**THIRD TERM E-LEARNING NOTE**

ENGLISH LANGUAGE

**WEEK TOPIC**

1. Revision of the Last Term’s Examination Questions, Resumption Test,

Revision of Tenses in Grammar

Narrative: My Holiday Experience

1. Conditional Clauses; Complex Sentence

Vocabulary Development: Words Associated with Publishing

Essay Writing: Speech Writing, Meaning and Features

1. Speech Work: Stress Patterns

Structure: Active and Passive Voice

Vocabulary Development: Prefixes

Essay Writing: Article Writing; Explanation and Features

1. Structure: Prepositional Phrase

Vocabulary Development: The Use of Dictionary

Grammar: Rules of Concord

Comprehension: Bullying (pg 84, Countdown English)

1. Speech Work: Stress Placement on Two or More Syllable Words

Essay writing: Story Writing

Comprehension: Reading for the Writer’s purpose

Vocabulary Development: A Manufacturing Industry

1. Summary writing: Agriculture Technical Aid to Africa p.85

Structure: Adjectival Clause

Vocabulary Development: Words Associated with Films and TV

1. Speech Work: Vowels /I/ & /I:/

Essay Writing: Expository: Raising a Total Child

Comprehension: Reading to Identify Sentence Types in a Passage

Structure: Adverbs

1. Vocabulary Development: Hotel & Catering

Summary Writing: Summarising to get Implied Meaning

Structure: Prepositional Phrases

1. Comprehension: African Plucked Lutes

Structure: Idioms

Vocabulary Development: Words Associated with Politics and Government

Writing: Essay Writing; Descriptive Essay: A Festival I Like.

1. Structure: Affixation: Suffixes

Speech Work: Nasal Sounds (/m/ /n/ and /η/)

Comprehension/Register: Vocabulary Associated with Transportation

1. Structure: Clauses- Subordinate and Insubordinate

Speech work: Stress on the 5th and 6th syllable

Comprehension: Reading for Implied Meaning and Interpreting Examples

1. Revision
2. Examination

**REFERENCES**

1. Montgomery et al: Effective English for S.S 2 (Main Textbook) Evans PublishersIbadan.

2. Ogunsanwo et al: Countdown to SSCE Evans Publishers Ibadan.

3. Onuigbo S.M: Oral English for Schools and Colleges Africana Publishers,Enugu.

4. Oxford Advanced Learner’s Dictionary 5.WAEC Past Questions.

**WEEK ONE**

**TOPIC:**

1. **Revision of the Last Term’s Examination Questions, Resumption test,**
2. **Revision of Tenses in Grammar**
3. **Narrative: My Holiday Experience**
4. **REVISION OF LAST TERM’S EXAMINATION**
5. **Grammar: Tenses**

Tense is a term which applies to verbs, and it is used to indicate the time of an action: past, present, future tense. These are the basic categories of tenses we have in English.

**The Past Tense** – is used to express a past action. This is indicated in most verbs by adding ‘ed’ or ‘d’ to them. This type of verbs are called the regular verbs.

Example of such verbs are: voted, waited, counted, preached, visited, cured, answered, elected, abrogated, punched, perfected etc. verbs which do not take ‘ed’ or ‘d’ to form their past are called irregular verbs e.g. built, threw, said, paid wore, sent, swam, set, cast, ran, wrote etc.

**The Present Tense** – is used to express the current time i.e. now. This tense could be singular or plural and it must agree with the subject in a sentence.

Examples are vote, wait, say, count, preach, elect, answer(v), remove, empower, tolerate, activate etc.

**The Future Tense –**This is done by putting an auxiliary before the verb and so on. Examples are as follows.

1. Will + go e.g. I will go tomorrow.
2. Shall + visit e.g. I shall visit you next week
3. Be + going e.g. I am travelling next year.
4. Be + -ing verb e.g. She is coming next month
5. Be + about to + verb e.g. Theyare about to start the lecture.
6. ‘s’ i.e. progressive form of verbs e.g. the bus leaves tonight.

**EVALUATION**

Write out the past tense of the following verbs: fly, cast, let, burn, lose, read, swim, call, bathe, lay, lie, sting, tie, fling

**READING ASSIGNMENT**

Pg. 232 Countdown English

1. **Narrative: My Holiday Experience**

**Features**

* As a narrative, use the past tense
* Arrange your events one after the other
* Use connectors/transitional expressions
* Raise suspense
* Describe people, places and events.
* Use figurative language, proverbs or idioms.

**Outline**

* Write your title boldly in capital letters (preferably)
* Your introduction should be interesting
* Indicate when the holidays started
* Describe how you had felt at the prospect of a holiday.
* Mention where and with whom you spent the holiday.
* Disclose what happened and your reactions
* Mention the interesting parts and annoying ones.
* Reveal the lessons learnt.

**EVALUATION**

Write the essay outlined above.

**READING ASSIGNMENT**

Pg. 87 Effective English

**GENERAL EVALUATION QUESTIONS**

Mention the three types of tenses and list the six ways of expressing future tense with examples.

**WEEKEND ASSIGNMENT**

**SECTION A**

**Choose the word that contains the given phonetic symbol**

1. /e/ (a) net (b) they (c) eke (d) wanted

2. /I/ (a) heel (b) sit (c) high (d) bite

3. /I:/ (a) say (b) seize (c) kill (d) ill

4. /Z/ (a) cars (b) loose (c) cease (d) lace

5. **/٨/** (a) cough (b) lock (c) clerk (d) tough

**SECTION B**

Test for Continuous Assessment Effective English 2 (A: 1 – 10), pg 45

**WEEK TWO**

**TOPICS**

1. **Conditional Clauses; Complex Sentence**
2. **Vocabulary Development: Words Associated with Publishing**
3. **Essay Writing: Speech Writing, Meaning and Features**
4. **(1) Conditional Clauses**

**Content**: **Definition,Types and Examples**

A conditional sentence has at least two clauses, one beginning with if (or ‘unless’ which means ‘if …. Not’)

Examples:

If inflation is high, the value of life insurance policies goes down.

Explanation: The ‘if clause’ is the subordinate clause while the result clause is the main clause. The arrangement of the sentence can be altered by positioning the result clause before the if clause e.gThe value of life insurance policies go down if inflation is high.

**TYPES OF CONDITIONAL SENTENCES**

1. **Likely or probable conditionals**

Sentences in this category fall into two forms:

A. the if clause and the result may be in the present simple tense

e.g If you have a life insurance policy, your family has financial protection.

B. Present simple tense in the if-clause, future tense in the result clause e.g with your policy, the insurance company will pay up, even if you drive into a tree.

1. **Unlikely or Remote conditional**

Past tense (also called the subjunctive) is used in the if-clause, “would” in the result clause.

e.g if you left the keys in the car and if it were stolen, the insurance company would probably not pay you.

1. **Unfulfilled or impossible conditional.**

It is used for talking about what did not happen. The past perfect tense is in the if-clause “would have” and a past participle is in the result clause e.g If I had left the keys in the car, the insurance company would not have paid up.

**EVALUATION**

**Identify the following as likely, unlikely or unfulfilled conditions**

* 1. If you steal, you may be jailed
  2. I would have left if you had arrived earlier.
  3. If you stole, you would be jailed

**READING ASSIGNMENT**

Read passage 41,56 Main text.

**A. (2) Complex Sentence**

This is a type of sentence structure which consists of one main clause and one or more subordinate clauses, hence it is denoted by (M1, S1 or more ). When writing this type of sentence, any of the clauses could come first, but it is advisable to write the dependent clause first before the main clause so as to achieve sentence vigour. All conditional clauses are complex sentences.

**Examples**

1. If I were your father, I would punish you.

Sub. Cl. M. cl.

1. Whenever it rains, I don’t go to work.

Sub. Cl. M. cl.

1. Since I came to this school, I have never been punishedbecause I always obey the rules

Sub. Cl. M. cl. Sub. Cl.

1. I will call youwhen I’m less busy.

M. cl. Sub. Cl.

1. The book which you gave mehas been stolen

Sub. Cl. M.cl

**EVALUATION**

Write down ten complex sentences using different clauses markers and underlined the subordinate clauses.

**READING ASSIGNMENT**

Pg. 272 Countdown English

1. **VOCABULARY: Words Associated with Publishing**

**Content: Words, Meaning, Examples**

* + 1. **Publishing:** The profession or business of preparing and printing books, magazines, CD-ROMS etc and selling or making them available to the public e.g. Evans Brothers is a reputable publishing company.
    2. **Manuscript:** Copy of a book, piece of music etc before it has been printed or a very old book or document that was written by hand before printinge.g. The author has sold his manuscript to a publishing outfit.

1. **Reader:** a worker in a publishing house who reads a manuscript to see if it will appeal to the public.
   * 1. **Author:A** person who writes books or who wrote a particular book e.g. **Who** is your favourite author?
     2. **Edition:** The form or number of copies of a book, newspaper, or magazine. e.g. Sally Wehmeier is the chief editor of the seventh edition of the Oxford Advanced Learner’s Dictionary.
     3. **Revised Edition:** A published book in which the author has added new ideas or eliminated obsolete concepts. e.g. **The** revised edition of the text book will soon be published.
     4. **Hardback or Paperback:** A book may have a hard outer covering or a light outer covering. This impacts its cost.
     5. **Review: An** examination of something with the intention of changing it if necessary e.g. This textbook is due to be reviewed.
     6. **Imprint (Technical):** The name of the publisher of a book usually printed below the title on the first page.
     7. e.g. The publisher’s imprint is too vague.
     8. **Copyright:** A statement showing the person who holds publication rights usually forbidding unauthorised duplication. e.g. It is still a matter of debate if the photocopying of a book infringes on copyright laws.

## EVALUATION

Use five vocabulary items to make sentences.

## READING ASSIGNMENT

Read page 138- 139 Countdown

1. **Essay Writing: Speech Writing, Explanation and Features**

This is a written composition that is expected to be delivered to a live audience. It is therefore necessary to consider the languagevis-à-vis the interest of the audience. Primarily, speeches should be very informative, educative and entertaining.

**The basic types of speeches are**:

1. Address of welcome
2. Farewell Address/Speech
3. A Talk on any Topic

**Features**

1. The title/topic follows this pattern:

A FAREWELL SPEECH DELIVERED BY MR JAMES BODE, THE VICE PRINCIPAL OF GLORY SHOWER SCHOOL, ON THE SEND OFF CEREMONY OF THE DEAN, MRS CAROLINE BARRY AT THE CONFERENCE HALL ON THE 20TH OF JUNE, 2020 AT 10:00AM.

1. The dignitaries in attendance are greeted or saluted in their order of hierarchy/status/prominence. E.g. TheProprietor, The Principal, The PTA Chairman, Parents, Members of Staff, Students, Ladies and Gentleman.
2. Appreciate the privilege to address the gathering
3. Logically discuss your points one after the other.
4. Describe your impression of the event or person in question.
5. Discuss its impact on the community/society
6. Challenge your audience to positive actions.
7. Wish them well to their destinations.
8. Use formal language with occasional humour.

**EVALUATION**

Write a farewell speech for an important retiring member of staff in your school.

**READING ASSIGNMENT**

Ppg. 37 – 39 Countdown English

**GENERAL EVALUATION**

* 1. List the types of conditional clauses you known with examples
  2. Write out ten subordinate clauses with different clause markers.

**WEEKEND ASSIGNMENT**

**SECTION A**

**Choose the option that contains the given phonetic symbol.**

1. /ә/ (a) mint (b) kept (c) sent (d) doctor

2. /b/ (a) debt (b) doubt (c) grab (d) lamb

3. /з:/ (a) Count (b) fallacy (c) shut (d) courtesy

4. /u/ (a) look (b) good (c) stood (d) mood

5. /I/ (a) package (b) accede (c) women (d) decent

**SECTION B**

Do practice 2 page 111-112.

# WEEK THREE

**TOPICS**

1. **Speech Work: Stress Patterns**
2. **Structure: Active and Passive Voices**
3. **Vocabulary Development: Prefixes**
4. **Essay Writing: Article Writing; Explanation and Features**
5. **Speech Work: Stress Patterns**

**CONTENT**: Identification and examples.

In this lesson, we will explain the morphophonemic approach at identifying a stressed syllable. In this approach, stress placement is determined as a result of the occurrence and arrangement of vowels (short, long, diphthongs) and consonants in syllables.

**Guidelines**

A (i) **For two syllable vowels, simple adjectives, adverbs and prepositions,**

Stress the first syllable when the second syllable contains ashort vowel and one or a final consonant. E.g. ENter, ENvy, Open, Equal.

However, a two syllable verb that ends in the diphthong (әu) is stresses on the first syllable for example FOllow, BOrrow.

(ii) Stress the second syllable if it contains a long vowel or diphthong and ends with more than one consonant. E.g. withDRAW, inVITE, conTACT, aLIVE.

iii) Three syllabled verbs

If the last syllable contains a long vowel, diphthong or more than our consonant stress it. If the last syllable contains a short vowel or not more one consonant stress the second syllable e.g. resuRRECT, enterTAIN, enCOUNTER, deTERmine

B (i) **Nouns of two syllables**

Stress the first syllable if the second syllable contains a short vowel otherwise stress the second e.g. MOney, PROduct, LArynx, eSTATE, balLOON, deSIGN.

(ii) **Nouns of three syllables**

If the last syllable contains a short vowel or the diphthong /әu/, it receives no stress. If the middle syllable contains a long vowel or diphthong or ends with more than one consonant, that middle syllable is stressed e.g. poTAto, diSASter, boNANza, syNOPsis, diSASter, apPOINTment.

If the last syllable contains a short vowel and contains not more than one consonant, stress the first syllable e.g. QUANtity, EXercise, CUStody, SCHOlarship, EMperor, CInema.

**EVALUATION**

Identify 3 guidelines for identifying a stressed syllable.

**READING ASSIGNMENT**

Read Court Hearing page 10

1. **Structure: Active and Passive Voices**

**Content**

Voice is a term that is used to explain whether the performer of an action comes before the action (verb) or whether it comes after the verb in a sentence. When the performer comes before the verb (action) we say the verb is in the active form e.g.

Dairokilled a snake. (Active voice)

S o

However, when the two nouns in the sentence above are swapped, we say the sentence is in the passive form.

A snake was killed by Dairo (Passive voice)

S o

**Active Voice Passive Voice**

Bola prepared dinner. Dinner was prepared by Bola.

Shade wrote a letter. A letter was written by Shade.

Daddy is building a house. A house is being built by Daddy.

Sola makes beads. Beads are made by Sola.

John will kick the ball. The ball will be kicked by John.

**Rules**

1. There is an exchange of positions between the subject and the object
2. The tense of both voices (active and passive) must be the same.
3. There is an introduction of ‘by’ in the passive voice
4. A form of the verb ‘BE’ is also introduced in the passive voice.

**EVALUATION**

**Change the following sentences to the passive form.**

1. Amaka sings a song.
2. Bukola was cooking a nice meal.
3. Emmanuel has posted the letter.
4. The principal granted me the permission.
5. They offered him a nice job.

**READING ASSIGNMENT**

Pg. 91 - 95 Lexis and structure, Olatunbosun

Pg. 238 Countdown English

1. **Vocabulary Development: Prefixes**

A prefix is a group of letters or syllable which is attached to the front of a root word to form another word which usually changes its meaning.

The following are examples with their meaning.

**Prefix Meaning New Words/Derivative**

un- not unhappy, untrue

dis- not discomfort, dislike

non- not nonsense, non-smoker

mis- wrong mismanage, mislead

mal- bad malfunction, maltreat

super- exceeding supernatural, superman

out- exceed outdo, outlive

sub- below substandard,subhuman

hyper- beyond hypertension, hyperactive

anti- against anti-social, antiviral

**EVALUATION**

Form words with these prefixes: pro-, inter-, trans-, pre-, over-, under-

**READING ASSIGNMENT**

Pg. 236 – 238 Lexis and structure,P.O.Olatunbosun

**Writing: Article Writing**

**Content**

**Definition, Features, Sample Question,Outline**

An article is a type of writing that is meant to be published in a school magazines, a newspaper or a journal.

**Basic Features**

1. It must have a heading
2. It must have an introductory paragraph
3. Its body should contain at least three well development paragraphs which should serve as the content of the writing. When added to the introductory and concluding paragraphs, the writing should not be less than five paragraphs. But it can be more
4. It must contain a concluding paragraph
5. Write your full name and your class, school, town or city as the situation may require.

**Outline: Women in Politics**

* Topic/Heading
* Introduction: Men have dominated the political space for long
* The effects of men’s domination
* The need for women’s involvement (equality, less corruption, compassionate, talent use, example from other countries)
* Conclusion: challenge the audience

**EVALUATION**

Write an essay on the outlined topic above

**READING ASSIGNMENT**

pg. 39 – 42, Countdown English

**GENERAL EVALUATION**

1. Give three rules of changing an active voice to a passive one.
2. Write out the types of prefixes we have and what they mean.

**WEEKEND ASSIGNMENT**

**SECTION A**

**Choose the correct options**

1. You will need to commit the formula ------memory (a) to (b) by (c) on (d) in

2. We came \_\_\_\_ rail (a) on (b) with (c) by (d) in

3. How did you arrive at \_\_\_\_ unholy hour?

(a) that a (b) such an (c) an such (d) the such

4. Jide was absent for \_\_ of the meeting

(a) plenty (b) many (c) much (d) many of

5. Emily enjoys \_\_\_ soccer (a) to play (b) play (c) playing (d) to be playing

**SECTION B**

Test for Continuous Assessment, No B, pg 212 of Effective English

**WEEK FOUR**

**TOPIC**

1. **Structure: Prepositional Phrase**
2. **Vocabulary Development: The Use of Dictionary**
3. **Grammar: Rules of Concord**
4. **Comprehension: Bullying (pg 84, Countdown English)**
5. **Structure: Prepositional Phrase**

**Content: Definition, Examples**

A prepositional phrase is a group of words, which begins with a preposition and ends with a noun pronoun or noun phrase called its complement.

Examples

1. Preposition + Noun
   1. He is in trouble.
   2. Trust in me.
2. Preposition + Pronoun
   1. Please, bear with me.
   2. Go after them.
3. Preposition + Noun Phrase
   1. She is always yelling at the girls.
   2. We are at the farm.

Other Types

1. Preposition + Wh clause e.g. He was surprised at what she told his friend.
2. Preposition + ing clause e.g. He needs a truck for transporting gravel.

# Grammatical Functions

A prepositional phrase can serve as a modifier (an adjective), an adverb or a complement of a verb or complement of an adjective.

1. **Modifier (adjective)**

The man with a hat is our teacher.

(modifies the noun “man”)

1. **Modifier (adverb)**

The police caught the thief in the garden.

(modifies the verb ‘caught’)

1. **Complement of a verb**

We believe in what you said.

(Complement of the verb “believe”)

1. **Complement of an adective**

We are sure of his chances.

(complements sure)

#### EVALUATION

Using examples to show the grammatical functions of prepositional phrases.

#### READING Assignment

Read Countdown page 215 – 216

* + 1. Topic: The Use of the Dictionary, Page 129

Content: Definition, Structure Dictionary work

A dictionary is a book that gives a list of the words of a language in alphabetical order and explains what they mean or gives a word for them in a foreign language:e.g a French- English dictionary.

A common dictionary typically has following structure.

* + 1. Word entry i.e the word to be explained is written showing its breakdown into syllables e.g. dic-tion-ary
    2. Transcription: the word is transcribed using phonetic symbols in order to show how it should be pronounced e.g. dictionary/ dikʃƏnri/
    3. The stress is indicated through the placement of a mark beside the top of the symbol which begins the syllable which carries the primary stress. It is placed at the bottom of the symbol which begins the syllable which carries the secondary stress / dikʃƏnri/
    4. The word class is also entered e.g. different /*difƏrenʃI/* noun*, adjective*.This shows the word can be used as a noun or as an adjective .

The use of numbering e.g. 1,2,3 shows the various levels of meaning into which a word can be put. e,g. the word “difficult” can mean.

* + - 1. not easy
      2. full of problems
      3. (people) not easy to please
    1. The variety of (Br E) British English, North American English (N.A.M.E) or Zealand English (NZE)can be written beside a word.
    2. Other pieces of information which are used to explain a word include:

Pl = Plural

C = Countable

U = Uncountable

Syn = Synonym

Ant = Antonym

Idm = Idiom

Fig = Figurative language

Tech = technical usage

Opp = opposite

PHRV = Phrasal verb

Sth= Something

EVALUATION

Use a standard dictionary to do the class work on page 129- 130

READING ASSIGNMENT

Main text page 129 – 130

1. **Grammar: Rules of Concord**

**Content:**

Concord is the agreement of the subject with the verb in a sentence

**Rules**

1. When the subject is in the third person and singular, the verb in the present takes ‘s’ or ‘-es’ e.g. Monica listens attentively.
2. When the subject is in the first person, second person and third person plural number, the base form (i.e. plural verb is used.) e.g.

We go to church every Sunday,

You brush your teeth every morning.

They/the children make a lot of noise in school.

1. In a noun phrase, the verb must agree with the head word i.e. main word e.g.

One of my students has travelled abroad.

Everyone of the pupils was rewarded.

1. Two or more singular nouns, connected by ‘and’ expressing the same person/idea/thing must take a singular verb. E.g.

Rice and beans is my best food.

The long and short of the matter is that we must work

My friend and teacherhas made my dream come true.

1. Two or more nouns connected by ‘and’ but referring to different things must go with a plural verb.

My friend and my brother have arrived.

1. A group of words starting with ‘each’ or ‘every’, ‘either’ or ‘neither’ should take a singular verb.

Every man and woman has his own destiny.

Each student was asked to pay some fee.

Neither Tolu nor Teni pays attention to instructions.

Either Tiler or Tony has done the needful.

1. If one of the two nouns connected by ‘nor’, ‘or’ is plural, or differ in person, the verb agrees with the closest noun to the verb in a sentence.

Either Temi or her sistersare interested in novels.

Neither the Principal nor the teachershavecome to school.

Either my brother or Iam travelling next week.

Neither you nor Victoria has paid the required due.

1. Indefinite pronouns and nouns ending with ‘s’ but singular in meaning must take singular verbs.

Everybody is here. Everything is all right.

Everyone has spoken. Nothinghas happened.

Politicsis a dirty game in Nigeria.

The news is broadcast at 6pm.

**EVALUATION**

Identify five guiding rules of subject – verb agreement and write two examples for each.

**READING ASSIGNMENT**

Pg 230. Countdown English

1. **Comprehension: Bullying (pg 84, Countdown English)**

**Content**

This is a comprehension passage on bullying. It explains how it is done amongst children and the behaviour of children who are bullied. This will also help you to know whether you are involved in it.

**EVALUATION**

Read the passage and answer the questions on it.

**READING ASSIGNMENT**

Pg 84, Countdown English

**GENERAL EVALUATION QUESTIONS**

**Use an appropriate form of the verbs (go, be, have) in the sentence below.**

1. Biola, with her children \_\_\_\_\_\_\_\_\_\_\_ to church every Sunday
2. Many a student \_\_\_\_\_\_\_\_\_\_\_ confused on how to study.
3. Measles \_\_\_\_\_\_\_\_\_\_\_\_ a common children disease.
4. The basics of English \_\_\_\_\_\_\_\_\_\_ required for its effective use.
5. Either he or you \_\_\_\_\_\_\_\_\_\_\_ abused the process.
6. Deji, as well as his brother \_\_\_\_\_\_\_\_\_\_\_\_ travelled to the US.

**WEEKEND ASSIGNMENT**

A. Tests for Continuous Assessment, No A, pg 194 of Effective English 2

B. Section A,Continuous for Assessment unit 9 no 1-5

# WEEK FIVE

**TOPIC**

1. **Speech Work: Stress Placement on Two or More Syllable Words**
2. **Essay writing: Story Writing**
3. **Comprehension: Reading for the Writer’s Purpose**
4. **Vocabulary Development: A Manufacturing Industry**
   * 1. **Speech Work: Stress Placement on Two or More Syllable Words**

**CONTENT**: Identification and Examples.

In this lesson, we will explain the morphophonemic approach at identifying a stressed syllable. In this approach, stress placement is determined as a result of the occurrence and arrangement of vowels (short, long, diphthongs) and consonants in syllables.

**Guidelines**

A (i) **For two syllable words, Simple Adjectives, Adverbs and Prepositions,**

Stress the first syllable when the second syllable contains a short vowel and one or a final consonant. E.g. ENter, ENvy, Open, Equal.

However, a two syllable verb that ends in the diphthong (әu) is stressed on the first syllable for example FOllow, BOrrow.

(ii) Stress the second syllable if it contains a long vowel or diphthong and ends with more than one consonant. E.g. withDRAW, inVITE, conTACT, aLIVE.

iii)Three syllabled verbs

If the last syllable contains a long vowel, diphthong or more than our consonant stress it. If the last syllable contains a short vowel or not more one consonant stress the second syllable e.g. resuRRECT, enterTAIN, enCOUNTER, deTERmine

B (i)**Nouns of two syllables**

Stress the first syllable if the second syllable contains a short vowel otherwise stress the second e.g. MOney, PROduct, LArynx, eSTATE, balLOON, deSIGN.

(ii)**Nouns of three syllables**

If the last syllable contains a short vowel or the diphthong /әu/, it receives no stress. If the middle syllable contains a long vowel or diphthong or ends with more than one consonant, that middle syllable is stressed e.g. poTAto, diSASter, boNANza, syNOPsis, diSASter, apPOINTment.

If the last syllable contains a short vowel and contains not more than one consonant, stress the first syllable e.g. QUANtity, EXercise, CUStody, SCHOlarship, EMperor, CInema.

**EVALUATION**

Identify three guidelines for identifying a stressed syllable.

**READING ASSIGNMENT**

Read Court Hearing page 10

* + 1. **Essay Writing: Story Writing**

## Content: Definitions, Outline

A story is a description of events and people that a writer or speaker has invented in order to advocate or entertain. Examples include love story, detective story, adventure, science fiction story e.t.c.

There are two types of story writing that are tested by WAEC and NECO:

1. A story that is meant to illustrate a particular saying e.g. Write a story to illustrate the saying: As one makes one’s bed, so one must lie on it. WASSCE June 2006.

2. A story which must be ended with a particular expression e.g. Tell a story the ends with the advice “Cut your coat according to your cloth” WASSCE June 1988

## Basic Features

1. A story must have a heading, which should be written in capital letters. The given expression in the question should not be used as heading.

2. A story must have an introductory paragraph, which serves as the beginning of the story.

3. The body of the story should contain at least three well developed paragraphs which should show the complication (i.e. how events got to their highest height of intensity)

4. The concluding paragraph serves as the resolution or dénouement. In this paragraph, one ends the story by resolving all complicated issues that were raised in the preceding paragraphs

Sample question: Write a story which illustrates the saying: The early bird catches the worm.

Paragraph 1 - Introduction. The protagonist, his, birth, background,

community assignment.

Paragraph 2 - His religious life.

Paragraph 3 - He, as usual, though mocked, is the first to get to the library

after a new set of books were delivered to the library by UNESCO. He borrowed the most relevant ones.

Paragraph 4 - When project topics were assigned, the books made his work easy.

Paragraph 5 - He was awarded a first class in computer science and being

faithful to hand in his academic gown, he was given the address of a telecommunications company who came for recruitment.

Paragraph 6 - Conclusion – Today, he is the MD of Bright Telecom Company.

**EVALUATION**

Read p.87 main text. (Effective English)

**READING ASSINGMENT**

Read Countdown, page 247 – 248

* + 1. **Comprehension: Reading for The Writer’s Purpose**
    2. **Vocabulary Development: A Manufacturing Industry pg. 155, Countdown English**

**Content:**

The passage is about a manufacturing industry bakery specifically, and how bread is made. It explains the process using some bakery terminologies or jargons.

**EVALUATION**

Read the passage on page 155 of Countdown English and answer the questions on it.

**READING ASSIGNMENT**

Pg 155, Countdown English

**GENERAL EVALUATION**

1. Identify three basic features of story writing.
2. Mention three guidelines while stressing words of two or more syllables.

**WEEKEND ASSIGNMENT**

Answer question 1 - 6 concluding section unit 9, Effective English.

# WEEK SIX

**TOPIC**

1. **Summary writing: Agriculture Technical Aid to Africa p.85**
2. **Structure: Adjectival Clause**
3. **Vocabulary Development: Words Associated with Films and TV**

## SUMMARY: Agriculture Technical Aid to Africa p.85

**Content: Review, Evaluation**

Theagriculture technical aid scheme is one of the measures designed by African experts to address food security issues in Africa. Under the scheme, trained Nigerians would be sent to other African countries who require their services in cassava tech-nology. Egyptians could help out in fish production.

## EVALUATION

Answer the questions, which accompany the passage.

## READING ASSIGNMENT

Read about Adjectival phrases in Countdown,page 208-209.

1. **Structure: Adjectival Clause**

Content

An adjectival clause performs the functions of an adjective i.e. it qualifies a noun or its equivalents. An adjectival clause begins with a relative pronoun such as who, which, that, whose, where, whom etc. hence it is called a (defining) relative clause as well. This clause is not separated by a comma from the noun it describes. But when the clause is marked off by a comma from the noun it describes, it is not a relative clause.

The man whose car was stolen has reported the case

Relative/Adj.cl.describing the NP ‘the man’

The boy whom you praised so well has been rewarded.

Relative/Adj. cl. Describing the NP ‘the boy’

I will retire to a city where the standard of living is low.

Relative/Adj. cl. Describing ‘a city’

The man I met told me the secret.

Relative/Adj.cl.describing the NP ‘the man’

Dayo, who returned from London yesterday has returned

Adj. cl. (non-defining) describing ‘Dayo’

Things fall apart, which was written by Chinua Achebe, is a best seller.

Adj. cl. Describing ‘Things Fall Apart’

**EVALUATION**

Describe the two types of adjectival clauses with two examples for each.

**READING ASSIGNMENT**

Adjectival clause on pg 259 of Countdown English.

1. **Vocabulary Development: Words Associated with Films and TVpg 182 – 183 Effective English**

Slanting the news – expressing the news in a biased or prejudiced way so as to mislead the public censor – to approve whatever is published or broadcast before it is made public.

Curtail – restrict

Director – A person who directs the performance of a movie

Producer – a person who has general control especially of the money for a play, film or broadcast, but doesn’t direct actors.

Box-office – office where seats in the theatre or hall are booked and tickets are paid for

Rehearse – to learn and practise something for later performance

Star – a famous or very skilful performer

Audience – the people listening to or watching a performance

Curtain call – call made by the audience to an actor or actress at the end of the play to acknowledge applause.

**EVALUATION**

Find out the meaning of these words: blockbuster, set, dress rehearsal, scoop, breaking news, commercials, viewer,

**READING ASSIGNMENT**

Write out five sentences containing different adjectival clauses

**WEEKEND ASSIGNMENT**

**SECTION A**

**Use one of the following words (who, whom, that, which, whose, where, when) to fill the blank space in each sentence and underline its adjectival clause.**

1. Omolayo is the student \_\_\_\_\_\_\_\_\_\_ took my pen.
2. Your brother saw the boy \_\_\_\_\_\_\_\_\_\_\_ name you mentioned.
3. I read the essay \_\_\_\_\_\_\_\_\_\_ Bode wrote
4. The candidate for \_\_\_\_\_\_\_\_\_\_\_\_ I voted won the election.
5. The student \_\_\_\_\_\_\_\_\_\_\_\_ won the competition is my friend.
6. The man \_\_\_\_\_\_\_\_\_\_\_ you accused has been arrested.
7. The girl from \_\_\_\_\_\_\_\_ you borrowed the book.
8. This is the place \_\_\_\_\_\_\_\_\_\_\_ I kept the stolen money.
9. I have forgotten the time \_\_\_\_\_\_\_\_\_\_\_ she passed out.
10. The purse in \_\_\_\_\_\_\_\_\_\_\_ she keeps her money is missing.

**SECTION B**

Answer question A no 1 – 10 Effective English

Concluding section unit 10

# WEEK SEVEN

**TOPIC:**

1. **Speech Work: Vowels /I/ & /I:/**
2. **Essay Writing: Expository: Raising a Total Child**
3. **Comprehension: Reading to Identify Sentence Types in a Passage**
4. **Structure: Adverbs**
5. **Speech Sounds /I/ and /I:/ contrasted**

The /I:/vowel sound is the long sound while the /I/ is short. They are contrasted using the following words.

**/I:/ /I/**

eat it

beat bit

seat sit

heel hill

feel fill

seen sin

leave live

wean win

meal mill

least list

**EVALUATION**

Write out five more examples to contrast these two sounds.

**READING ASSIGNMENT**

Pg 181 of Countdown English.

1. **Essay Writing: Expository: Raising a Total Child**

**Outline**

* Who a child is (physical, intellectual, emotional, psychological, social)
* Explain the factors that affect child development (before and after birth)
* Maternal nutrition and care environmental factors
* What children should be exposed to and otherwise
* Discuss how children personality and attitudes are formed
* Describe the roles of the parents in raising a child
* Discuss the duties of the school and others.
* Buttress explanation with examples from the society
* Explain the effects of poor/negative child upbringing.
* Emphasise the importance of raising a total child

**EVALUATION**

Write your essay on the outlined topic above.

**READING ASSIGNMENT**

Pg 19 – 21 of Countdown English

1. **Comprehension: Identifying sentence types in a passage**
2. Simple sentence – one clause (M1)
3. Complex sentence – one main clause with two or more subordinate clause (M1, S1 or more)
4. Compound sentence – two main clause joined by a conjunction (M2)
5. Multiple sentence – three or more main clauses (M3 or more)
6. Compound – complex sentence – two or more main clause (M2 or moreS1 or more)

On page 214 of your Effective English book 2, write out two examples of each type of sentences.

**EVALUATION**

Do the exercise above

**READING ASSIGNMENT:**

Read pg 214 of Effective English

1. **Structure: Adverbs**

**Content**

An adverb is a word that modifies a verb, an adjective and/or another adverb. It could answer the questions when, where, why, how, to what, extent, how often or under what condition an action has taken place. Adverbs are formed by adding ‘-ly’ to adjectives, therefore most words with ‘-ly’ ending are adverbs. Some adverbs are however not easily recognised because they could be adjectives in some context

**Functions of Adverbs**

1. Adverbs modifying verbs

(i) Maureen runs fast (ii) Tosin walks slowly

The underline adverbs above are modifying their preceding verbs i.e. ‘runs’ in (i) and ‘walks’ in (ii) ……

1. Adverb modifying adjectives

(i) Taiwois very tall. (ii) Sunny became quite uncomfortable

The underlined adverbs above are modifying adjectives following them i.e. tall in (i) and ‘uncomfortable’ in (ii)

1. Adverb modifying another adverb

(i) Maureen runs extremely fast (ii) Tosin walks too slowly.

The underline adverbs above are modifying the adjectives following them i.e. ‘fast’ in (i) and ‘slowly’ in (ii).

We have different kinds of adverbs depending on the type of question they answer.

How? - Adverb of manner

When? - Adverb of time

Why? - Adverb of reason

Where? - Adverb of place

How often? - Adverb of frequency

To what extent? - Adverb of degree

Under what condition? - Adverb of condition

**EVALUATION**

Write two sentences expressing each of the functions of adverbs.

**READING ASSIGNMENT**

Pg. 130 Effective English.

**GENERAL EVALUATION**

1. Define adverb and give two examples to explain its functions.
2. Explain two types of sentence structures with three examples for each.

**WEEKEND ASSIGNMENT**

**SECTION A**

**Choose the appropriate option for each sentence.**

1. He had scarcely arrived from Abuja \_\_\_\_\_\_\_\_\_ he travelled again. (than, as, when)
2. She had barely come in \_\_\_\_\_\_\_\_\_\_ her baby stopped crying. (as, than, when)
3. She failed because the examination was \_\_\_\_\_\_\_\_\_\_\_\_ difficult for her (too, very, so)
4. He knows me \_\_\_\_\_\_\_\_\_\_\_ well to suspect my intentions (that, much, very, too)
5. The table is \_\_\_\_\_\_\_\_\_\_ wide to go through the door. (very, so, too, quite).
6. He’ll marry \_\_\_\_\_\_\_\_\_ next year. (sometimes, sometime)
7. I would \_\_\_\_\_\_\_\_\_ like to come to your party but I have a more important engagement today. (rather much, very much, quite much, too much)
8. He never got it right, \_\_\_\_\_\_\_\_\_\_\_ hard he tried. (whenever, whoever, however)

**SECTION B**

Practice 1 page 183 unit 12

# WEEK EIGHT

**TOPIC**

1. **Vocabulary Development: Hotel & Catering**
2. **Summary Writing: Summarising to get Implied Meaning**
3. **Structure: Prepositional Phrases**
4. **Vocabulary Development: Hotel & Catering**
5. **Room service** – is a service that lets guests order food or drinks and have it delivered to their rooms.
6. **Bars** – where you go to have a drink in hotels
7. **Brochure** – a small piece of paper containing advents of local attractions.
8. **Continental breakfast** – is a light breakfast served in a common area like a dining room.
9. **Buffet** – consists of many different kinds of food, and guests serve themselves
10. **Spa** – for relaxation might offer massages or a sauna (i.e. small room filled with hot steam)
11. **Reception** – is where guests are greeted and allotted rooms. It is also called front desk.
12. Banquet/meeting room – is a large room used for big events such as conferences or weddings.
13. **Making reservation** – means to book a room when you want to stay in a hotel.
14. **Check in –** to hire a hotel room to stay in.
15. **Cuisine** – a characteristic style of preparing food, often associated with a place of origin e.g. French cuisine
16. **Turndown service** – is a service of remaking the beds after use by the housekeepers/hotel attendants.

**EVALUATION**

Find out the meanings of the following words: suite, balcony, toiletries, kitchenette, catering, receptionist, concierge, booking a room, check out, room number.

**READING ASSIGNMENT**

Internet on Hospitality

1. **Summary Writing: Summarising to Get Implied Meaning. Pg. 158 – 160, Effective English**

The passage is about Wole Soyinka and the way he is perceived, his work so well as his people have attempted to study him so as to understand his work. Several writers or critics has tried but have not been quite successful in describing him.

**EVALUATION**

Read the passage and answer the questions on it.

**READING ASSIGNMENT**

Pg 158 – 160 of Effective English.

1. **STRUCTURE: Prepositional Phrase**

**Content: Definition, Examples**

A prepositional phrase is a group of words, which begins with a preposition and ends with a noun pronoun or noun phrase called its complement.

**Examples**

1. Preposition + Noun
   1. He is in trouble.
   2. Trust in me.
2. Preposition + Pronoun
   1. Please, bear with me.
   2. Go after them.
3. Preposition + Noun Phrase
   1. She is always yelling at the girls.
   2. We are at the farm.

**Other Types**

1. Preposition + Wh clause e.g. He was surprised at what she told his friend.
2. Preposition + ing clause e.g. He needs a truck for transporting gravel.

# Grammatical Functions

A prepositional phrase can serve as a modifier (as an adjective, adverb) or a complement of a verb or complement of an adjective.

1. **Modifier (adjective)**

The man with a hat is our teacher.

(modifies the noun “man”)

1. **Modifier (adverb)**

The police caught the thief in the garden.

(modifies the verb ‘caught’)

1. **Complement of a verb**
   1. We believe in what you said.

(Complement of the verb “believe”)

1. **Complement of an adjective**

We are sure of his chances.

(Complements sure)

#### EVALUATION

Using examples, show the grammatical functions of prepositional phrases.

#### READING ASSIGNMENT

Read Countdown page 215 – 216

**GENERAL EVALUATION**

1. Define prepositional phrase giving copious examples.
2. Identify the grammatical functions of prepositional phrase giving two sentences for each as examples.

**WEEKEND ASSIGNMENT**

**SECTION A**

**Underline the prepositional phrase(s) in each sentence and state their functions.**

1. She often goes to the movie with her husband
2. The six children in the house will stay for the party
3. She was treated for malaria by the nurse
4. Bena is a little girl from England
5. He ran in order to catch the train.

**SECTION B**

Pg. 357- 359 Countdown English, No 61 – 70

**WEEK NINE**

**TOPICS**

1. **Comprehension: African Plucked Lutes**
2. **Structure: Idioms**
3. **Vocabulary Development: Words Associated with Politics and Government**
   * 1. **Comprehension: African Plucked Lutes pg 197 – 198, Effective English**

This is a passage about the African plucked lutes. It explains how they are made, how they are played and what they are used for. It describes the lutes perfectly.

**EVALUATION**

Answer the questions on this passage.

**READING ASSIGNMENT**

Pg 197 – 198 of Effective English

* + 1. **Structure: Idioms**

**CONTENT**

An idiom is a phrase or group of words whose meaning cannot be deduced from the individual meanings of the words in the phrase. The following are few examples of idiomatic expressions.

1. To play the ostrich – avoiding reality or danger
2. To play God – to act like you all-powerful
3. To leave no stone unturned – to do everything possible
4. To be an edge – to be hot tempered
5. Icing on the cake – sample of the real thing
6. To keep the flag flying – maintain a good impression
7. To lead a dog’s life – to live in misery
8. To keep body and soul together – to survive
9. To cook the books – to falsify accounts
10. In the red – in debt, going bankrupt
11. A fair weather friend – an unfaithful friend
12. Chicken hearted/ liver-hearted – cowardly
13. Feather brain – foolish
14. Eagle-eyed – very good sight/very observant.

**EVALUATION**

Write our five more idiomatic expressions with their meanings.

**READING ASSIGNMENT**

Pg 196 – 200 Effective English

* + 1. **Vocabulary Development: Words Associated with Politics and Government, pg**
* Manifesto – programme of action, policy of a party.
* Ballot-box – box into which voters put their ballot papers.
* Suffrage – right to vote in a national election.
* Primaries – first stages of party election to select a candidate.
* Nomination – act of naming a candidate for a poster office
* Aspirant – someone who desires to hold a political office.
* Rigging – manipulating the votes to favour one candidate.
* Votes – opportunities to indicate a choice of leader.
* Election – choosing by vote
* Ballot – voting, votes
* Sovereign – self-governing, independent
* Party – association of people with political aim.

**EVALUATION**

Use five of the words above in sentences

**READING ASSIGNMENT**

Pg 166 – 167 of Countdown English

* + 1. **Essay Writing: Descriptive Essay: A festival I like.**

**Outline**

* Identify the festival
* Mention when and where it is celebrated
* Explain why it is celebrated
* Discuss the preparation for this festival
* Describe the costumes (if any) used for it.
* Explain the processes/events logically.
* Highlight its significance/special features
* Mention what you like about it and why
* Conclude with a captivating remark.

**EVALUATION**

Write a descriptive essay on the outlined topic above.

**READING ASSIGNMENT**

Pg. 13 – 16 Countdown English

**GENERAL EVALUATION**

1. Define idioms giving copious examples for them.
2. Write out five other words peculiar to government and politics.

**WEEKEND ASSIGNMENT**

**SECTION A**

**Write out the meanings of the following idioms.**

1. The teacher was talking over the student’s head.
2. I couldn’t make a head or tail of what he was saying.
3. Davies burnt his fingers in the business deal.
4. Don’t take me for a ride.
5. You should set your teeth for this cause

**SECTION B**

Section D, practice 2, pg. 145

**WEEK TEN**

**TOPIC:**

1. **Structure: Affixation: Suffixes**
2. **Speech Work: Nasal Sounds (/m/ /n/ and /**η**/)**
3. **Comprehension/Register: Vocabulary Associated with Transportation**
4. **Structure: Affixation: Suffixes**

This refers to the addition of prefixes, suffixes and infixes to words leading to new words, meaning and word classes.

**Examples (verbs)**

1. **verbs+ –ment e.g.**

* Enslavement, achievement
* Management, movement
* Development

1. **verbs + –ion** e.g.
   * Action
   * Conclusion
   * Decision
2. **verbs+** –**ation**
   * organise = organisation
   * document = documentation
   * mobilize = mobilization
3. **verb+–age** 
   * marry = marriage
   * drain = drainage
   * carry = carriage
4. **verb+ –ist**
   * type = typist
   * separate = separatist
5. **verb+ –er / -or** 
   * teach = teacher
   * debate = debater
   * direct = director
   * oppress = oppressor
6. **verb** + **–ee**
   * amputate = amputee
   * employ = employee
   * invite = invitee
7. **verbs+–ve, ant, -ing**
   * correct = corrective
   * cure = curative
   * attend = attendant
   * appeal = appellant
   * clone = cloning
   * house = housing
8. **verbs +–ry, ery/ ary**
   * brew =brewery
   * refine = refinery
   * cook = cookery
   * dispense = dispensary

Examples (Adjectives)

1. **Adjectives+ –ness** 
   * useful = usefulness
   * useless = uselessness
   * dry = dryness
   * conscious = consciousness
   * responsive = responsible
   * sad = sadness
   * ill = illness
2. **adjective +–ity, hood, -ance/ -ence**
   * ethnic – ethnicity
   * public – publicity
   * false – falsehood
   * important = inportnace
   * different = difference
3. **Adjectives+**–**ancy, / -ency**
   * flippant – flippancy
   * efficient – efficiency

## EVALUATION

Write six nominalizations using two suffixes, the and compounding.

## READING ASSIGNMENT

Read page 170 and 198 ( spellings ant- iblee.t.c)

1. **Speech Work: Nasal Sounds /m/ /n/ and /η/**

**Content: Description, Symbols, Examples**

**/m/**

|  |  |
| --- | --- |
| Letters | Words |
| M | Man, mark, cram, comb |
| Mm | Comment, programme |
| Letters | Words |
| M | Man, mark, cram, comb |
| Mm | Comment, programme |

This is a bilabial nasal. Its production involves the coming together of the lips and air goes out through the nasal cavity.

**/n/**

This is a voiced nasal sound that is produced when the soft palate is lowered to cover the oral cavity and allow air to pass through the nasal cavity. “n” is silent when it occurs after “m” in word- final positions e.g. hymn, damn.

|  |  |
| --- | --- |
| Letter | Words |
| N | **n**ab, ba**n**, trai**n** |
| nn | Begi**nn**ing, pla**nn**ing |

**/η/**

This is a voiced alveolar nasal that is produced like /n/ except that the back of the tongue forms a closure with the velum for the production of the /η/. This sound does not occur at the beginning of a word.

|  |  |
| --- | --- |
| Letters | Words |
| ng | Ba**ng**, ra**ng,** to**ng**ue, si**ng**er |
| nk | Tha**nk**, ba**nk** |
| nq | Co**nq**uer, ba**nq**uet |
| Anx | A**nxi**ous, a**nx**iety |

**More examples**

**/m/ /n/ /η/**

Bal**m**  bar**n** ba**ng**

Bo**m**b bor**n** lo**ng**

So**m**e so**n** so**ng**

**EVALUATION**

**Choose the word, which contains the given sound .**

1. /m/ (a) stamp (b) nap (c) bright
2. /n/ (a) clan (b) clang (c) climb
3. /η/ (a) sting (b) can (c) storm

## READING ASSIGNMENT

Oral English for Schools Colleges pages 63 – 66

1. **Comprehension/Register: Vocabulary Associated with Transportation pg 160 – 166 Countdown English**

* Ocean liner –a ship used to convey passengers and some cargo across the ocean
* Berth – place for a ship to anchor
* Rudder – a wooden or metal blade at the back of a ship that swings to and fro to control its direction
* Cargo – goods carried by ship, a place or vehicle.
* Speedometer – an instrument in a vehicle for telling its speed
* Chauffeur – a person employed to drive someone’s car
* Commuter – a person who makes regular journey of some distance.
* Freightliner/liner train – a train that carries lare amount of goods in special containers
* Derail – to cause to run off the rails/railway lines
* Terminus – the last stop on a railway.
* Air liner – a large passenger aircraft
* Fuselage – the main body of an aircraft.
* Cockpit – the part of a plane or racing car in which the pilot and co-pilot sit.
* Tarmac/runway – is a way for landing or taking off.
* Terminal – a bus station for passengers going to or arriving from an airport.
* Hangar – a big building (shed) where planes are kept.

**EVALUATION**

Write out five other words an transportation and use them in sentences.

**READING ASSIGNMENT**

Pg. 160 – 166 Countdown English

**GENERAL EVALUATION**

Write out five words in which the nasal sounds are silent.

**WEEKEND ASSIGNMENT**

**SECTION A**

**Choose the words which contain the phonetic sounds below**

1. /a:/ (a) Plait (b) brand (c) badge (d) balm
2. /ŋ/ (a) reign (b) bring (c) strange (d) plunge
3. /З:/ (a) chart (b) skirt (c) shell (d) gull
4. / dʒ / (a) Garbage (b) ledger (c) measure (d) knowledge
5. /∂u/ (a) doll (b) null (c) role (d) hall

**SECTION B**

Practice 1 page 183 unit 12

**WEEK ELEVEN**

**TOPICS**

1. **Structure: Clauses- Subordinate and Insubordinate**
2. **Speech Work: Stress on the 5th and 6th syllable**
3. **Comprehension: Reading for Implied Meaning and Interpreting Examples**
4. **STRUCTURE: Clauses – Subordinate and Insubordinate.**

A clause is a group of words that has a subject and a finite verb and which forms part of a sentence e.g.

The referee blew his whistle and the match stopped.

Clauses are of two types: Independent and Dependent

1. **Independent/Insubordinate Clauses:** This is a clause that expresses a complete thought and can stand on its own as a sentence
2. My English teacher is a kind man.
3. The maid cooked dinner
4. **Dependent/Subordinate Clauses:** A dependent clause does not express a complete thought and cannot stand on its own as a sentence it depends on an independent clause for its meaning
5. ……… while the boy was sleeping.

………. the goat which ate our yam.

Though the subordinate clause does not express a complete thought, it however has a subject and a predicate as seen above. In the clause, while the boy was sleeping, “the boy” is the subject and “was sleeping” is the verb.

There are three types of subordinate clauses: Noun, Adjectival and Adverbial

**Noun Clause**

It performs the functions of a noun e.g.

What he said is bitter (Subject of the verb)

The cook gave us what we should eat (Object of the verb gave)

Honesty is what we want (subject complement)

We call him what he likes (Object complement)

The prize will go to whoever wins (complement of preposition)

**Adjectival Clause**

This performs the function of an adjective, that is, modifies a noun or pronoun e.g.

The man who came here is a teacher.

That is the goat that ate our yam.

**Adverbial Clause**

This is a subordinate clause that performs the function of an adverb e.g.

Ada saw him when she came to his office.

She can be found where the man lives.

**EVALUATION**

**Indicate the type of subordinate clause in the following sentences.**

1. We heard what he said
2. I know the house where he hid the treasure.
3. The present you selected are not attractive.
4. The man behaves as though he were the boss.
5. **SPEECH WORK: Stress on the 5th and 6th Syllables.**
6. Words of five syllables that end in –ion, -ity have the stress placed on the second syllable from the back and third syllable respectively. Remember a stressed syllable is pronounced louder than the unstressed syllable and possibly written in capital.

**Examples.**

**-ion -ity**

adminSTRAtion authenTIcity

consideRAtion conducTIvity

communiCAtion possiBIlity

1. Words of six syllables that also end in –ity, -ion, are also stressed on the second and third syllable from the back. E.g.

**-ion -ity**

personifiCAtion impossiBIlity

intensifiCAtion responsibility

1. **COMPREHENSION: Reading for Implied Meaning**

It is important to realise that, when reading, a most as much may be left unsaid in it as is openly stated. The writer sometimes takes for granted that the reader knows something about the thing he writes about but he expects that you will be prepared to piece together the information he gives you and draw conclusions from that information. It is your job then, to read for implied meaning. You can do this by.

1. Reading the questions before, during and at the end of reading assignment
2. Linking ideas to follow the writer’s line of thought.
3. Bringing in what you know from your back ground to help understand the reading assignment.
4. Testing any conclusions you draw against information given (see Effective English, SS 2, pg 181 - 182)

**READING ASSIGNMENT**

Pg. 181 – 182, Effective English

**EVALUATION**

Read the passage again and answer the questions that follow.

**GENERAL EVALUATION**

**Choose the correct option in each of the following sentences.**

1. He saw Obi and I/me
2. That is she/her in the garden
3. He is doing it like you and I/me
4. Everyone was tired but he/him
5. You will travel with Musa and she/her

**WEEKEND ASSIGNMENT**

**SECTION A**

**Choose the appropriate preposition to complete the following sentences.**

1. We appealed (from, to, on) him for help.
2. The stranger was accused (of, with, for) stealing the shoes
3. He thanked us (on, at, for) our help.
4. The wounded leopard charged (at, for, to) the hunter
5. My father invested a lot of money (on, in, for) his new factory.

**SECTION B**

Tests for Continuous Assessment

Part B (Effective English pg. 226)