soul.

But when the melancholy fit shall fall
Sudden from heaven like a weeping cloud,
That fosters the droop-headed flowers all,

And hides the green hill in an April shroud;
Then glut thy sorrow on a morning rose,
Or on the rainbow of the salt sand-wave,
Or on the wealth of globed peonies;
Or if thy mistress some rich anger shows,
Emprison her soft hand, and let her rave,
And feed deep, deep upon her peerless eyes.

She dwells with Beauty—Beauty that must die;
And Joy, whose hand is ever at his lips
Bidding adieu, and aching Pleasure nigh,
Turning to poison while the bee-mouth sips:
Ay, in the very temple of Delight
Veil'd Melancholy has her sovran shrine,
Though seen of none save him whose strenuous tongue
Can burst Joy's grape against his palate fine;
His soul shalt taste the sadness of her might,
And be among her cloudy trophies hung.

SUMMARY

So far, we have learnt how to

1. Extract ideas from a given poem.
2. Paraphrase difficult poems in their own words and phrases

INTERACTIVE ASSESSMENT QUESTIONS

1. Write a paraphrase of any of the Stanzas in the poem.

PARAPHRASING DRAMATIC WORKS

PERFORMANCE OBJECTIVES

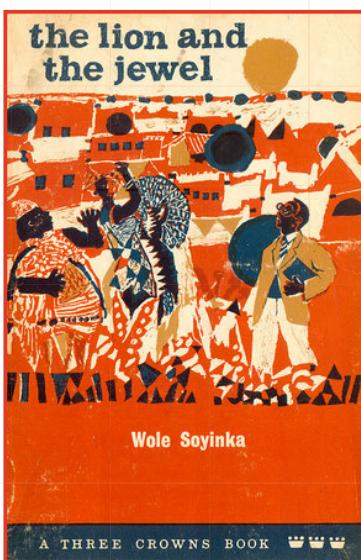
1. Re-write a given dramatic work in their own words.
2. Paraphrase a short drama written by a Nigerian Author.



Dramatic works are usually written in acts and scenes with characters whose words are written in front of their names. One important aspect of drama is the use of dialogue. The characters interact with one another using dialogue.

A drama can be paraphrased using the following approach:

1. Read the drama carefully and be sure you understand it well so that you can express it using your own words.
2. You can underline the keywords of each character as you read.
3. Do not read the drama again while paraphrasing so you won't be tempted to write verbatim.
4. Check your work again and compare it with the original drama to be sure you have truly and accurately represented all the ideas in the passage. The dramatic work for this topic is **Wole Soyinka's** *The Lion and the Jewel*.



SUMMARY

So far, we have learnt how to

1. Re-write a given dramatic work in their own words.
2. Paraphrase a short drama written by a Nigerian Author

INTERACTIVE ASSESSMENT QUESTIONS

1. Read and paraphrase the book The Lion and the Jewel by Wole Soyinka.

READING AND MAKING NOTES

PERFORMANCE OBJECTIVES

1. Identify topic sentences from the paragraph given.
2. Take note of the main ideas from different paragraphs.



Making notes while reading is a very good strategy for assimilation. It is not just about writing out main points, it also involves marking and underlining important things in a passage. Some of the things to note when reading are: main points in the passage, examples given, unfamiliar vocabularies and definitions. More so, readers need to jot down questions as they read as those questions will guide them in comprehending the passage better.

Steps involved in making notes are:

1. Read and understand the passage first.
2. Read again to identify the main ideas and supporting ideas from the passage.
3. Write a paraphrase without having to look at the passage again.
4. Review what you have written about the poem and be sure you have captured the ideas wholly and appropriately.

Read the passage below and write out the main ideas from the passage.

THE LIZARD

I often wondered why the lizard should belong to the same class as the snake. We are yet to hear of a lizard that bites, let alone a poisonous one. These are characteristics often associated with the snake. In fact, in Africa, as long as one can remember, the lizard has remained the only uninvited friend of a man. It never contributes to the building of a house in any way, but no sooner have you laid the foundation of your house than it comes, bag and baggage, to live there.

When you enter an African compound, you see lizards on the walls, on the ground, and in the eaves. You just walk into the room without bothering about them. After all, you see them again and again.

As a little boy, I watched lizards from time to time. There were very large ones whose red and blue colours beautified their heads and tail. There was the other type that was greyish. They are harmless. They are either basking in the sun or feeding on ants, thus reducing the number of pests in the home. At times, they eat the crumbs that children throw carelessly around the compound, thereby reducing the dirt in the environment. So nobody is disturbed by their presence.

But the presence of a snake elicits a different reaction. Anybody that sees a snake in his compound usually raises an alarm. The men quickly go for sticks while the women and children take to their heels. Whatever induces such reactions at the sight of a snake we do not know. Some say it is repulsive while others remember by reflex that it is venomous. It is after the snake has been killed that we may be calm enough to go close to it to ascertain if it is harmful or not

Except for the similarity in the shape of their heads, the lizard and the snake do not appear to me to resemble each other in any way. When I was ruminating about these two creatures, my biology teacher cleared the air. He told me that the snake and the lizard belong to the same class because both possess scales, crawl on their bellies, and are cold-blooded. (**WASSCE, November 1999**)

SUMMARY

So far, we have learnt how to

1. Identify topic sentences from the paragraph given.
2. Take note of the main ideas from different paragraphs.

INTERACTIVE ASSESSMENT QUESTIONS

1. Write the main idea in each paragraph.

THEME 05



Vocabulary Development

Oracy Skills: Spoken English

Oracy Skills: Listening for Comprehension

Reading

Literacy Skills: Writing for Effective Communication

English Grammatical Structure

REVISING CONTINUOUS WRITING (IN GIVEN LENGTH)

PERFORMANCE OBJECTIVES

1. Express themselves clearly through an expository essay.
2. Select appropriate words for writing an expository essay.
3. Use the appropriate tense form and write in not more than 400 words



An expository essay is a type of essay that seeks to explain a particular subject to keep the readers in the know. An expository essay combines narration, description, argument, and explanation with the primary aim of giving information. There are different types of expository essays depending on the aim the essay seeks to achieve.

The expository essay can be any of the following:

1. Giving instruction
2. Explaining a process or an idea
3. Identifying cause and effect
4. Comparing and contrasting
5. Defining and classifying
6. Examining problem areas and proffering solution

Examples of expository essays are such as, My Favourite Meal, Effects of Drug Abuse in the Society, A Traditional Wedding Ceremony, etc.

Features of an Expository Essay

1. **Title:** titles written in small letters should be underlined. However, the first letter of content words is capitalized while the grammatical words are not. Titles written in block letters are not underlined.
2. **Introduction:** it is an insight into what the essay is to address. Mostly written in one paragraph.
3. **Body:** it includes the details of the discussion in a sequential and organized manner and should not be less than three paragraphs.
4. **Conclusion:** the whole idea of the essay is summed up into a paragraph including the final note of the writer.
5. It is written in the present tense.
6. It should be written in clear terms with precision.

SUMMARY

So far, we have learnt how to

1. Express themselves clearly through an expository essay.
2. Select appropriate words for writing an expository essay.
3. Use the appropriate tense form and write in not more than 400 words.

INTERACTIVE ASSESSMENT QUESTIONS

1. Write an expository essay on the effects of drug abuse.

REVISING LETTER WRITING (IN GIVEN LENGTH)

PERFORMANCE OBJECTIVES

1. Explain the types of letters.
2. Write the formats of letter writing.
3. Write different types of letters.



Letter writing is one of the traditional means of communication especially with people that are far away. There are two major types of letter writing which are informal letters and formal letters.

Formal letter: a formal letter is also known as an official letter. It is the type of letter written for official matters such as application for jobs, letter of apology, resignation letter, letter of inquiry/complaint, etc.

Informal letter: an informal letter is a type of letter written to the family friends and relatives chiefly to discuss personal, friendly, or family-related issues. Let us discuss each of these two types of letters in details

Features of a Formal Letter

1. The writer's address
2. Date (should be written right after the writer's address).
3. The addressee's or recipient's address
4. Salutation
5. Title of the letter
6. Body of the letter
7. Complimentary close
8. Writer's Signature
9. Writer's full name

Format of a Formal Letter

6, Adesanmi Street,
Awoyaya,
Ibeju-Lekki,
Lagos State.
12th December 2020.

The Sales Manager, (receiver's title)

Tiptop Enterprises, (name of organization or ministry)

Abuja. (Place)

Dear Sir/ Dear Madam,

Or

Dear Mr/Mrs/Miss/Ms/Dr. Alexander,

Application for the Post of Sales Personnel (titles written in small letters should be underlined. However, the first letter of content words are capitalized while the grammatical words are not capitalized at all)

APPLICATION FOR THE POST OF SALES PERSONNEL (titles written in block letters are not capitalized at all).

Introduction to the letter

Body of letter

Conclusion of the letter

Yours faithfully,(if you used
Sir/Madam)

Yours sincerely, (if you used
receiver's name)

Signature

Full name of the writer with title

Take note of the punctuation marks in the address and the complimentary closing including the use of capital letters because they are very essential. Also, it is worthy of note that in the formal letters, the language is strictly official- no use of slang, contractions, or exclamations. Finally, keep strictly to the purpose of writing.

Features of an Informal Letter

The informal letter and formal letter have some things in common and also have their differences. These similarities and differences will be highlighted in the course of this discussion.

1. The writer's address: unlike the formal letter that has two addresses, the informal letter has only one address which is the writer's address. It is written just the same way it is in the formal letter.
2. Date: the date is also written in the same place and with the same format as written in the informal letter.
3. Salutation: Dear Sister Bosun, Dear Aunty Bose, etc.
4. Introduction:
5. Body of the Letter
6. Conclusion
7. Complimentary close

Yours sincerely,

Your first name.

Note that you can make use of another complimentary closing that signifies familiarity.

SUMMARY

So far, we have learnt how to

1. Explain the types of letters.
2. Write the formats of letter writing.
3. Write different types of letters.

INTERACTIVE ASSESSMENT QUESTIONS

1. Write a letter to the general manager of Akinde stores complaining about their new product.

WRITING FOR DIFFERENT AUDIENCES

PERFORMANCE OBJECTIVES

1. Write a formal and semi-formal letter using the appropriate language.
2. Write the different formats of the two types of letters.



Semi-formal letters are letters written to adult relations or adults of good social standing that the writer is familiar with. Basically, they are written to those who are considered to be superior in position or age. An example is a letter written to an uncle who is also a sponsor to apologize for a poor performance in the last exam or a letter to a father's friend appreciating him for the birthday gift.

Features of Semi-formal Letter

Semi-formal letters borrow from the features of both formal and informal letters.

Majorly, the format looks like an informal letter but in tone, it is written like a formal letter.

1. It has only one address like an informal letter and the address is immediately followed by the date.
2. It has no title either.
3. The salutation shouldn't be too formal or too informal. It can be written as "Dear Mrs. Aisha, Dear Chief Dikko,"
4. The tone should not be like that of an informal letter which has so much familiarity. It should rather be like a formal letter considering the person that is being written to. Avoid the use of slang, informal expression, and contractions.
5. The complimentary closing is usually put as the last paragraph.

Yours sincerely,

Name

SUMMARY

So far, we have learnt how to

1. Write a formal and semi-formal letter using the appropriate language.
2. Write the different formats of the two types of letters.

INTERACTIVE ASSESSMENT QUESTIONS

1. Write a letter to your grandma telling her why you could not visit or call her during the festive season.

REVISING REPORT WRITING

PERFORMANCE OBJECTIVES

1. Explain the two types of reports.
2. Give examples of the report.
3. Write a report.



A report is a written account of what one has observed, heard, done, or investigated. It presents facts and findings of an event that has already been taken. It is usually written for a particular purpose and audience.

A report discusses a topic in a structured and easy-to-follow format divided into headings and subheadings. It can also recommend actions to be taken. Reports can be written for official use (formal report) or unofficial use (personal report). Examples of the report are: minutes of meeting, scientific/technical writing, an incident or event witnessed, etc.

Elements of a Report

1. **Accuracy:** A good report must be accurate. It must be free from mistakes or errors whatsoever relating exactly what happened or what is noticed.
2. **Clarity:** A report should be written in clear language that will make the writing easily understood. However, appropriate terminologies must be used where necessary especially in scientific writing.
3. **Brevity:** A report must be as brief as possible especially a formal report. It should however be accurate. Basically, in writing a report, all unnecessary elements should be done away with.
4. **Good Organisation:** A report should be sequentially written and organized in such a way that it is easily understood.

SUMMARY

So far, we have learnt how to

1. Explain the two types of reports.
2. Give examples of the report.
3. Write a report.

INTERACTIVE ASSESSMENT QUESTIONS

1. Write a report of an accident you witnessed.

THEME 06



Vocabulary Development

Oracy Skills: Spoken English

Oracy Skills: Listening for Comprehension

**Oracy Skills: Reading for Comprehension
and Effective Study**

**Literacy Skills: Writing for Effective
Communication**

English Grammatical Structure

REVISING NOUNS AND NOUN PHRASES

PERFORMANCE OBJECTIVES

1. Recognise nouns and noun phrases in sentences.
2. Write out nouns and noun phrases.
3. Use noun phrases correctly.



A noun is a word that names a person, a place, an animal, a thing or an idea.

Types of Nouns

1. **Proper Noun:** this type of noun refers to specific something. Examples are Jude, Lagos, Nigeria, Ikeja, and Shoprite. Proper nouns usually begin with capital letters.
2. **Collective Noun:** it is used to refer to a group of people, things or animals. Examples are class, flock, army, and committee.
3. **Concrete Nouns:** they are nouns that refer to things we can see and touch. Examples are table, pen, mirror, chair, and curtain.
4. **Abstract Noun:** this type of noun refers to things that can only be felt but not seen or touched. Examples are joy, love, honesty, respect, and happiness.
5. **Compound Nouns:** they are nouns that are made up of two or more existing words. Examples are mother-in-law, attorney-general, bedroom, boyfriend, and pancake
6. **Countable Nouns:** they are also called count nouns. They can be preceded by "a" or "an" and can also have plural forms. This is usually because they can be counted. Examples are: car, window, book, and house.
7. **Uncountable Nouns:** they are also called non-count nouns. They cannot have plural forms because they cannot be counted. Examples are: oil, water, dust, and advice.

Plural Formation of Nouns

Some nouns are referred to as regular nouns because they form their plural by adding either -s or -es. Examples

Singular	Plural
box	boxes
cat	cats
book	books
leg	legs
church	churches

Irregular nouns do not form their plural by adding –s or –es. Their plural form is realized in different ways. Examples are:

Singular	Plural
stadium	stadia
forum	fora
crisis	crises
tooth	teeth
mouse	mice
index	indices
larva	larvae
criterion	criteria
terminus	termini
fungus	fungi

The nouns below are never used in the singular:

Remains, scissors, thanks, surroundings, clothes, jeans, good, belongings, congratulations, news etc.

Some plural nouns are written in the same way as the singular forms.

Furniture, information, money, sheep, shrimp, moose, love, mud, etc.

Noun phrases

A Noun phrase is a group of words in which the headword is a noun or pronoun.

It is a group of words that can perform any of the functions of a noun.

Eg.

1. The insult pained him a great deal.
2. A terrible storm is forecast.
3. The blue house is for sale.

The Structure of the Noun Phrase

The noun phrase has three elements which make up the structure.

M	H	Q
Modifier (Pre-head elements)	Headword (Noun/Pronoun)	Qualifier (Post-head elements)

Examples:

The President (MH)

The future President of Nigeria (MHQ)

The boys on the field (MHQ)

Birds in the cage (HQ)

A foolish idea (MH)

Functions of a Noun Phrase

Noun phrase performs the grammatical functions of nouns which includes the following:

1. Noun Phrase as Subject of a Sentence

Examples:

- i. The football coach was ecstatic.
- ii. The girl with blue eyes is my classmate.
- iii. The law is blind
- iv. The glistening snow covered the field.
- v. A terrible storm is forecast.

2. Noun Phrase as Object of a Verb

- i. Tigers are dangerous animals.
- ii. Has anyone seen the big brown dog?
- iii. He bought a beautiful car.
- iv. I always wear a nice blue shirt.
- v. The room contains a lot of furniture.

3. Noun Phrase as Complement of a Preposition

- i. Kemisola took off the box.
- ii. We thanked him for the gift.
- iii. Will you talk with these rude people?
- iv. Let us go on the long winding road.
- v. Natives were surprised by the early spring thaw.

4. Noun Phrase as Complement of Object

- i. I gave Taiwo the expensive lunch bag.
- ii. They called the former chairman an autocrat.
- iii. I consider her my favourite teacher.
- iv. Chigozie gave the boy a big round chocolate candy.
- v. I served him what he liked.

SUMMARY

So far, we have learnt how to

1. Recognise nouns and noun phrases in sentences.
2. Write out nouns and noun phrases.
3. Use noun phrases correctly.

INTERACTIVE ASSESSMENT QUESTIONS

1. Identify the plural nouns in the following sentences and write them out correctly!

- A The **childs** left the gate open and some **sheeps** escaped.
- B She is a few **feets** taller than her twin.
- C **Mouses** and rats are never going to be friends.
- D I think most of our **government** officials are **thiefs**.
- E It's in our **handes** to decide the **lifes** we want to live.

2. Identify the noun phrases in the following sentences and state their grammatical functions.

- A I hope to win the first prize.
- B The young lady wants to go partying.
- C The notorious criminal has been apprehended.
- D The accused refused to be interrogated.

REVISING PRONOUNS AND THEIR USES.

PERFORMANCE OBJECTIVES

1. Define pronouns.
2. Identify the different types of pronouns.
3. Explain the different types of pronouns.
4. Use pronouns in sentences of their own.



A pronoun is a word that takes the place of a noun or a noun phrase in a sentence. It is used to refer to the noun that has earlier been mentioned in a statement.

Chinedu is a good friend.

He is a good friend.

The woman with the long hair is my sister.

She is my sister.

Types of Pronoun

There are eight (8) types of pronouns in English Language. They are:

- Personal pronouns
- Possessive pronouns
- Demonstrative pronouns
- Reflexive pronouns
- Indefinite pronouns
- Relative Pronouns
- Interrogative Pronouns
- Reciprocal Pronouns

Personal pronouns: This can be classified using three parameters: number, person, and position.

Number: singular and plural

Person: first person, second person, and third person.

Position: subject and object position.

Personal Pronoun Table

	S U B J E C T		O B J E C T	
	Singular	Plural	Singular	Plural
First Person	I	We	me	Us
Second Person	You	You	you	You
Third Person	He/she/it	They	Him/her/it	them

Possessive pronouns: These pronouns show possession or belongingness. They include: mine, ours, yours, his, hers, theirs.

Examples:

The books are mine, not yours.

That car is not ours. It belongs to the proprietor.

Demonstrative pronouns: These pronouns point to the nouns they represent. They include: this, those, that and these, examples:

Demonstrative Pronouns Table

	Singular	Plural
Near reference	This	These
Distant reference	That	Those

This is my book. (one book and it is close to the speaker)

That is your ruler. (one ruler and it is far from the speaker)

These are your keys. (many keys that are within the reach of the speaker)

Those are his shoes. (many shoes that are far from the speaker)

Reflexive pronouns: These pronouns reflect on the subject of a sentence. They are formed by adding self or selves. They include myself, ourselves, yourself, yourselves, himself, herself, itself, etc.

Examples:

- You did the assignment **yourself**.
- Let him write the letter **himself**.
- She cooked the rice **herself**.
- They cleared the bush **themselves**

Indefinite pronouns: These are pronouns that are used to refer to people or things without specifying exactly who or what they are. The indefinite pronouns are as follows: anyone, anybody, everything, everybody, somebody, no one, nobody, etc.

Examples:

- I don't know **anyone** here.
- Does **everyone** have a drink?
- I don't buy **anything** from the market.
- He has **everything** he could ever want.
- **No one** can help the man now.

Interrogative Pronouns: they are pronouns used to ask questions. They are: who, whom, which, whose, and what. This is used to ask about a noun that is not human, it could be either an object or an animal. Who is used for people while whom is used when a question is asked about the object in a sentence.

Examples:

- **Who** shut the door?
- **What** did you do to her?
- **Who** did you give the money to?
- **How** are you doing?

Reciprocal Pronouns: These are pronouns that express an exchange of action between two or more people. There are two reciprocal pronouns and they are: **each other** and **one another**. Each other is mostly used when an action is exchanged between only two people while one another is used when an action is exchanged between more than two people.

Examples:

- Folake and Chukwuka fought **each other**.
- The boys fought **one another** right in the hostel.
- The residents of Alexander's estate relate with **one another**.

Relative Pronouns: They are pronouns that mark relative clauses. They connect a clause, mostly a descriptive clause, to a noun or pronoun that is being described by the expression. They include:

who,

which,

whose,

that,

Whom etc.

"Who and whom" are used for people while "Which" is used for animals and things.

"That" can be used for both animate and inanimate;

"Whose" is used to show possession.

Examples:

- The house **which** my dad built years ago is due for renovation.
- Those are the candidates **whose** curriculum vitae meet the acceptable standard.
- The man **who** came to our house yesterday is an artist.

USES OF PRONOUNS

1. Pronouns can be used as the subject of a verb in a sentence.

Personal pronouns can be used as the subject of a verb. Examples :

- He bought a car.
- She mopped the floor.
- They brought up the matter.
- We took tea last night.

2. Pronouns can be used as the object of a verb in a sentence.

A personal pronoun can be used in the objective case.

Examples:

- He rang me twice last week.
- They prayed for us.
- Emeka congratulated her.
- We showed them the way to the auditorium.

3. Pronouns can be used as the object of a preposition in a sentence.

A pronoun used after a preposition in a sentence must be in the objective case.

Examples:

- Emmanuel shouted at them.
- It is over between us.
- The teacher stared at him.
- We bought a drama text for you.

4. Interrogative pronouns can be used to ask questions.

Examples:

- Who has this beautiful dress?
- What are your hobbies?
- How is it going yonder?

SUMMARY

So far, we have learnt how to

1. Define pronouns.
2. Identify the different types of pronouns.
3. Explain the different types of pronouns.
4. Use pronouns in sentences of their own.

INTERACTIVE ASSESSMENT QUESTIONS

1. Choose the correct options from the brackets in the following sentences.
 - A I thought it was-----that we saw. (**him, he**)
 - B She looked at ----- with scorn. (**me, I**)
 - C Has ----- seen ----- today. (**she, her), (they, them**)
 - D Permit ----- and ----- to use the convenience. (**she, her) (he, him**)
 - E It is ----- who wrote that letter to-----. (**he, him) (them, they**)

2. Match the pronouns underlined in the sentences appropriately.

A	The car is mine.	Personal pronoun
B	We shall read now.	Reflexive pronoun
C	That is the lady we have been talking about.	Reciprocal
D	You should get yourself a new house.	Demonstrative

REVISING VERBS AND VERB PHRASES

PERFORMANCE OBJECTIVES

1. Identify the features of verbs and verb phrases.
2. List the forms, positions, and functions of verbs in a given passage.
3. Make sentences with verbs.



A verb is a very important element in a sentence. It indicates what is done, being done, or what is going to be done in a sentence. It is the action performed by a person or a thing within a sentence. Verbs also express a state of being.

Examples of verbs showing action: sleep, eat, talk, move, slap.

Examples of verbs that express a state of being are: am, is, are, being, was, were, etc.

Forms of Verbs

A verb can have up to six forms to convey tense and actions. Below are the forms a verb can take

Base/ Root Form	Third Person Singular	Present Participle	Past Form	Past Participle	Infinitive (to + base form)
Write	Writes	Writing	wrote	written	to write
bring	Brings	Bringing	brought	brought	to bring
keep	Keeps	Keeping	kept	kept	To keep
freeze	Freezes	Freezing	froze	frozen	to freeze
stop	Stops	stopping	stopped	stopped	to stop

Verb phrases

A verb phrase is a sequence of two or more verbs consisting of a main verb with one or more auxiliary verb(s).

Some tense forms that need auxiliary verbs thereby forming a verb phrase are as follow:

Present Continuous: am/is/are + present participle

- I am eating my favourite meal.
- We are leaving the party immediately.

Past Continuous: was/were + present participle

- I was eating my favourite meal.
- They were praying when her phone rang.

Present Perfect: has/have + past participle

- He has taken his share of the money.
- The twins have joined the Nigerian army.

Past Perfect: had + past participle

- He had eaten his portion of the food before he was told.
- They had withdrawn the offer before he claimed it.

Present Perfect Continuous: have/has + been + present participle

- I have been sitting here doing nothing
- She has been waiting for the school bus for about an hour.

Past Perfect Continuous: had + been + present participle

- The teacher punished us because she had been waiting for us for the past twenty minutes.
- We had been trying to fix the tyre for twenty minutes before the vulcanizer showed up.

Future Continuous Tense: will/shall + be + present participle

- I will be attending the ceremony tomorrow.
- We shall be visiting the resort next weekend.

Phrasal Verbs

A phrasal verb is the combination of a verb and one or two particles. The particles could be prepositions or adverbs. Most phrasal verbs have meanings different from what they imply on the surface. They are multi-word verbs in which the first word is a verb, followed by an adverb or a preposition. Examples are:

give up (verb+ adverb)

lay off (verb+ preposition).

call at (verb + preposition)

Examples of phrasal verbs and their meanings:

	Options	Meaning
1	Get rid of	remove
2	Break in	interrupt
3	Turn down	refuse
4	Lay off	dismiss
5	Get through	succeed
6	Wipe off	clean
7	Hand in	submit
8	Back out	withdraw
9	Tell off	chastise verbally/ criticize
10	Come about	happen
11	Make do with	using what is available
12	Adhere to	support or agree
13	Abide by	obey
14	Take on	encounter
15	Keep on	continue

Note that a phrasal verb is different from a verb phrase. A verb combines an auxiliary verb(s) and the main verb while a phrasal verb is a combination of a verb with prepositions or adverbs.

SUMMARY

So far, we have learnt how to

1. Identify the features of verbs and verb phrases.
2. List the forms, positions, and functions of verbs in a given passage.
3. Make sentences with verbs.

INTERACTIVE ASSESSMENT QUESTIONS

1. Use a single verb or verb phrase to complete the following sentences.

- A We _____ (invite) Olakunle to the event but he declined.
- B Jemima _____ (write) to her friend times without number before she finally replied to the last letter.
- C I _____ (buy) the needed items tomorrow.
- D My uncle _____ (call) while I was sleeping.
- E She _____ (complete) the assignment already.

REVISING SEQUENCE OF TENSES

PERFORMANCE OBJECTIVES

1. Explain the sequence of tenses.
2. Use effectively sequence of tenses in sentences and compositions.



A sentence is made of two or more clauses. I.e. It is possible to have one or more verbs in the sentence. Thus, proper arrangement or sequence of tenses should be observed. The sequence of tense is the agreement between the grammatical tense of verbs in a sentence. It is how verb tenses in the subordinate clause change by verb tenses in the main clause. It should be noted that there are rules (and exceptions to these rules) guiding the relationship between the time expressed in the main clause and that expressed in the subordinate clause.

Rules Guiding Sequence of Tenses

1. If the main verb of a complex sentence is in the present, verbs in the subordinate clause must also be in the present.

Example: He agrees that it requires more money.

2. If the main verb of a sentence is in the past, verbs in the subordinate clause must also be in the past.

Example: My mother worked so hard that she was tired.

3. However, if the statement is a universal truth or a fact, the tense in the subordinate clause should remain in the present tense.

Examples: My teacher told me that DNA contains genetic information.

4. The tense in the main clause is in the present perfect tense if the main verb in the subordinate clause is in the past tense and it is introduced by since.

Example: Many years have passed since I saw my father last.

5. If a subordinate clause is introduced by a conjunction of comparison, the past in the main clause may be followed by a present or a future tense.

Example: They were not as confident as they are now.

6. If had is used with a perfect tense in the subordinate clause, would have should be used in the main clause.

Example: She would have been flogged if she had spent the money.

7. The present or future tense in the main clause may be followed by any tense in the subordinate clause.

Example: We know who goes there.

We know who went there.

We know who will go there.

SUMMARY

So far, we have learnt how to

1. Explain the sequence of tenses.
2. Use effectively sequence of tenses in sentences and compositions

INTERACTIVE ASSESSMENT QUESTIONS

1. Choose the tense of the verb which best completes each of the following sentences.

- A Folake is one of the tailors who _____ round the clock. (**work, works, worked**)
- B The suppliers _____ what we _____ for the job. (**brought/demanded, bring/ demanded, brought/demand**)
- C The three boys' _____ that they were tired. (**complained, complain, will complain, are complaining**)
- D Tolu was sure he _____ not seen the man before. (**has, have, had**)
- E Dele explained that he did not come for the training because he _____ been ill. (**has, have, had**)

MODALS: FORMS AND USES

PERFORMANCE OBJECTIVES

1. Define modals.
2. Recall the forms modal verbs take.
3. Recognise modals in context.
4. Use modals appropriately.
5. Use modals for expressing polite requests



Modal auxiliary verbs are helping verbs. They are used to express various moods like possibility, futurity, expectations, and necessity hope. Some common ones are: can - could, may - might, will - would, shall - should, ought to, had better, and used to. It should be noted that some of these modals have past forms e.g. can/could, will/would.

Let us look through some functions of these modal auxiliaries.

Can

1. Expresses ability

I can speak English fluently.

2. Expresses permission

Can I have a cup of tea?

3. Expresses possibility

You can come tomorrow.

Could

1. Expresses past ability

I could work longer when I was younger.

2. Use in indirect speech

They said they could help with the chores.

3. Expresses possibility in the past

If she had a degree, she could apply for the job.

4. To make a polite request

Could you turn the light off?

5. To express permission

Could I sleep in the room?

May

1. Expresses permission

May I use your mobile phone?

2. Expresses polite request

May I speak to the principal?

3. Expresses possibility

Omodele may come home tomorrow.

4. Expresses wishes.

May God bless you!

Might

1. Expresses possibility in the present.

It might rain today.

2. It is the past form of may and it is used in indirect speeches.

She told me she might come the previous night.

3. It is used when talking about an unreal situation.

If I were the president, I might not allow political figures to go free when they offend.

Will

1. To express simple futurity in the second and third person.

He will leave soon.

2. Expresses determination.

I will not agree with that opinion.

3. To indicate promise

I will honour your invitation.

4. To express threat.

I will expel you from this citadel of learning.

5. To express willingness.

I will drop you off before going to my house.

6. To express a habit.

Aminu will not submit his homework in time.

Would

1. It is the past form of will and used in indirect speech.

She told me that she would see me the next day.

2. It expresses willingness.

The nurse said she would look after the patient.

3. It is used to express a past habit.

He would return home and read the newspaper daily.

Shall

1. It is used in the first person to express futurity.

I shall see you tomorrow.

2. It is used in the second and third person to express a command, promise, threat, or determination.

Command: You shall do whatever I say.

Promise: You shall get a new toy if you win again this time.

Threat: You shall be fined if you litter the road.

Determination: They shall pay the fine as stated.

3. It is used in the first person to express permission and suggestion.

Permission: Shall I post the letter?

Suggestion: Shall we go to the mall this evening?

Should

1. It is the past form of shall and used in indirect speeches

He said that he should visit Canada next week.

2. It expresses duty or obligation.

You should attend rehearsals regularly.

3. It expresses possibility or supposition in conditional clauses.

Should it rain, I will not visit again.

Ought to

1. It expresses duty, necessity, fitness, and moral obligation.

Duty: You ought to love your parents.

Necessity: We ought to lodge in a hotel.

Fitness: You ought to be fluent in English to be employed.

Moral Obligation: You ought to be polite to others.

2. To express expectation

She ought to be here by now.

SUMMARY

So far, we have learnt how to

1. Define modals.
2. Recall the forms modal verbs take.
3. Recognise modals in context.
4. Use modals appropriately.
5. Use modals for expressing polite requests

INTERACTIVE ASSESSMENT QUESTIONS

1. Use the best option in each of the following sentences. Ought to, might, should, would, may

- A It is a secret, so we _____ not tell others.
- B Bola's story _____ be true but I am not sure
- C You _____ borrow the books but you must return them early.
- D Dayo _____ wake up earlier.
- E He said he _____ paint the car soon.

ADJUNCTS: FORMS AND FUNCTIONS

PERFORMANCE OBJECTIVES

1. Identify the features of adjuncts.
2. List the forms, positions, and functions of adjuncts.
3. Make sentences with adjuncts



Adjuncts belong to the family of adverbials. They serve the same purpose and perform the same function as adverbs or adverbial phrases. Adjuncts are words, phrases that provide information as to when (time), where (place), and how (manner) an event occurred. Adjuncts are however optional elements in a sentence. Their omission does not affect the meaning of the sentence. Their position also does not change the meaning of a sentence.

Examples:

Now, he has paid his debt.

He has now paid his debt.

He has paid his debt now.

In the examples above, the underlined word, 'now' can be removed and the sentences will still retain their meaning. Also, it can change position and still retain its meaning.

Note that changing the position of some adjuncts can change the meaning of the sentence.

Forms of Adjuncts

1. Noun Phrase functioning as Adjuncts

- I have a dinner date next week.
- We attended the party last night.

2. Prepositional Phrases functioning as Adjuncts

- Cock crows at dawn.
- They held the meeting behind closed doors.

3. Adverb Phrases functioning as Adjuncts

- She walked very gracefully down the aisle.
- She ate the food too quickly.

4. Clauses functioning as adjuncts

- While we were sleeping in the room, we heard a loud noise.
- Being a qualified plumber, he had no difficulty fixing the tap.

SUMMARY

So far, we have learnt how to

1. Identify the features of adjuncts.
2. List the forms, positions, and functions of adjuncts.
3. Make sentences with adjuncts

INTERACTIVE ASSESSMENT QUESTIONS

1. List ten adjuncts and use them in correct sentences

REVISING ADJECTIVAL CLAUSES

PERFORMANCE OBJECTIVES

1. Identify and use adjectival clauses correctly.
2. List the functions of adjectival clauses.
3. Use them in sentences of their own.



An adjectival clause, also known as a relative clause, is a type of dependent clause that modifies a noun or pronoun in a sentence. The only function performed by an adjectival clause is to modify a noun or a pronoun because it performs the same function as an adjective. It usually begins with relative pronouns which connect it to the word it describes, such as: where, that, who, whom, when, whose, which, and why. Relative pronouns make it easy to identify adjective clauses in a sentence.

Examples:

1. People who are smart do the right thing.
2. The story which you wrote last year is a nice one.
3. This is the place where I met my husband.
4. The girl whom you saw with me is my youngest sister.

Each adjective clause above contains a subject and a verb and they all work together to describe the original noun being modified. In some cases, the relative pronoun serves as the subject of the clause.

There are two types of adjectival clauses which are:

1. Defining adjectival clause
2. Non-defining adjectival clause

Defining adjectival clause: this type of adjective clause is very important to the meaning of the sentence. The sentence is likely to take a different meaning if this clause is removed. A defining adjectival clause does not require any additional punctuation because it is an integral part of the sentence.

Examples:

A teacher is someone who adds value to lives.

3. The story which you wrote last year is a nice one.

Non-defining clause: this type of clause gives an extra description that is not so required. It is separated with a comma because it is an optional part of the sentence.

Examples:

1. The black puppy, which is the smallest among the puppies, is the most stubborn.
2. We went to Lufasi Park, which Bola suggested.

SUMMARY

So far, we have learnt how to

1. Identify and use adjectival clauses correctly.
2. List the functions of adjectival clauses
3. Use them in sentences of their own.

INTERACTIVE ASSESSMENT QUESTIONS

1. Underline the adjectival clause in the following sentences

- A The books that were borrowed from the library must be returned.
- B The soldier who is leading the parade is very vocal
- C The store where the new phone was being sold burnt down yesterday.
- D Pizza, which most people love, is not healthy.
- E The vegetable that is grown organically is healthy.

REVISING ADVERBIAL CLAUSES

PERFORMANCE OBJECTIVES

1. Identify adverbial clauses in passages.
2. Use adverbial clauses correctly in sentences.



An adverbial clause is a type of dependent clause that functions as an adverb in a sentence. It usually contains a subject and predicate of its own. Because it functions as an adverb. Adverbial clauses answer the question when, where, how, Why, to what extent, how often, etc.

They can occur at the beginning, middle, or end of a sentence.

Examples:

Although she hasn't written the exam, she already admitted failure.

Emmanuel, after he bought his new car, was rarely seen in the church.

Turn the TV on so that we can see the movie.

Types of Adverbial Clauses

1. Adverbial clause of time
2. Adverbial clause of place
3. Adverbial clause of condition
4. Adverbial clause of manner
5. Adverbial clause of reason/cause
6. Adverbial clause of concession

Adverbial clause of time: this indicates when an action is or will be performed. Some conjunctions that introduce them are: when, whenever, after, as, before, since, till, now, as soon as, while, until, and once.

Examples:

- Whenever you want to eat, remember to pray.
- I will do my homework before I sleep tonight.

Adverbial clause of place: this indicates where the action was or will be performed.

They can be introduced by where, wherever, and everywhere.

Examples:

- Wherever we went, we were accepted.
- Where there is a will, there is a way.

Adverbial clause of condition: this indicates upon what condition action is or will be performed. It often begins with if, unless, whether, provided that, and as long as.

Examples:

- He won't pass the exams unless he bribes the lecturer.
- So long as you work with integrity, you cannot be sacked.

Adverbial clause of manner: this indicates how an action is performed. It often begins with like, as though, and as if.

- She looked as though she was angry.
- He addressed me like I was his maid.

Adverbial clause of cause/reason: this indicates why an action is being performed. It usually begins with words like because, since, as, in as much as, and that.

Examples:

- I listen to country music because it lifts my spirit.
- I am glad that she has been promoted.

Adverbial clause of concession: this expresses a possible contrast. It usually begins with: though, although, even though, even if, while, and whereas.

Example:

- Even though you are my friend, I won't give in to your demand.
- Although it rained, they enjoyed my walk.

SUMMARY

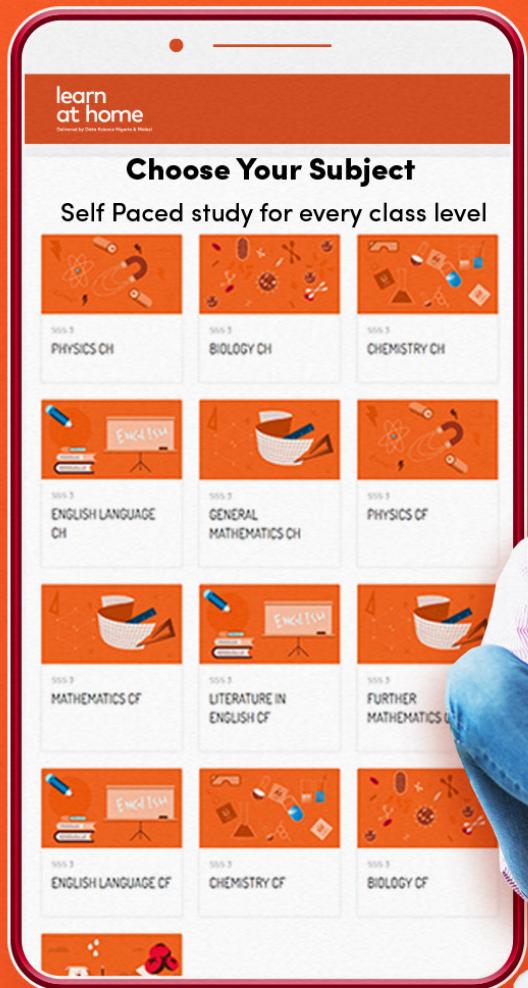
So far, we have learnt how to

1. Identify adverbial clauses in passages.
2. Use adverbial clauses correctly in sentences.

INTERACTIVE ASSESSMENT QUESTIONS

1. Supply suitable adverbial clauses to complete the following sentences and identify their type.

- A I am glad
- B water is
- C I shall wait for you
- D I visited the place
- E I can help you



learn
at home



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MORE COURSEWORK
NOTES AND INTERACTIVE
CONTENT THAT WILL
HELP YOU UNDERSTAND
CONCEPTS BETTER

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