



## OYO STATE LECTURE NOTES



# ENGLISH

# SS 3

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**ENGLISH LANGUAGE**

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**NOTE OF LESSON  
ON**

**ENGLISH LANGUAGE  
SSS3**

**TERMS: FIRST, SECOND**

**PREPARED BY  
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## A. Vocabulary Development

Vocabulary refers to all the words that a person knows or uses.

### (i) Words associated with parts of a vehicle

Use your dictionary to check up the meaning of the following words then discuss them with your teacher.

- |               |                     |
|---------------|---------------------|
| 1. bonnet     | 10. rear light      |
| 2. radiator   | 11. parking light   |
| 3. carburetor | 12. interior mirror |
| 4. ignition   | 13. steering wheel  |
| 5. fan belt   | 14. seat belt       |
| 6. foot belt  | 15. alternator      |
| 7. hand brake | 16. tyres           |
| 8. head lamp  | 17. tube            |
| 9. bumper     | 18. clutch          |

**Exercise:** List ten parts of a vehicle.

### (ii) Word associated with travelling

#### iia. ROAD

**Vehicles:** Car, lorry, bus, motorcycle  
**Road condition:** tarred, rugged, pothole, ditch, traffic  
**Environment:** bend, slope, steep, narrow, hump  
**Road mishap:** accident, collision, ghastly, fatal  
**Others:** Oncoming, road side, dual carriage, road sign, seeding, lay by, entry/exit

#### iib. AIR

- |             |                |                |
|-------------|----------------|----------------|
| 1. plane    | 10. helicopter | 19.. Fly       |
| 2. airport  | 11. Crash      | 20. radar      |
| 3. flight   | 13. arrival    | 21. Embassy    |
| 4. ticket   | 14. departure  | 22. check – in |
| 5. run away | 15. boarding   | 23. visa       |

- |                    |                    |                   |
|--------------------|--------------------|-------------------|
| 6. tarmac          | 16. hanger         | 24. control tower |
| 7. passenger plane | 17. pilot/co-pilot |                   |
| 8. cargo plane     | 18. hostess        |                   |
| 9. chopper         |                    |                   |

**ii. SEAS**

- |                      |                    |
|----------------------|--------------------|
| 1. ocean liners      | 11. sailor         |
| 2. sail              | 12. stevedores     |
| 3. boat              | 13. captain        |
| 4. steams            | 14. routes         |
| 5. gallons           | 15. cabin          |
| 6. floating          | 16. wharves/wharfs |
| 7. ports             | 17. on-shores      |
| 8. vessels           | 18. berths         |
| 9. quays             | 19. anchor         |
| 10. disembark/debark | 20. dock           |

**ii. RAIL**

- |                   |                    |
|-------------------|--------------------|
| 1. train          | 7. track           |
| 2. commuter train | 8. rail            |
| 3. coaches        | 9. derail          |
| 4. freight        | 10. level crossing |
| 5. station        | 11. railway yard   |

**B. Words associated with cultures and institutions**

- i. Definition:** Culture can be defined as the total way of life of a particular group of people. This includes; customs, habits, beliefs, values, behavior.
- ii. Ceremonies:** Naming ceremony, burial ceremony, marriage ceremony, religious ceremony, festival, chieftaincy installation, title taking,.

- iii. **Institutions:** Social norms, morality, nation, customs, social class, family, tradition
- iv. **Others:** age group, arts, songs, sculpture, folktale, cult, society

### C. Words associated with Government and Administration

#### GOVERNMENT

- |                     |                   |
|---------------------|-------------------|
| 1. authorization    | 11. ambassador    |
| 2. autocracy        | 12. conference    |
| 3. democracy        | 13. government    |
| 4. despot           | 14. candidate     |
| 5. presidential     | 15. election      |
| 6. parliamentary    | 16. treaty        |
| 7. colonialism      | 17. international |
| 8. policy           | 18. parliament    |
| 9. diplomat         | 19. contest       |
| 10. non – alignment | 20. Constituency  |

#### ADMINISTRATION

- |                      |                   |
|----------------------|-------------------|
| 1. ministry          | 6. consulate      |
| 2. department        | 7. corporation    |
| 3. agency            | 8. income/revenue |
| 4. affairs           | 9. budget         |
| 5. official gazettes | 10. Institution   |

### D. Word associated with law and order

- |                 |               |
|-----------------|---------------|
| 1. accused      | 11. dock      |
| 2. acquit       | 12. guilty    |
| 3.. adjournment | 13. judge     |
| 4. summon       | 14. sentences |
| 5. alibi        | 15. jury      |

- |              |                |
|--------------|----------------|
| 6. arrest    | 16. client     |
| 7. bail      | 17. magistrate |
| 8. verdict   | 18. crime      |
| 9. solicitor | 19. plaintiff  |
| 10. counsel  | 20. defendant  |
| 21. oath     | 22. Perjury    |

## A. VOCABULARY DEVELOPMENT

### I. Word associated with law and order:

Words associated with law and order:

police force, civil defence, mobile police, court tribunal, plaintiff, defendant, court summon, prosecutor, accused, acquit, guilty, handcuff, imprison, innocent, judge, police, bail, grant, arrest, appeal, adjournment.

Use the dictionary to find the other meanings of the words associated with law and order.

- |                      |                |
|----------------------|----------------|
| barrister            | cell           |
| investigation        | detained       |
| executor             | police custody |
| solicitor            | on bail        |
| discharge and acquit | jump bail      |
| evidence             | imprisonment   |
| witness              | option of fine |
| legal                | guilty         |
| allegation           | not guilty     |
| verdict              |                |

### ii. Differences between British and American spelling

There are minor spelling differences between Standard British and American English: The English spoken in Nigeria and other West African countries is said to be British English because Nigeria was colonized by Great Britain.

**British**

colour  
honour  
behaviour  
favour

**American**

color  
honor  
behavior  
favor

**“tre” and “er”**

centre  
metre  
litre  
theatre

center  
meter  
liter  
theater

**“c” and “s”**

offence  
defence

offense  
defense

**“z” and “s”**

analyse  
summarise  
catalyse

analyze  
summarize  
catalyse

**“me” and “m”**

Programme

program

**Others**

cheque  
councillor  
doughnut  
judgement  
licence (v)  
licence (n)

check  
councilor  
donut  
judgment  
license (v)  
licence (n)

realise

pretence

tyre

realize

pretense

tire



## GRAMMAR

### Nouns and Noun Phrase

**Definition:** A noun is the name given to a group of words which name persons, places, things, groups, quality, ideas, Examples: Jide, Lagos, table, government, beauty, clothe, tree, people

### TYPES OF NOUNS

1. **Common Noun:** These are nouns that are used to name things that belong to the same class or share similar features. e.g. city, book, country, boy, man, grass, tree, animal.
2. **Proper Noun:** A proper noun is a name of a particular place, month, day, festival.e. g.Dasola, Kano, River, mountain, Monday, January, Christmas.
3. **Collective Noun:** These are the nouns that name a group of things regarded as a whole, e.g. forest, army, park, crowd, fleet, flock, congregation.
4. **Abstract Noun:** These are the nouns that name things that cannot be seen and touched but can be felt or experienced, e.g. joy, beauty, health, salvation, bitterness, pain.

### ii. NOUN PHRASE

Noun phrase can be defined as a group of words that function as a noun but does not have a verb.

- a. The boy is dancing
- b. The tall boy is dancing
- c. I like my daddy' brand new Toyota Camry Saloon Car

**Note:** A noun phrase performs the same functions as nouns. It can act as the subject or object of a verb.

### Characteristics of Noun Phrase

- i. Articles, other determiners and adjectives usually come before the head word in a noun phrase:

	Singular	Plural		Singular	Plural
--	----------	--------	--	----------	--------

- a. a goat
- b. the goat
- c. many black goats
- ii. Adjectives, prepositional phrases and clauses can come immediately after the head word in a noun phrase:
- a. the boy inside
- b. the pillow on the bed
- c. the woman who is around

## B. PLURAL FORMS OF NOUNS (Regular and Irregular)

### Concept of Pluralization

Pluralisation is a process by which the plural forms of nouns are derived from the basic words.

### Plural forms of nouns

#### (i) Regular plural

**Process 1:** The plural of most nouns are formed by adding 's' to the singular word.

Singular	Plural
book	books
boy	boys
school	schools
bag	bags

1	Loss	losses	9	batch	batches
2	Watch	watches	10	branch	Branches
3	Bench	benches	12	fish	Fishes
4	Witch	witches	13	box	Boxes
5	Bus	buses	14	kiss	Kisses
6	Torch	torches	15	brush	Brushes
7	Tax	taxes	16	max	Maxes
8	Fox	foxes	17	topaz	Topazes

**Process 2:** Nouns that end with 's', 'sh', 'x', or 'z' form their plural by adding 'es'; to the singular words.

**Process 3:** Note, Nouns that end in 'o' after a consonant form their plurals by adding 'es' to the base words.

	Singular	Plural		Singular	Plurals
1	Motto	motatoes	5	Cargo	Cargoes
2	Negro	negroes	6	Veto	Vetoes
3	Mango	mangoes	7	Hero	Heroes
4	Potato	potatoes	8	Tornado	tornadoes

**Process 4:** Nouns that end with 'y' after another consonant letter change the 'i' before adding 'es'

	Singular	Plural		Singular	Plural
1	Baby	babies	6	Country	Countries
2	Army	armies	7	Story	Stories
3	City	cities	8	Duty	Duties
4	Lady	ladies	9	Commodity	Commodities
5	Sky	skies	10	Factory	Factories

**Process 5:** Some nouns that end in consonant 'f' take 'v' before adding 'es'.

	<b>Singular</b>	<b>Plural</b>		<b>Singular</b>	<b>Plurals</b>
1	Leaf	leaves	7	calf	calves
2	Knife	knives	8	Self	selves
3	Life	lives	9	Thief	thieves
4	Half	halves	10	Hoof	hooves
5	Loaf	loaves	11	Scarf	scarves
6	Wife	wives	12	Sheaf	sheaves

**Process 6:** Some singular nouns that end 'o' after a vowel form their plural by adding 's'.

<b>Singular</b>	<b>Plural</b>
Cuckoo	Cuckoos
Radio	Radios

**Process 7:** Nouns that end in 'oof', 'f' formed their plural by adding 's'.

	<b>Singular</b>	<b>Plural</b>		<b>Singular</b>	<b>Plural</b>
1	proof	proofs	5	Cliff	Cliffs
2	roof	roofs	6	Reef	Reefs
3	hoof	hoofs	7	Gulf	Gulfs
4	chief	chiefs	8	Dwarf	Dwarfs

**Process 8:** Some nouns that end with "y" after a vowel take 's' to form their plural.

	<b>Singular</b>	<b>Plural</b>		<b>Singular</b>	<b>Plural</b>
1	key	Keys	5	Monkey	monkeys
2	donkey	Donkeys	6	Ray	Rays
3	day	Days	7	Essay	Essays
4	play	Plays	8	Jerseys	Jerseys

## ii. Irregular Forms

Below are the processes by which irregular form takes to make plural formation.

**Process 1:** Some plurals are formed by changing the internal vowels of the base words.

	Singular	Plural		Singular	Plural
1	Louse	lice	5	Tooth	teeth
2	Oasis	oases	6	Man	men
3	Woman	women	7	Goose	geese
4	Crisis	crises	8	Basis	bases

**Process 2:** Some nouns are formed by adding 'en' to the base word examples.

Singular	Plural
Ox	Oxen
Brother	Brethren
Child	children

**Process 3:** Some nouns remain unchanged in both the base and the plural forms.

	Singular	Plural		Singular	Plural
1	Sheep	sheep			
2	Deer	deer	6	Aircraft	aircraft
3	Furniture	furniture			
4	Vermin	vermin	7	Dice	dice
5	equipment	equipment	8	Fish	fish

**Process 4:** Some nouns are singular in form but are always used in plural

**Example:** People, police, clergy, dice, furniture, information, rice, yoke, advice. machinery, money, poultry, press

**Process 5:** Some nouns appear plural in form while they are actually singular. Examples

- ♦ **Dress:** trousers, pyjamas, shorts, pants, knickers, jeans,

✦ **Subjects:** physics, mathematics, metaphysics, linguistics, economics, civics

**Tools:** pliers, scissors, bellows, spectacles, tweezers, forceps, shears, pincers,

**Diseases:** measles, rickets, mumps

**Part of the body:** intestines, bowels, vitals, entrails

**Games:** cards, draughts, billiards, bowls

**Process 5:** Some nouns have two forms of plural

Singular	Plural	
Fish	fish	fishes
duck	duck	ducks
medium	mediums	media
formula	formulas	formulae
Hair	hair	hairs
beauty	beauty	beauties
terminus	terminuses	termini
antelope	antelope	antelopes
Iron	Iron	
fungus	funguses	fungi
aquarium	aquariums	aquaria
stadium	stadiums	stadia

**Process 6:** The plural of some compound nouns can be formed by adding suffixes to the first element.

Singular	Plural
editor-in-chief	editors-in-chief
passer-by	passers-by
director-general	directors-general
head of department	heads of department
brother-in-law	brothers-in-law
command-in-chief	commanders-in-chief
coat of arm	coats of arm
solicitor-general	solicitors-general
court-martial	courts-martial

**Process 7:** Some compound nouns take plural suffixes in the second elements

Singular	Plural
grown-up	grown-ups

boy-friend	boy-friends
maid-servant	step-fathers
major-general	major-generals
bye-law	bye-laws

## C. PRONOUNS

**Definition:** A pronoun is a replacement for a noun to avoid repetition. Examples of pronouns include: he, she, they, us, it, this, these, that, those, we, I, you, each, somebody, no one, few, several, myself, themselves.

### TYPES OF PRONOUNS

1. Personal Pronouns
2. Demonstrative Pronouns
3. Possessive Pronouns
4. Interrogative Pronouns
5. Reflexive Pronouns
6. Relative Pronouns
7. Indefinite Pronouns
8. Reciprocal Pronouns
9. Nominative and Objective Pronouns

**Personal Pronouns:** These pronouns refer to three categories of persons, objects, things, animals, ideas. They are:

- (i) **First Person:** The person speaking or reporting an event.
- (ii) **Second person:** The person or thing or idea that is spoken to or being addressed.
- (iii) **Third person:** The person or thing that is spoken about or that is being discussed.

**(a)** First person pronouns I (singular) and We (plural) take plural verbs.

- (i) I go to school everyday.
- (ii) We go to school everyday.

**(b)** The second pronoun, 'you', (singular and plural) take plural verbs

- (i) You (Olu) have a new dress.
- (ii) You go to the market once a week.

**(c)** The third person plural pronoun, they, takes the plural verb.

- (i) They have been here since yesterday.  
They attend the seminar every month.

**(d)** The third person singular pronoun, he, she, it, takes singular verbs.

- (i) He attends the seminar
- (ii) He / She has one week to prepare for the examination.
- (iii) It eats twice daily.

Examples of personal pronouns are, I, you, he , she, it , they, him, her , we , us, them

**2. Demonstrative pronouns:** These are used to point out people or things. Examples are: this, that (singular), these, those (plural). 'This' and 'these' point out people or things that are close to the person speaking, while 'that' and 'those' point out things that are distant.

- (i) This is my father.
- (ii) These are my friends.
- (iii) Those are my neighbours.
- (iv) That is the man who teaches us English Language.

**3. Possession pronouns:** Possessive pronouns indicate possession.

They include: my, mine, our, ours, yours, their, hers, his, its etc.

- (i) The principal refused to release our bags.
- (ii) Their's is a unique case.



4. **Interrogative Pronouns:** This is derived from the word interrogation. These pronouns are used to ask questions. They are: who, what, where, when, whose, whom, which

- (i) Who sent you on this dangerous journey?
- (ii) What is your favorite food?
- (iii) Which of the building is yours?

#### 5. Reflexive Pronouns:

These pronouns make reference to the subject in the sentences.

**Reflexive Pronouns are:** himself, herself, myself, itself, themselves etc.

- (i) My mother washes her clothes herself.
- (ii) The president himself visited the scene of the accident.

### E. PRESENT AND THE PAST TENSES

There are five types of tenses

- (a) Present tense
- (b) Continuous tense
- (c) Past tense
- (d) Future tense
- (e) Perfect tense

- (a) **Present Tense:** This is always formed by removing the infinitive 'to'.

For example, read, write, knock, sleep, run, eat, come, dance, see

- (b) **Past tense:** Many verbs of add 'd' or 'ed' at the end to become past, e.g. announced, jumped, moved.

Past tense can be also divided into

- (i) regular and (ii) irregular

<u>Present Tense</u>	<u>Past Tense</u>
dance	danced
jump	jumped
play	played

work	worked
advise	advised
walk	walked
receive	received
attend	attended
arrive	arrived
allow	allowed
defeat	defeated
embitter	embittered
yawn	yawned
roll	rolled
trust	trusted

### Irregular Verbs

Irregular verbs do not have a regular pattern of formation. They take forms that are different from their present tense pattern.

Past tense whose past are formed by changing some letters

<u>Present Tense</u>	<u>Past Tense</u>
sell	sold
make	made
tell	told
stand	stood
wind	wound
grind	ground
bend	bent
catch	caught
bleed	bled
meet	met
buy	bought
think	thought

**Relative Pronouns:** These are the same set of pronouns under interrogative pronouns. However, while interrogative pronouns are used to ask questions,

relative pronouns are used to introduce relative clauses. These are: who, whom, which, that, whose, when, where.

- (i) The landlord whose house was burgled has reported to the police.
- (ii) The man who was detained is now the president.
- (iii) The dress which my husband bought for me suits my shape.

**Indefinite Pronouns:** These pronouns are called indefinite pronouns because they do not refer to particular or specific people or things. They are used in a general sense. They include same, somebody, one, someone, one, none, everybody, all, everything, many several, few, more, much, either, both, any,

- (i) None of the students was present at the seminar.
- (ii) Everybody is free to go home now.
- (iii) Tell me more

**Reciprocal Pronouns:** These indicate exchange of action between two or more people. These are: each and one another other refers to people  
Examples in sentences

- (i) Dayo and Sola fought each other  
One another refers to more than two
- (ii) The students taught one another during the teachers' strike

### **Nominative and Objective Pronouns**

Some pronouns are nominative pronouns they can only be used to function as subjects of verbs. Others are objective pronouns. They function at object position of verbs. They are

I, you, he, she, it, we, you, they, (Nominative Pronouns): me you him her it, us, them (Objective pronouns).

Below is the table classifying the various pronouns

	Nominative	Objective	Possessive	Reflexive
First person singular	I	me	Mine	Myself

Second person singular	You	you	Yours	yours
Third person Singular	he she it	him her it	his here it	himself herself itself
First person Plural	We	us	ours	ourselves
	you	you	yours	Yourselves
Third person	They	them	Theirs	themselves

### Examples of : (Nominative pronoun).

- (i) I walk down the road every day.
- (ii) He comes to visit once in a while.
- (iii) You come to visit once in a while.

**Note:** The verb 'to be' ( I. e. am is was are, were been being) does not take an object.

I am happy.

They were eager to go home.

## D. SEQUENCE OF TENSES

Definition: Sequence of tense relate to rules that make the tense of a subordinate clause depend on the tense in the main clause.

### Principle 1

If the finite verb in a sentence is present, those in other parts of the sentence should also be in the present.

They say he sings very well

Tobi says that he is the captain of the team

He sees that he has made a mistake

He goes to school but doesn't stay in the class.

When the main verb is in the present, the verb (s) in the subordinate

**Principle 2:** If the finite verb of a sentence is the past the verbs in the other parts of the sentence should also be in the past.

- (a) Ola said that he wanted to be goal keeper.
- (b) We saw that he won the election.
- (c) He knew that he won the election.
- (d) They were glad that she graduated .

Sequence of tense can be also defined as the rules that make the tense of a subordinate clause depends on the tense of the main clause.

All our saving were spent but we were pleased.

## E. FORMS AND FUNCTIONS OF ADJUNCTS

**Definition:** Adjuncts are a or group of words that perform the role of an adverb,

### Forms of Adjuncts

There are five forms of adjuncts namely (i) time (ii) place (iii) manner (iv) comparison (v) result

**Time:** Shows when an action of the main verb takes place

- a. I came to school this morning.
- a. The train arrived late last night.

**Place:** shows where the action of the main verb takes place.

- a. They were sleeping in the next room
- b. The boy is playing here

**Manner:** Shows how an action took/takes place.

- a. She tried to do her work carefully
- b. Slowly she read the book

**Comparison:** Shows comparison between how an action is/was performed.

- a. He danced as well as the girl
- b. She looks as beautiful as her sister

**Result;** Shows the outcome/effect of an action.

- a. He worked so hard that he passed his exams.

## Function of Adjuncts

- i. Ayo bought a car last week
- ii. Tomorrow, we are going to Lagos.

It can function as adverbial phrase.

- i. She did her home work quickly.
- ii. The tree fell suddenly .

It can function as preposition phrases

Tolu works late on Mondays.

## SPOKEN ENGLISH

### INTONATION

- i. Intonation is the rise and fall in pitch while speech. In English, if there are no changes in pitch, the speech would sound boring to the listeners. Furthermore, the rise and fall in the pitch of the voice shows whether a sentence is a command question or declarative statement pitch is also used to convey the attitude of the speaker towards the listeners. Example; He is telling the truth.

The above statement may either be a declarative statement or the interrogative statement depending on the intonation. If at the end of the above example, a falling intonation is used, it is a declarative statement. However, if a rising intonation is used, becomes an interrogative statement.

### (ii) FALLING TONE

The falling tone is used for making

- i. Declarative statements
- ii. Imperative/command statements
- iii. Question that are preceded by interrogative adverbs e.g why where, how

**Declarative statement**

- a. Paul goes to school regularly.
- b. That boy is good at mathematics

### **Imperative/ command statement**

- a. Get out
- b. Don't say so again.

### **Interrogative adverbs**

- a. What a lovely day
- b. Whom are they waiting for?

### **Exclamation**

- a. What a lovely day!
- b. How beautiful she is!

### **Alternative in alternative questions.**

- a. Will you do your assignment or your food?
- b. Will he write the letter or go to the market

## **RISING TONE**

### **The rising tone is used in the following ways.**

1. For asking polar questions', i.e those demanding "Yes/No" answer.
2. For making polite request
3. For asking the first alternative questions.
4. For listing items.

### **Polar questions**

- a. Are you leaving for London tomorrow?
- b. Did he see them?
- c. Were they contented?

### **1. Polite request**

- a. May I come in?
- b. Can you help me please?
- c. May I see receipt

## 2. Asking for first alternative questions

- a. Will you do your assignment or eat your food first?
- b. Will he write the letter or go to the market first?
- c. Will you marry or get a job first?

## 3. Listing items

- a. We saw Paul, / Marry, / Musa, / and Bello
- b. He ate Rice, / beans, / fried plantain,  
Spaghetti, / and meat

### iii. WORDS WITH CLUSTERS OF TWO CONSONANTS IN FINAL POSITION

What is a consonant cluster? This is the coming closely together of consonant sounds in a syllable without any vowels coming in between them.

#### Examples:

- |             |            |              |              |
|-------------|------------|--------------|--------------|
| 1. Spots    | 6. Thrusts | 9. Squeaked  | 13. Ask      |
| 2. Banks    | 7. Exists  | 10. Subsists | 14. Glimpsed |
| 3. Sacks    | 8. Angst   | 11. Ached    | 15. Twelfths |
| 4. Boy      |            | 12. Aunts    |              |
| 5. Trinkets |            |              |              |



## F. COMPERHENSION

### i. Topic Sentence

To answer comprehensions questions, you must be able to recognize the key or topic sentence. The topic sentence gives an idea of what the passage is all about. It is the main sentence in a paragraph while other sentences explain it.

**Exercise:** Use your English language textbook. Choose a passage and identify the topic sentences.

### ii. WORD SUBSTITUTION

In the word substitution section of the comprehension question two – six words from the passage are given candidates. They are asked to give another word or phrase which can replace each of them as they are used in the passage.

Here, it isn't the dictionary meaning of the word that is demanded but the contextual. Hence, particular attention must be paid to the following:

- i. The word substituted for the given word must fit in perfectly
- ii. The words also must be in the same part of speech.
- iii. If the word is a verb, the substituted word must be in the same tense/number
- iv. The substituted word must belong to the same part of speech as the given word.

If the word is a noun, the substitute must also be a noun.

## SUMMARY

- i. Summary is a brief account conveying the main ideas in a piece of writing. It trains students to express their thought in a brief and clear manner.

## HINTS OF SUMMARY WRITING

1. Read the passage carefully and identify the theme (main idea of the passage).
2. Identify the relevant portions that will give you the required points.
3. Do not engage in lifting or copying from the passage.
4. When answering the questions, you must use your own words as much as possible.
5. Do not lift a sentence from the passage.
6. When writing summary, you must know what the passage is about. To get this, you must read the passage over and over again as the topic sentence can be in any paragraph of the passage.
7. Summary answers should be short and concise. Avoid the inclusion of irrelevant, extraneous materials in every.
8. Limit your answers only to information available in the passage.

### **THE DON'TS IN SUMMARY WRITING**

#### **1. Mindless lifting of words from the passage**

Mindless lifting means copying down answers verbatim using the exact word or expressions of the passage.

#### **2. Phrases and Incomplete Sentences**

Candidates are asked to write their summaries in sentence with subject, verbs and probably other part of a sentence present in them, The sentence should be numbered for clarity sake.

#### **3. Irrelevance and examples:** Conciseness and relevance are rigidly demanded in summary. Only the most essential point or idea is required.

**Example:** Only buttresses a point or statement and is not required in summary writing. Repetition and the use of flowery language are also not allowed in summary.

#### **Writing more than required number of sentences**

Two points must not be written in a sentence also the required number of sentences should be written even if there are more answers in the passage.

### **Grammatical and expression errors:**

Sentences must be constructed correctly. Marks are deducted for any error made.

### **Wrong preamble**

A wrong preamble which does not flow with the sentences; renders all the sentences wrong. Hence, preamble should be avoided.

### **Differences between summary and paraphrasing**

Summary is an act of extracting information in a longer passage and presents it in a clear and concise language. Paraphrasing is an act of restating a passage using different words or most of the words in the passage in order to convey the same meaning/idea.

### **Differences**

1. Summary must be written in full sentences while comprehension answers can be written in phrases or clauses.
2. Summary must be as brief as possible, paraphrasing can be lengthy.
3. Summary does not require citing examples and illustrations while comprehension accommodates citing examples and illustrations.
4. Summary does not accommodate repetition. Repetition is allowed in paraphrasing.
5. Summary requires one to use his own words while still retaining the meaning/message. Comprehension allows the use of some words in the passage.
6. Summary does not allow one to add his/her information/point even if relevant.

7. Summary does not allow direct lifting/quotation from the passage.  
 Summary does not allow more than the required number of sentences.  
 Paraphrasing does not have a limit to sentences.

## ii. **IDIOMS AND IDIOMATIC EXPRESSION**

### **Definition:**

An idiom is a fixed group of words with a special meaning that cannot be guessed from the combination of the actual words used.

The following are sentences with idiomatic expressions; meanings provided in brackets.

- i. The students were advised to make hay while the sun shines (i.e to take advantage of the favorable conditions).
- ii. The lecturer later realized that he was casting pearls before swine (i.e giving assistance to people who do not appreciate it).
- iii. Dairo is noted for calling a spade a spade (i.e speaking without mincing words).
- iv. The peace meeting nipped the crisis in the bud (i.e the crisis was averted).
- v. Mary described the occasion as a red – letter day (i.e the occasion was very memorable).
- vi. Break the ice (i.e make a move to ease tension)
- vii. Go round the bend (i.e to become mad)
- viii. Jump the gun (i.e to act before time)
- ix. Play god (i.e to act as if one knows everything)
- x. Keep the flag flying (i.e maintain a good impression)
- xi. Go over the edge (i.e lose one's temper)
- xii. Flew into temper (i.e become annoyed)
- xiii. Be up and about (i.e to be active)
- xiv. Blow the whistle (i.e expose someone/reveal a hidden thing)
- xv. Take to one's heels (i.e to run away)



## GRAMMAR

### i. CLAUSES

a. What is a clause? A clause is a group of word with at least a finite verb.

A clause is different from a phrase because it contains a verb. Example,

- ✦ We heard the news yesterday.
- ✦ She bought two pairs of shoes for her husband.
- ✦ What he told us.
- ✦ If you love her.

### b. Types of Clauses

There are two types of clause namely;

- I. Independent/main/principal clause
- II. Dependent/subordinate clause

## MAIN CLAUSE

This type of clause expresses a complete thought and can stand on its own as a simple sentence.

My father is a kind man.

Akin goes to school.

We are friends.

Two main clauses may come together to form a single sentence (compound).

## SUBORDINATE CLAUSE

This type of clause does not express a complete thought and cannot stand on its own as a sentence. It depends on a main clause for its meaning.

- ✦ We bought the book which he recommended.
- ✦ Akin goes to school though his parents are poor.
- ✦ Wait for me where we normally meet.

## Types of Subordinate Clauses

**Noun Clause:** It performs the same function as a noun. It can be replaced with a pronoun. A noun clause performs the following functions:

Subject of a verb

- a) What he told us was interesting.
- b) How he entered here was not known yet.

Direct object of a verb

- a) His boss questioned why he failed to carry out the instructions.
- b) Nobody knows who she is.

Direct object of preposition .

- a) She laughed at what I said.
- b) They played with what I told them.

**Adjectival Clause:** This type of clause performs the functions of an adjective by modifying nouns or pronouns.

This is the pencil which you gave me.

Here is the book that was found.

It was she who slapped the thief.

**Adverbial Clause:** This type of clause performs the same function as adverb

- a) Let me know when you finish the work.
- b) I met her where she slept.
- c) She did the work as I told her.

## COMPLEX SENTENCE

A complex sentence is made up of one main clause with one or more subordinate clauses. A complex sentence is made up of the main clause and one or more subordinate clauses joined by a relative pronoun or a subordinating conjunction.

- a) We saw the boy who found the money.
- b) I finished the food because I was hungry.