



OYO STATE LECTURE NOTES



ENGLISH

SS 2

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FIRST TERM

VOCABULARY DEVELOPMENT

1. Human internal body system and function

The human body consists of various organs that work together to make humans what they are. Some of these organs are seen outside like the head, eyes, ears, arms and the legs and so on.

Some other organs are hidden within the enclosure formed by the external ones. These include

- i. Heart
- ii. Lung
- iii. Kidney
- iv. Spleen
- v. Liver
- vi. Intestine

Related to these are kidney diseases, diuresis, kidney stone, dropsy of oedema, kidney failure, kidney transplant, atria, ventricles, pumping organs, heartbeat, cardiac muscle, pulse, arteries, veins, arteriosclerosis, thrombosis, heart attack diaphragm, gall bladder, bile duct, duodenum, blood sugar, insulin, amino acids, detoxification, diabetes mellitus, viral hepatitis, gall slories, cirrhosis, lymphatic organ, diaphragm, vascular organ, duodenum, alimentary canal, duodenum, ileum, villus.

Assignment: Use the dictionary to define the terms and find out from any other sources, the function and location of each organ.

2. HEALTH:-

Very many things are involved in health and medicine. Health is the condition of a person's body or mind.

An illness is **diagnosed** by a doctor. A patient is **admitted** to hospital and **discharged** from it. Diseases can be **infectious**, **contagious** or **fatal**.

A patient can **reach a crisis** and can suffer a **release** of his illness. He may go into a **coma** and **come round** again. If a patient dies, an **autopsy** or a **post-mortem** is carried out on him to determine the cause of death.

There are also many diseases or Ailments requiring treatment. A few of them are: Fever, Malaria, Dysentery, Cholera, Ulcer, Measles, Asthma, Anaemia, Hypertension, Venereal Diseases etc.

There are different types of hospitals: general hospital, specialist hospital, teaching hospital, pediatric hospital, and psychiatric hospital.

Words Associated with tools, materials and means of treatment in a hospital are: anaesthesia, anaesthetic, antiseptic, diagnosis, bandage, antitetanus, injection, syringe, immunize, immunization, stethoscope, thermometer, vaccinate, x-ray.

Exercise: Write out the meaning of the following words out-patient, inpatient, chronic, sprain, amputation, fracture, convalescence, dislocation, fracture, chronic.

3. SPORTS

Sports are activities done that need physical effort or skill, usually in a special area (field/ track) and according to fixed rules.

Types of field event: high jump, long jump, shot put and javelin. Track events are: the sprints, relay, hurdle, sack race, three legged race, marathon.

Other games and sporting activities include: soccer, handball, basketball, hockey, cricket, polo, golf, squash, boxing, wrestling, lawn tennis and table tennis.

Exercise:

Answer the following questions.

1. Which types of sports takes place in a ring?
2. In a game of football, when is there a stalemate?
3. How many players are involved in the game of basketball?
4. Name five track events in athletics.
5. In a boxing tournament what happens when a boxer throws in the towel?

4. BUILDING CONSTRUCTION

A building goes through diverse processes before it becomes the beautiful and attractive edifice we see. To **erect** a building, you secure a piece of land and engage a land surveyor to **survey**. An **architect** is employed to prepare the specifications for the job. The **building plan** is submitted to government's approving authority. The quantity surveyor looks at the approved building plan and calculates the quantity of materials, number of workers needed and cost of the job. The building construction is in two phases. The **substructure** is the part

underground and the **superstructure** is the part above the ground. The builder brings builders and mechanical diggers to the site to do the leveling.

ENVIRONMENT

Environment means the surroundings. We all carry out our activities in an environment. Words related to environment are: plants, animals, air, water, forest, lakes, rivers, mountains, hills, rocks deserts, soil, weather and climate.

The physical environment comprises of the natural environment and the man – made environment. Examples of natural environment are: trees, rocks, air, water climate, mountains. Man-made environment includes: houses, skyscrapers, roads, towns, industries, factories, bridges.

There are many types of pollution. They include air, land, water, soil, radiation noise. There are environmental problems of refuse disposal, blocked drainages, flooding, epidemics, and bush burning.

Exercise: What is deforestation?

5. WORD MODIFIER

A modifier is a word or phrase that describes a noun phrase or restricts its meaning. Modifiers are usually adjectives and adverbs, for example.

- a. He shouted her **true** love. (adjective)
- b. Mary served us **frozen** chicken.(adjective)
- c. She visits us **regularly**. (adverb)
- d. He completed his assignment **haphazardly** and handed it in.(adverb)

Word modifiers appeal to our sense of sight, feeling, hearing, taste and action.

Adjectives modify nouns while adverbials modify verbs.

Exercise: Find out the meaning of the following words and use them in sentences: renowned, pungent, stealthily, frivolous, indolent, flighty, tepid and savory.

6. USE OF DICTIONARY

Study the following words and use the dictionary to find out their meanings.

Homophones – words with familiar almost similar or pronunciation

loose	lose	practice (n)	practise (v)
pain	pane	park	pack
lord	laud	short	shot/ shut
weather	whether	know	principal principle
			no

Synonyms – words that are similar in meaning

garrulous	talkative	biased	partial
sequence	order	mortal	fetal
at loggerheads	quarrelling	seldom	rarely
priceless	highly valued	go back on	withdraw
reticent	reserved	look out for	watch for

Exercise:

Pronounce the following:

ceases	seize	rein	rain/ reign
--------	-------	------	-------------

rein vain sow sew **COMPREHENSION (TOPIC SENTENCES)**

1. TOPIC SENTENCE

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

Exercise:

Use your English Language textbook. Choose a passage and identify the topic sentences.

2. WORD SUBSTITUTION

In the word substitution section of the comprehension question, 5 – 6 words from the passage are given where you are asked to give another word or phrase which can replace them in the passage.

What is needed is not the dictionary meaning of the word but the contextual meaning. The word substituted for the given word must fit in perfectly. The word also must be in the same part of speech as the given word. If the given word is a plural noun, the word substituted must be a plural noun. If a verb, the word substituted must be a verb of the same tense.

3. FIGURE OF SPEECH

4. Figures of speech are forms of using language, words or phrases in a way that is different from their ordinary meaning in order to create particular mental picture.

1. **SIMILE:** This is a comparison between two things that are basically different in nature but are similar in certain aspects using the words 'like' or 'as'.

She is like a lamb.

He is as innocent as a child.

2. **METAPHOR:** it is a direct comparison between two different things.

He is the pillar of the house.

You are my heart.

3. **PERSONIFICATION:** This is giving human attributes to an inanimate object as though, it was living.

His pen was dancing furiously on the paper
The car engine is grumbling.

4. **HYPERBOLE:** This is a deliberate exaggeration made for emphasis. It is also called an overstatement.

They thanked me a thousand times for the money.

I won't bother myself to death.

5. **EUPHEMISM:** Euphemism is stating an unpleasant fact in a pleasant way.

The man passed away in the night (He died)

The principal put the school girl in the family way.

(He impregnated her)

6. **IRONY:** Irony is to say the opposite of what we have in mind.

The best way to avoid death is to jump inside fire.

The boy is a genius, he came first from behind.

7. **PARADOX:** It is a statement that seems contradictory, but has some hidden truth.

More haste, less speed.

The more you look the less you see.

8. **OXYMORON:** It is placing side by side, two words that contradict each other.

Little giant

Necessary evil

9. **LITOTES:** It is an understatement, and the opposite of hyperbole It is no laughing matter.

He achieved no little success.

10. **METONYMY:** It is the use of something that is closely associated with a person or thing to describe that person or thing.

He is a member of the **bench**. (a judge)

What did the **crown** decide? (the king)

SUMMARY WRITING

A summary is a brief account of the main ideas in a piece of writing.

Summary writing trains students to express their thoughts in a brief and clear manner.

Hints of summary writing

1. Read the passage carefully and identify the theme.
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.

The don'ts of summary writing

Summary is an exercise in brevity. It is stating in as few words as possible what has been written or said in many words. Since the essence of summary writing is brevity, the following should be avoided:

1. mindless lifting of words from the passage. Mindless lifting means copying down answers verbatim.
2. writing phrases and incomplete sentences.
Candidates are asked to write their summaries in sentences. The sentences should be numbered for clarity.
3. irrelevance and examples. Only the essential details are required. Examples buttress points or statements and are not required in summary writing.
4. repetition and the use of flowery language are also not required.
5. writing more than the required number of sentences. Only the required number of sentences should be written, even if there are more answers in the passage.
6. grammatical and expression errors. Sentences must be correct. Marks are deducted for any error made.
7. wrong preamble. A wrong preamble which does not flow with the sentences renders all the sentences inadequate and attracts substantial loss of marks. Therefore, preambles should be avoided.

ORAL ENGLISH

Consonant Cluster

Consonant cluster means that two or more consonant appearing together in a syllable without any vowel coming in between them, e.g strength /strnθ/. notice that there are three consonant sounds (/str-/) before /e/

Other examples are: **sprite** - /spr/ **s**cheme

- /ski:m/

thrift - /θri:ft/ **s**plit

- /splɪt/

ask - //

Consonants can cluster in initial, middle or final position in a word: a.

at the initial position: play - /pleɪ/, true - /tru:/

b. at the medial position: betray - /bi'treɪ/; recreate - /ri:kri'eɪt/

c. at the final position: ★★ thanked - /θæŋkt/

Assignment: Write ten words that have consonant clusters.

STRESS PLACEMENT

Stress is the allocation of greater vocal energy or force to a syllable in a word making it louder, longer, clearer, and higher in pitch. Stress has to do with syllables. A syllable is a unit of pronunciation. The word, 'education', can be broken into four syllables: e/du/ca/tion.

Stress enables us to differentiate between two words with similar spellings, e.g 'object (noun) and ob'ject (verb).

POSITION OF PRIMARY STRESS IN WORDS

Two-syllable words

Stress on 1st syllable

PAper, REAson, PEOPle, Social

TEAcher, CONduct,(n), DUty, rePENT, belieVE, aWARE

BOTtom, WOman, VOmit,

Stress on 2nd syllable

comMIT, iDEA, depart

outSIDE, conTROL, inSIDE,

Three-syllable words

Stress on 1 st syllable	Stress on 2 nd syllable	Stress on third syllable
MInister, MIracle	corREction, caDAver	underSTAND, afternoon
SOcialist , INdustry	alMIGHty, reLation	panaCEA, overcome
IMitate ,Educate	exPATriate , veNeral	overSEE saboTEUR
Telephone, BEnefit	eMOtion, CorREction	reportage, desaGREE

Four-syllable words

Stress on 1 st syllable	Stress on 2 nd syllable	Stress on third syllable	Stress on 4 th syllable
CApitalism ,	inDEfinitely	indisputable humiliAtion	
ENterprisingly	Imperialism	opeRational	privatiSAtion
NAtionalism	maNIpulable	opportUnity	characteRISTic

Six – syllable words

Stress on 3rd syllable – indiVIualism, indisTINGuishable

Stress on 4th syllable – irritaBility, familiArity, responsiBility

Stress on 5th syllable – electrifiCAtion , experimenTAtion

1. Unstressed Vowel Sound

Vowel 12 is a weak vowel sound and it is not stressed:

butter /	/	'er' is not stressed
Driver <u>er</u>	/ /	'er' is not stressed
<u>a</u> go	//	'a' is not stressed
<u>a</u> lone	//	'a' is not stressed
doctor <u>or</u>	/ /	'or' is not stressed
fam <u>ou</u> s	/ /	'ous' is not stressed
lect <u>ur</u> e	/ /	'our' is not stressed
col <u>ou</u> r	/ /	'our' is not stressed

2. INTONATION

Intonation is the rise and fall of the pitch (or highness) of the voice.

Study the sentences below and see how stress differs from intonation:

So, Dele is the janiTOR?

So, Dele is the JAnitor

Both sentences have the same pattern of stress but the first has a rising pitch towards the end (because it is a question), while the second falls in pitch on the first syllable of the last word (since it is a declarative statement).

Types of intonation

(a) Rising tone and its uses **i.**

For Questions

Yes/ No question: Did you eat the banana? ↑

Question tags: You can sing, ↓ can't you ↑

Making polite requests: Could you help me with the brush? ↑

ii. LISTING ITEMS: We have oranges, bananas ,
carrot and ↑ watermelon . ↑

iii. Encouraging an idea/action: That won't be BAD **iv.**

Greetings: Good MORNING.

B. Falling Tone and its uses ↑

(i) Declarative statement: Okoh is a policeman ↓

(ii) Command: GO DOWN from the Podium.

(iii) Requests: Please, Help me.

(iv) WH-Questions: Why are you not COMING?.

(v) Exclamation: that is fanTASTic.

5. Contrastive Stress/Emphatic Stress

Contrastive stress is a type of sentence stress that provides answer to a particular word in a sentence. Both function and content words are capable of being stressed.

The emphatic stress is used to place emphasis on a particular word or to serve as contrast. For examples:

- (i) The book is ON the table (not 'under' or 'beside' or 'anywhere' else, but 'on')
- (ii) My mother cleans the house on SATURDAYS (not on Sundays or any other day, but on Saturdays).
- (iii) She BOUGHT the wristwatch yesterday.
She did not 'steal', or 'borrow' or 'smuggle' the wristwatch; she bought it.
- (iv) The woman loves her husband. (she does not 'hate' or 'dislike', she loves her husband)
- (v) My father is LEAVING for Abuja next week
(He is not 'arriving' from Abuja but leaving for Abuja)

6. MAKING A TOAST

Toast is an act of a group of people wishing somebody happiness and success by drinking a glass of drink. This is done by lifting a glass of wine in the air and drinking it at the same time as other people in order to wish somebody well, success or happiness.

Toast can be at someone's wedding or graduation ceremony. The person giving the toast must be somebody well known to the celebrant(s), he can start the toast by saying:

'I'd like to propose a toast to the celebrant on this special day.'

He says this while standing with the members of the audience, only the celebrant will be seated. After this speech, everybody will click the glass together and gulp the drink with a round of applause.

ESSAY

Literacy Skills: Writing for Communication

1. Expository Essay

An expository essay is an impersonal writing used to enlighten or give information to others sometimes it is used to give instructions or direction on how to do something. It may also explain a process or an idea.

An expository essay combines arguments, narration, description and explanation while it primarily focuses on giving information.

Guidelines:

Be specific. Use direct, precise and clear language

Use appropriate registers for the topic

Use verbs as direct command. The verb must be in present or future forms.

Use adverbial linkers (first, then, thereafter, finally, after, next, furthermore, etc) to present information in proper sequence make sure each sentence

moves the action one step further. When explaining a process, use the passive verbs since the main focus is on the subject being described.

Your essay must have an introduction of at least a paragraph, a body of not less than three paragraphs, and a conclusion of at least one paragraph.

Write controlled sentences, not jerky, too long sentences.

Exercise: Explain how to prepare your favourite dish

Discuss the advantages of being a boy over a girl

ESSAY

Literacy Skills: Writing for Communication

2. Argumentative Essay

An argumentative aims at persuading the audience through carefully reasoned out points.

The topic may have two sides to it and you are to take one side and prove beyond doubt that it has more than the other. It may require that you consider both merits and demerits and then give your own final opinion on it.

Whichever way, the topic is called a 'motion'.

This kind of essay is a speech and the write-up includes; title, greetings, starting with the most important to the least.

Introduction. Mention the topic/motion and tell the audience on which side you will argue.

Define the motion to clarify it. You may leave the definition to your side.

Give a brief summary of the points you want to develop.

Use connectives effectively – first, in addition, also, however, therefore, again, for instance, conclusively, on the other hand.

Raise a few points of your opponent's point and demolish them.

Be polite, never abusive.

Use short forms since it is a speech.

Use rhetorical questions

Quickly summarize once more with thank you.

Exercise: Write for or against the motion "Private schools are better than public schools"

It is more beneficial to study the Arts than to study the Sciences. Write for or against.

ESSAY

Literacy Skills writing for Communication

3. Letter writing formal letters of apology, appreciation and complaint

A formal letter is an official letter – it is not addressed to someone personal, but to an office or officer.

The main features include:

- i. The writers address
- ii. The date written as 2nd May, 2000 or May 2, 2000
- iii. The recipient's address
- iv. Salutation:
Dear Sir or Dear Madam, with a comma.
- v. Title
- vi. Introduction
- vii. Main body: Not less than three paragraphs
- viii. Conclusion
- ix. Complimentary close or subscription:
Yours faithfully, (Capital Y, small f, with a comma)
- x. Signature of the writer
- xi. Full name of the writer

The tone should be serious but not rude. Indicate a strong request by using “shall” and “will”.

Exercise: Use any past SSCE question on formal letters.

ESSAY**Literacy Skills: Writing for Communication**

4. Writing speeches for specific purpose such as a welcome address, a farewell address, a valedictory address, opening address and closing address at various functions.

Some types of speech are meant to praise, some to indict and others to inform.

The format of a speech is as follows:

- i. Write the title
 - ii. Greet the audience, starting from the most important to the usual 'ladies and gentlemen'.
 - iii. Where applicable, express delight at the opportunity given to you to deliver the speech.
 - iv. Present both sides of an issue, depending on the purpose of the speech
 - v. Bring in some humour, proverbs, local idioms, Rhetorical questions, quotations etc to enliven the speech
 - vi. Sum up and give your final opinion on the issue
 - vii. Thank the audience for listening to you
 - viii. Write your full name and designation (as well as address where appropriate) at the end.
- How to make speech conversational**

- i. Use short forms of words like, "I've", 'we'd', "they're", 'you'll'.

- ii. Make your words and sentences simple and clear.
- iii. Use personal pronouns generously: I, we, he/she/it, they, us, me, them, him/her, mine, theirs, yours, ours, his/hers/its.

Exercise

- 1. Your school principal has just retired. Write a farewell speech to be delivered at his sendoff party.
- 2. As the outgoing senior prefect of your school, write your speech to be delivered to a new set of prefects.
- 3. Your school has experienced poor results for consecutive years. Write an address you will deliver to the Parent-Teacher Association on causes and solution to the problem.

Literacy Skills: Writing for Communication

5. Technical and Scientific Writing

A technical or scientific writing is a formal writing.

The following guidelines will help

- i. Do not use letter writing format, unless you are specifically required to write a letter.

- ii. Make the writing suit your audience/reader iii.
Avoid embellishments and personal opinions.
- iv. Use simple, direct and clear language. Be mindful of registers
(appropriate terminologies)
- v. Never use short forms.
- vi. State the aim of the experiment. vii. List your apparatus. viii. Describe your
procedure.
- ix. Report the observation and conclusion. x.
Use the passive voice.
- xi. If you choose, you may use headings. xii. Use
adverbial linkers first, then, after that, next.

Exercise: Report or describe any science experiment you have performed in any of your science classes.

Third term

Literacy skill writing for communication

6. Creative Writing

Creative writing refers to any writing that is purely imaginary. It comes in the form of fiction. Examinations test candidates' abilities to write creatively with questions like: write a story.

Creative writing can be a short story (prose) or a short play (drama) or a short poem (poetry).

Features of a prose

- i. **Theme:** The central idea from which the story is developed. ii.
- Plot:** The story line with a beginning, a climax and a conclusion.
- iii. **Character:** People animals etc that took part in the event in the story
- iv. **Setting:** Where and when the event took place v. **Language:** Use of past tense
- Use of dialoguehumour rhetorical questions, anecdotes
- Write in the first (I, we) or third person (her, she, they)
- Use imagery (words that appeal to the senses)

Features of drama

- Characters
- Dialogue (any narration brought into the play must be enclosed in brackets and/or written in italics.
- Give a list of all actors and actresses (dramatics personae) and the scene, before the play begins.

- Divide into acts and scenes.
- Give clues regarding the costumes.

Features of poetry

A poem can be narrative, lyrical, dramatic or pastoral. It can also be a dirge, a sonnet, an epic, an ode etc.

A poem can be in verse form or in stanzas.

It usually uses rhyme and/or rhythm.

Literacy devices must be generously used.

Language must be concise.

Exercise

- Use your dictionary to find the meaning of ode, dirge, stanza, character.
- Write a short poem on a topic of your choice.
- Take any past SSE question and answer a question requiring you to write a story.

ENGLISH GRAMMAR: STRUCTURAL PATTERNS

1. NOUN PHRASE

A noun is a name. it may be the name of a person (Gambo, Aremu, Owolabi), a thing (book, table, stove) a place (school, kitchen, Ibadan) a quality (confidence, strength, honesty) or an activity (tennis). A noun phrase is a group of words without a finite verb and can function as a noun.

Functions

i. Subject of a verb:

- a. An idle hand is the devil's workshop.
- b. To pass English Language must be our main aim.

ii. Object of a verb:

- a. It gives me food for thought.
- b. I love working without much supervision

iii. Complement of averb:

Kayode is our class representative

iv. Apposition to a noun:

- a. Wole Soyinka, The Nobel Laureate, is my friend
- b. Mr.Adeoye, a famous industrialist, granted me the scholarship

v. Object of a preposition

The president assented to the bill.

2. PRONOUNS: Relative and Demonstrative

Pronouns are words used instead of nouns or noun phrases to avoid repetition.

The relative pronoun refers to an earlier noun, sentence, or part of a sentence.

They are used to introduce relative clauses. They are, whom, whose, which, that and who

‘Who’, ‘Whose’ and ‘Whom’ are used for human beings

- a. I know the man who came.
- b. The woman, whose daughter you married, is your mother-in-law.
- c. He is the teacher about whom I spoke to you.

‘Which’, is used to describe inanimate objects and animals.

- a. The books which I bought are lost.
- b. I saw a white sheep which I like so much.

Relative pronouns are placed close to the words they qualify. They take the place of a noun and also join two parts of a sentence.

a. The girl will come tomorrow. The girl sells rice

The girl who sells rice will come tomorrow

3. NOMINALISATION

Normalization is the process of forming a noun from a verb or an adjective. For example:

Verb	Noun	
tell	tale	Tolani loves to <u>tell</u> tales.
speak	speech	
cry	crying	Why is that child <u>crying</u> ?
Adjective	Noun	
black	blackness	
beautiful	beauty	This beautiful girl is an epitome of beauty.
strong	strength	
wise	wisdom	
judicial	judiciary	

Form nouns from the following verbs: appeal, build, mix, erect, exult, clear, receive, negotiate, please, relax, enjoy, try, beautify, educate, collide, engage, repent, hinder.

Form nouns from the following adjectives: narrow, red, proper, sober, entire, brief, insane, clear, mediocre, anxious

4. Verb forms

Verb appears in various forms. The form of a verb depends on how it is used in a sentence.

There are five forms of verbs

Simple infinitive	Simple present	Present continuous	Simple past	Present perfect
Act	Acts	Acting	Acted	Acted
Write	Writes	Writing	Wrote	Written
Hide	Hides	Hiding	Hid	Hidden
Cut	Cuts	Cutting	Cut	Cut
Throw	Throws	Throwing	Threw	Thrown

Verbs are classified as either, regular or irregular. The simple past and the past perfect forms are the same in regular verbs.

In regular verbs, simple past and present perfect are exactly the same.

4. Active and passive verb forms

A sentence is in the active voice when its subject is the person or thing that performs the action.

- a. The teacher praised the students.
- b. My wife was driving the car.

A sentence is in the passive when the subject is affected by the action of the verb.

- a. The students were praised by the teacher.

- b. The car was being driven by my wife.

Change the following to passive voice.

- a. He showed her the way out
- b. The teacher praised the students. (Past)
- c. The teacher was praising the students. (Past continuous)
- d. The teacher had praised the students. (Past perfect)
- e. The teacher is praising the students. (Present Continuous)
- f. The teacher has praised the students. (Present Perfect)
- g. The teacher will praise the students (Future simple)
- h. The teacher will be praising the students. (future continuous)

5. Sequence of Tenses

Tense refers to any of the forms of a verb that may be used to show the time of the action or state expressed by the verb. It indicates the past, the present, the future.

There is a convention about how tenses in verbs should appear in sequence in the same sentence.

Rule 1: If the first finite verb in a sentence is in the present other verbs in the other parts of the sentence should also be in the present.

Obi says that he is the captain of the team.

Rule 2:

If the first finite verb in a sentence is in the past tense, subsequent verbs in other parts of the sentences should also be in the past.

Ola said that he wanted to be a goalkeeper.

6 Phrasal verbs with more than one particle

A phrasal verb is a verb combined with an adverb or a preposition, or sometimes both, to give a new meaning. Note that when verbs are used in this way, they take on a new meaning. Also when participles (adverb, preposition) change, meaning changes.

e.g. 'look'

'look out for something' means search for something from among many.

'look down on' somebody means think that you are better.

'look forward to' something means something that is going to happen.

'look out to' somebody means take care of somebody and ensure nothing bad happens to the person

'look up to' somebody means admire or respect somebody

'look through' somebody means ignore him by pretending not to see him

'look ahead' to something means think about what is going to happen in the future.

Exercise: Use your dictionary to find five phrasal verbs each using the verbs: get, do, make, run, eat, and draw

7. Adjuncts

An adjunct is an adverb. It may be a simple (simple word) adverb or a phrase or even a clause that adds meaning to the verb in a sentence or in a part of a sentence

Kayode ran home quickly (Simple adverb)

Kayode ran home in a hurry (Adverbial clause)

Kayode ran home before the principal arrived (Adverbial clause)

There are many types of adjuncts. They include:

Adverb of place: He was at home.

Adverb of time: He came in the morning.

Adverb of manner: He walked fast.

Adverb of purpose: They came for me.

Adverb of reason: The patient died because there was no doctor.

Adverbs answer questions regarding verbs.

Adverb of place answers 'why'?

Adverb of time answers 'when'?

Adverb of manner answers 'how'?

Adverb of purpose answers 'for what purpose'?

Adverb of reason answers 'why'?

Exercise: Identify the adjuncts in the following sentences and state the type of adverb.

8. Complex Sentence Structure

A complex sentence contains at least two clauses. One of the clauses must be subordinate (dependent) while the other is main or independent.

When the man was sleeping, the dog ate his meal.

I know that she is a teacher.

He walked carefully in the garden where she planted vegetables.

As soon as the bell rang, the school dam burst.

Exercise: Construct five complex sentences