**English Language**

**Basic 8**

**Comprehension**

**Week 1.**

**Topic: Topic: Reading to differentiate between main and supporting details.**

 It is easy to **identify** a **main idea** that is directly expressed in the **text**. **Main ideas** are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage. **Main ideas** are also found in the concluding sentences of a paragraph.

Similarly one may ask, why is it important to identify the main idea of what you read?

The **main idea** is the **primary** concept of a sentence and represents what the author is trying to say. **Identifying main ideas**, and working out the relationship between them and the supporting details, is the basis of **reading** comprehension. **Identifying the most important** character in the story helps us find the **main idea**.

What are some examples of supporting details?

Arguments, evidence, **and** direct **examples** are all **supporting details** that will help you make claims **and** prove your points. **Supporting details** strenghten **the** validity of thesis statements, **and** help persuade **the** reader to take intrest in what you communicate.

Part of that is distinguishing main ideas from supporting details. The main ideas show you the key points in the text. The supporting details show you why the writer believes the main ideas. Understanding both of these things is an important part of understanding the text as a whole.

Supporting Details. What are supporting sentences? They come after the topic sentence, making up the body of a paragraph. What do they do? They give details to develop and support the main idea of the paragraph.

**Week 2:**

**Topic: Topic: Reading for maximum retention and recall**

An essential reading skill is the ability to keep something that you have read in your memory (retention) and remember something that you have read or learned (recall). To do these two things in the best possible (maximum) way, some strategies are needed. A powerful reading technique you can use is the **SQ3R**. The acronym **SQ3R** stands for five sequential techniques that can be used to engage in the intensive reading of a passage or book. It allows a reader to extract the maximum amount of benefit from a reading exercise.



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 SQ3R:- is a five-stage active reading technique meaning Survey, Question, Read, Recall and Review.



**1. Survey :-**

To survey a book, scan (read through quickly) the contents, introduction, chapter introductions and chapter summaries. This act will let you get an overview (short description) of What the book is about. You can also form your own opinion about the subject.



**2. Question:-**

 Ask questions on the passage or book and make a note of them. Write down any question that comes to mind as you survey a book or passage. Finding answers to these questions may help you better understand the book.



**3. Read :-**

Read the book or passage in detail taking care to understand the issues or points raised. The reading should not be too fast. While reading you can take note of vital facts.



**4. Recall:-**

After reading, run through the details or sections in your mind several times. Separate the relevant from the irrelevant.



**5. Review:-**

You can do a review of a book or passage by:

 a. Reading the document again

b. Expanding your notes

c. Discussing the materials with your classmates

d. Teaching it to someone else.

**Week 3 Reading for Vocabulary development**

**Topic : Sport**

#### **Sup topic: Sport( words associated with sport)**

#### **Sport**

A human activity involving physical exertion and skill as the primary focus of the activity, with elements of competition or social participation where rules and patterns of behaviour governing the activity exist formally through organisations and is generally recognised as a sport.

**arena**
The arena was full of excited spectators cheering on their team.
a level area for holding sports events, surrounded by seats for spectators

**amateur**
The Olympic Games were originally for amateur athletes only.
engaged in something, like playing sports, without payment; non-professional

**athlete**
Most professional athletes spend hours every day in training.
a person who trains for and competes in a sport

**athletics**
There are some very good runners on our athletics team.
'track and field' events of running, jumping, throwing, etc.

**award**
All the members of the winning team were awarded a gold medal.
to give someone something as a reward for high achievement

**beat**
Italy beat France to win the 2006 FIFA World Cup.
to defeat someone in a game or a competition

**captain**
The captain usually leads his or her team onto the field.
the leader of a team

**catch**
A wicketkeeper in cricket must be very good at catching the ball.
to grab and hold something that has been thrown

**champion**
The boxer Muhammad Ali was World Heavyweight Champion three times.
a top-rated, highly successful player

**cheer on**
The fans made a lot of noise cheering on their team.
to shout encouragement to a team or a player

**coach**
Players should carry out their coach's instructions during a game.
a person who trains and directs an athlete or a sports team

**compete**
Over 10,000 athletes will compete in the Olympic Games.
to take part in a contest or a competition

**competition**
The English Premiership League is one of the world's top football competitions.
an organized event in which people compete to win

**competitor**
Each competitor in a golf tournament must record his or her own score.
a person who takes part in a competition or a sporting contest

**contest**
Do you know who won this year's figure skating contest?
a game or event in which people compete to win

**fan**
Sometimes the umpire of a tennis match has to tell noisy fans to be quiet.
a person who supports a particular sport, team or player

**field**
How many players are allowed on the field during a baseball game?
a piece of land marked out for a sports contest e.g. hockey field

**final score**
Today's basketball game was very close. The final score was 84 to 82.
the score at the end of a game

**fitness**
I exercise at the gym every day for fitness and good health.
the condition of being physically fit and healthy

**goal**
Jimmy got the ball, ran down the pitch, and then scored the best goal of the game.
an instance of scoring in a ball game by getting the ball into a target such as between goal-posts, through a hoop, or into a net.

**gym / gymnasium**
Our gym has a lot of new exercise equipment, including running machines and cycling machines.
a room or building equipped for physical exercise

**manager**
Liverpool sacked their manager after they lost eight of their previous ten games.
the person in charge of a sports team

**medal**
Every athlete's dream is to win a gold medal at the Olympic Games.
a piece of engraved metal given to signify an achievement or an honor

**object**
The object of the game of football is to score more goals than the opponents.
the thing you want to get or achieve; what you aim to do

**offside**
Forwards have to learn how to avoid being caught in an offside position.
In an illegal position ahead of the ball (in football, rugby, hockey, etc.)

**opponent**
Roger Federer's opponent in the Wimbledon final was Rafael Nadal.
the person one competes against in a contest or a game; rival

**pass**
A defender tries to pass the ball to a forward in a good position to score.
to throw or kick the ball to another player on one's own team

**penalty**
The penalty for abusing a referee is usually a one-match suspension.
a punishment imposed on a player or team for breaking the rules of a sport

**player**
How many players are on the court during a doubles match in tennis?
a person who plays a sport

**practise
(U.S. spelling: practice)**
Professional golfers spend hours every day practising their shots.
to repeatedly do something in order to develop one's skill

**professional**
Tiger Woods has been a professional golfer since he was 20 years old.
a person whose paid occupation is playing a sport

**record**
Do you know who holds the world record for the men's 100 metres?
the best performance that has been officially measured and noted

**referee**
The referee saw a foul, blew his whistle and awarded a free kick.
a sports official with authority to make rulings during a contest

**rules**
In several sports there is an offside rule, and it's often difficult to explain.
the laws or regulations that govern how a game or sport is played

**score**
Do you know how to keep score in badminton?
the number of points a competitor or team earns during a game

**serve**
Serving the ball is one of the most important skills in sports like tennis.
to hit the ball to begin play (in tennis, table tennis, squash, volleyball, etc.)

**shoot**
In basketball, players try shoot from outside the 3-point line to score the extra points.
to kick, hit, or throw the ball in an attempt to score a goal (in soccer, hockey, basketball.

**Week 4**

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**Week 5**

**Topic: Reading for speed**

Speed reading is not just reading fast all the time. The technical content of the material, the print size, your familiarity with the subject and, particularly, your purpose in reading can affect the speed at which you read. The key to speed reading is having the choice to read as fast or as slow as you wish.

Speed reading is the process of rapidly recognizing and absorbing phrases or sentences on a page all at once, rather than identifying individual words

## How to Speed Read

All speed reading techniques have one thing in common: you avoid pronouncing and "hearing" each word in your head as you read it, a process known as as "sub-vocalization." Instead, you "skim" lines or groups of words, as you can understand words more quickly than you can say them.

One way to stop yourself from sub-vocalizing is to focus on blocks of words rather than on individual ones. Do this by relaxing your face and "softening" or expanding your gaze on the page, so that you stop seeing words as single, distinct units. As you practice this, your eyes will skip faster across the page.

Then, when you approach the end of a line, allow your peripheral vision to take your eye to the final set of words. This will help to stop pauses in your reading (often at full points), meaning that you scan across and down to the next line more quickly.

**Week 6**

**Topic: Reading for meaning of words in various context**

There are several great methods for using context to figure out what words mean. The first is to look and see if the definition of the word is right there. This can also be a restating of the word.

Consider this sentence: 'While planning the party, Susan was prudent with the guest list, acting with great caution and care not to invite anyone with whom she wouldn't want to jump around in a bounce house.'

What does 'prudent' mean? In this sentence, the definition of the word is right there. Who is being prudent? Susan. With what? The guest list. You don't need to know what prudent means to figure that out. And how else is Susan's behavior with the guest list described? She's acting with great caution and care. So, what's the definition of prudent? Acting with great caution and care.

Other times, you'll see examples that help explain the word in question. This is very similar to finding the definition. Look at this sentence: 'Devin procrastinated to avoid his homework all day, watching TV, playing video games and even writing thank you cards to his grandparents.'

What does 'procrastinate' mean? This time, it's not defined elsewhere in the sentence. But we do have examples of what it means. We know that watching TV, playing video games and writing thank you cards are all forms of procrastination. If Devin should be doing his homework, but he's doing these other things instead, then procrastination must mean delaying or putting off. Now, those examples helped us figure it out.

**Week 7**

**Topic: Reading for critical Evaluation**

Critical reading for evaluation can be considered a three-step process of prereading, reading, and forming the evaluation.

**Prereading**
Scan the title, abstract, publication information, headings, and reference list to gather your first impressions on the credibility of the text. Ask yourself questions like these:

* Who is the author?



Once you have been reading and studying in your field for a while, you may begin to recognize certain authors or scholars.  The more you read, the better the sense you will have about which scholars are well-known and have immediate credibility in your field.  If you are unfamiliar with an author, you can do a simple Internet search to learn more about their background.  Then use your critical thinking skills to help determine the author’s credibility. For example, an article on nuclear energy written by a nuclear scientist will likely be worth more to a researcher than one written by a neurosurgeon. Also consider potential biases between the author and the subject. A piece on gun control written by a former president of the National Rifle Association is likely to come with biases.

* Who is the publisher?

Determine the journal or publisher by locating the publication information, usually found in the library database and/or title page of the article. Peer-reviewed sources are preferred (check [Ulrich’s](https://ulrichsweb-serialssolutions-com.ezp.waldenulibrary.org/) for details about specific publications). In general, choose scholarly journal articles over other types of sources.  If a source has no specific author or publication date (or is published by a corporation with an obvious bias), regard it skeptically.

* When was the work published?

Fields develop and change, some more rapidly than others. For fields in which change is rapid, a researcher must rely on the most current sources. Generally, works written within the last 5 years are preferred.

* Does the author include a reference list or bibliography?

Examining the references should tell you whether the subject was well researched. If there is no reference list or the references are outdated or nonscholarly, you should question the usefulness and trustworthiness of the material.

During the pre-reading step, you might determine that the text is not worth reading because it is clearly biased or authored by someone who is not credible in your field. If you decide to read it, continue with the next step below.

**Reading**
Once you have decided to commit to a text, your next step is to read it with a critical eye. During this step, pay close attention to the argument and the evidence used to support that argument. Ask yourself questions like these:

**Audience, Purpose, and Language**:

* Has the author communicated clearly and organized the text well? (e.g., logical connections between topics, clear sentences, use of headings)
* Is the author effectively writing to their audience? (e.g., appropriateness of language and tone)

**Argument and Evidence**

* Does the evidence support the conclusions that are drawn
* In other words, has the author interpreted the evidence correctly? Are there other interpretations that could be made?
* Does the author present and address a counterargument?
* Has the author made unreasonable assumptions?
* Has the author allowed bias to influence their work?

**Methods (for Research Studies):**

* Was the research method appropriate, or would another method have been more effective?
* Was the sample size sufficient? How generalizable are the findings? (In some instances the evidence is strong but applies only to an isolated case, as might occur when research deals with a small sample size or a unique demographic. In such cases, a critical reader must be able to recognize that the case is isolated and the results cannot be generalized to a larger population.)
* What were the limitations in this study (both the ones disclosed by the author and ones that you see as a critical reader)?
* Could the evidence be flawed due to how the study was conducted?

**Week 8**

**Topic: Reading to answer specific questions**

### **1. Try to understand the passage:**

* *This is one of the most common reasons that many students complain about. Keep in mind that it is not expected of every student to understand all the lines and words of the given paragraph. No one is expecting you to study all the lines and paragraphs and understand each and every sentence.*

### **2. Utilize your strengths:**

* *One of the most important things that a student should do is to exploit their strengths while answering a comprehension question. This helps them to save time and answer questions more effectively.*

### **3. Managing the time given:**

* Time is also an important factor*while answering comprehension questions. One of the most said complaints by students is that they didn’t get enough time to answers that they knew of.*

### **4. Practice more:**

* *To perform better at comprehension questions, one of the best methods that students can use is to*practice a lot of mock questions*and attempt to answer as many practice papers as possible.*

Top of Form

Bottom of Form

### **5. Upgrade your vocabulary:**

* *Having poor vocabulary can be very disadvantageous for you, especially*[when attending competitive exams,](https://content.wisestep.com/prepare-competitive-exam-best-tips-tricks/)*which are heavily based on time management.*
* *If you do not have a good vocabulary or you do not have sufficient knowledge about the words, then it might be hard for you while attempting a comprehensive question*

**Week 9**

**Topic: Reading for Pleasure**

# Reading For Pleasure

**What actually is reading for pleasure and why is it vital for schools?**

Anything from poetry to instruction manuals, magazines, comics, biography, fiction, history, information – it’s a lifelong resource. You can do it anytime, anywhere.

**How to have a reading for pleasure ethos in school.**

Being part of a community is a source of pleasure. How can teachers create a  community of readers? By getting children together with books of course! But what effect does this have?

Here are some vital tips.

* Have an interested ‘expert’ on the school staff – or be the interested expert!
* Personal choice.
* Make spaces, places and time for reading.
* Have excellent book provision and displays.
* Have ‘book-talk’ sessions at any time.
* Have plenty of listening to books read aloud. Opportunities for open-ended discussion, sharing of response.
* Maximise every opportunity for looking at and talking about books.
* Get parents maximally involved.

Grammar

Basic 8

Adjectival Phrase

Specific Objectives: At the end of the lesson, I should be able to;

explain the meaning of adjectival phrase;

discuss the components of adjectival phrase;

List the functions of adjectival phrase.

Adjectival phrase is a group of words without a finite verb that performs the function of an adjective in a sentence. Adjectival phrases basically modify nouns, noun phrases or pronouns.

Adjectival phrase can be in any of these three positions:

1. At the beginning of a sentence before the noun it is modifying. Examples:

- Your overly excited friend is dancing.

2. At the middle of a sentence the noun it is modifying. Example:

- A guy smarter than I will solve the puzzle.

- The girl wearing a pink gown lives next to my house.

3. At the end of a sentence. Examples:

- Her behaviour was highly rude.

- The last question was very difficult to solve.

**Components of Adjectival Phrase**

Normally, an adjectival phrase is made up of a modifier and an adjective e.g *very beautiful*.

Sometimes an adjectival phrase does not contain an adjective in it. It may be or begin with any of the following :

1. Prepositional phrase

- I don't like movies with no stories.

- I don't have a picture of your childhood.

2. It may begin with a participle. A participle is a word that is formed from a verb which functions as an adjective e.g broken, exciting, running etc

- The guy sleeping on the floor is my friend.

- The super market built next to my house is huge.

3. Infinitive : when "to" comes immediately before a verb it is an infinitive. Examples:

- I don't know a person to trust blind.

- He is the guy to look out for this term.

**Functions of Adjectival Phrase**

1. Adjectival phrase modifies nouns, noun phrases or pronouns. Examples:

- He made an extremely loud sound.

- He caught a very big fish.

2. Adjectival phrase functions as subject complement. Example :

- The singer is exceptionally good.

3. Adjectival phrase functions as object complement e.g

- He made his children very successful.

Activity (Assignment)

Identify the adjectival phrases in the sentences below and underline them:

1. The story of his life is very shocking.

2. The show was too bad to watch.

3. She is extremely beautiful and very focus.

4. The man standing next to Ada is my uncle.

5. A small wounded dog was crying on the road.

Prepositional Phrase

Specific Objectives : At the end of the lesson, I should be able to;

explain prepositional phrase,

discuss features of prepositional phrase,

list the functions of prepositional phrase.

... so he looked under the stone to get some flour and found that it is gone. BECE/NECO/2012

A preposition shows relationship between a noun or pronoun but and other words in a sentence. E.g to, with, over, by, under, at, before etc

A phrase is a group of words without a finite verb.

A prepositional phrase is a group of words without a finite verb that begins with a preposition, its object and any modifier of the object. The preposition's object is any noun or pronoun that follows the preposition. E.g in the store, under the table, with black cap etc

A modifier on the other hand is an adjective or adverb that comes between an preposition and a noun in a prepositional phrase.

**Features**

The basic feature of prepositional phrase is that it is made of the following :

- It must begin with a preposition.

- It may contain an article .

- It must contain a noun or pronoun which serves as the object of the preposition.

- It may contain a modifier.

**Features of Prepositional Phrase**

1. It modifies a noun or noun phrase. When a prepositional phrase modifies a noun or a noun phrase we refer to it as adjectival phrase.

Examples:

- The book on the floor is the one I want to buy.

- The bag beside you is mine.

- The phone on the table is the one I want.

- The store at the corner sells sandwiches.

- I got a black dog with a brown tail.

2. It modifies verb/verb phrases in sentences. When a prepositional phrase modifies a verb we refer to it as adverbial phrase.

Example:

- I get angry when people sleep during prayers.

- We climbed up the hill to see the view.

- It annoys me that people talk during a movie.

- I will meet you after school.

- He fought with the beautiful lady.

3. It sometimes functions as a noun phrase.

Example :

- During the commercial is the best time to go outside.

- Behind the school is a park.

- After the movie is a perfect time for dinner.

Conjunction of Contrast

 Transitive and Intransitive Verbs

Transitive verbs require an object to complete their meaning.

Imagine that I say:

I bought.

This sentence is incomplete. There is information that is missing.

You are probably wondering what I bought. (What did you buy Rob?)

Why is this sentence incomplete?

Because BOUGHT (the past of buy) is a transitive verb and a transitive verb needs an object after it to complete the sentence. The object after a transitive verb can be a noun or a pronoun.

I bought a car.

Now the sentence is complete and we can understand it. We added the object “a car” after the verb.

Example sentences using TRANSITIVE verbs

We enjoyed the concert.

I opened the door.

She kicked the ball.

He took me to a restaurant.

I saw an accident.

He copied my answer.

Intransitive verbs cannot have a direct object after them.

The subject is doing the action of the verb and nothing receives the action. An intransitive verb does not pass the action to an object.

He arrived.

Here we cannot have an object after the intransitive verb arrive.

You cannot “arrive something” (incorrect).

An intransitive verb expresses an action that is complete in itself and it doesn’t need an object to receive the action.

The baby smiled.

Here we cannot have an object after the intransitive verb smiled.

You cannot “smile something” (incorrect).

The apple fell from the tree.

You cannot “fall something” so the verb is intransitive.

Example sentences using INTRANSITIVE verbs

We arrived around midday.

She sneezed loudly.

Your baby cries a lot.

His grandfather died last year.

The rain fell heavily.

I was waiting but nothing happened.

The jokes were not funny and nobody laughed.

I walk to work every day.

We sat on the bench.

He stood in the corner.

We waited but nobody came.

Verb Tense Forms: The perfect continuous tense

Idioms

Idioms are expressions which have a meaning that is not obvious from the individual words.  The best way to understand an idiom is to see it in context.  Most idioms are fixed in their form and cannot be changed or varied.  As it can be difficult to work out what an idiom means, you will often need to look them up in a dictionary. Why do we learn idioms?  To improve our level of English  To understand native speakers

 1) Some idioms are imaginative expressions such as proverbs and sayings e.g.: Too many cooks spoil the broth. 2) Other idioms are short expressions that are used for a particular purpose: Get lost! 3) Some are considered as idioms because their form is fixed: for certain 4) Similes: white like a chalk 5) Bionimals: safe and sound (trionimals) 6) From grammatical point of view we distinguish: verb+object/complement, prepositional phrase, compound or whole clauses or sentences, e.g. to cut a short story long

Apple of one‘s eye: a person that is adored by someone Baby Alison is the apple of her father‘s eye. big cheese: an important person, a leader I thought I was just going to interview the secretary, but they let me talk to the big cheese himself.

Bread and butter: basic needs of life (food,shelter,clothing) He doesn't just write for fun; writing is his bread and butter. bring home the bacon: earn your family’s living Recently he has been working very hard trying to bring home the bacon. He has no time to do anything else.

 (have one‘s) cake and eat it too: want more than your fair share or need Rick wants to have his cake and eat it too. He wants to be single but he doesn't want me to date anyone else. cool as a cucumber : calm, not nervous or anxious He is always as cool as a cucumber and never worries about anything.

Couch of potato: a very lazy person He is a real couch potato and just sits around watching TV and staying indoors all day. cry over spilt milk: cry or complain about something that has already happened Don’t cry over spilt milk. The past is past and you can’t do anything to change it.

Cup of tea: something one enjoys or does well Going to art galleries is not my cup of tea so I think that I will stay home this evening and not go with you. eat one’s cake and have it too: use or spend something and still keep it He refuses to give up anything and always wants to eat his cake and have it too.

Half-baked: not thought out or studied carefully He has a half-baked idea about starting a new business but most of us think that it will fail. hard nut to crack: difficult to understand (often a person) Amanda is a hard nut to crack when something is bothering her like this.

In the soup: in serious trouble, in disorder She is really in the soup now. She told her boss that she was sick but he saw her downtown shopping. make one’s mouth water: look or smell very good, want to eat or drink very much The restaurant is supposed to be wonderful and every time that I see the menu it makes my mouth water.

Nuts about something, someone: like a lot I'm nuts about classical music these days. out of the frying pan and into the fire: go from something bad to something worse She quit the job because of some small problems but she has jumped out of the frying pan and into the fire because now her problems are much worse.

 Piece of cake: a task that is easily accomplished It was a piece of cake. I had everything done before lunch this morning. put all of ones eggs in one basket: rely on one single thing Even though I'm majoring in Art, I'm taking a math course because my Dad says I shouldn't put all of my eggs in one basket.

Polish the apple: flatter someone Nobody likes her because she is always trying to polish the apple with her teacher. spill the beans : tell a secret to someone who is not supposed to know about it Please don’t spill the beans about my plans to quit working and go back to school next year.

 Take something with a pinch (grain) of salt: don‘t consider something 100% accurate Take Mandy's advice with a pinch of salt. She doesn't always do her research. use your noodle: use your brain You're going to have to really use your noodle on this crossword puzzle. It's an extra difficult one.

 Clauses: Types and Functions

A clause is a word group that contains a verb and its subject and that it is used as a sentence or as part of a sentence.  ( Verb + Subject = Clause)

 Adjective (noun/pronoun) Adverb (verbs/adjectives/adverbs)

 An independent clause (or main clause) expresses a complete thought and can stand by itself as a sentence. EXAMPLE: My mom drove me to school.

 Subordinate A subordinate (dependent clause) does not express a complete thought and cannot stand by itself as a complete sentence. They can appear at the beginning, middle or end of a sentence. Examples: Since I missed the bus, my mom drove me to school. OR My mom drove me to school because I missed the bus.

 Adjective Clause- Is a subordinate clause that modifies a noun or pronoun. Relative Pronouns: That Which Who Whose Whom

Still contains a verb and a subject. Usually follows the word or words it modifies, and tells which one and what kind. Adjective: a blue flower Adjective Clause: a flower that has blue petals

Adverb Clause- Is subordinate clause that modifies a verb, an adjective, or other adverbs.

Adverb Clause answer the following questions: How? When? Where? Why? To what extent? How much? How long? Under what condition?

Adjective clauses usually introduces a relative pronoun. Adverb clauses begin with subordinating conjunctions. afterbecausethough althoughbeforeunless ashowuntil as ififwhen as long asin order thatwhenever as much assincewhere as soon asso thatwherever as thoughwhile

Week Eight: Adverbial Clause

What is an Adverb? It is a word that describes or adds to the meaning of a verb, an adjective and another adverb, etc.

 What is a Clause? It is a group of words which form a grammatical unit and which contain a subject and a finite verb. A clause forms a sentence or part of a sentence and often functions as a noun, adjective or adverb.

 What is an Adverb Clause? A group of words which contains a subject and a finite verb that describes or adds to the meaning of a verb, an adjective and another adverb.

Adverb Clause can be divided into: 1. Time 2. Reason 3. Concession 4. Contrast 5. Result 6. Purpose 7. Place 8. Manner

 Adverb Clause of Time These clauses are introduced by when, when, whenever, while, as, before, after, till, until, since and as soon as,

Adverb Clause of Time When he arrives, he will tell us the truth. Mary was dancing while John was singing. The train left as we arrived.

 Adverb Clause of Time I will stay with you until your mother comes home. After he had got the money, he left home immediately. (For more examples, pls. refer to the grammar notes.)

 Adverb Clause of Reason These clauses are introduced by because, since, for and as, etc.

 Adverb Clause of Reason I was late because I could not catch the bus. Since I was late, I took a taxi. The manager dismissed Mary, for she was very lazy. As the weather was bad, we cancelled the picnic.

Adverb Clause of Concession These clauses are introduced by though, although, even though, no matter how, no matter what and as, etc.

 Adverb Clause of Concession Although he is small, he is very strong. No matter how smart they are, they are required to do the revision. No matter what the doctor did, the girl was still dead.

Adverb Clause of Contrast These clauses are introduced by whereas and while

Adverb Clause of Contrast We took the train whereas Pete drove. While Tom is a good math student, Pam does well in English.

 Adverb Clause of Result These clauses are always linked with so that, so + adj. / adv. + that and such + a + noun + that, etc.

Adverb Clause of Result Tom was so weak that he could not run. It was such a strange story that no one believed it.

Adverb Clause of Purpose These clauses are always linked with so that, in order that, for fear that, in case, etc.

Adverb Clause of Purpose He arrived earlier, so that he would not be late. They brought a lot of food for fear that they would be hungry during the trip. She brought the credit card in case she did not have enough cash.

Adverb Clause of Place These clauses are introduced by where and wherever.

Adverb Clause of Place Nobody knows where he has been to. He travels wherever he likes.

Adverb Clause of Manner These clauses are introduced by as, as if and as though.

Adverb Clause of Manner Please do as I have told you. \* He cries as if he were mad. \* He speaks as though he were the boss. \* The subjunctive is used after as if and as though.

**Composition**

**Informal Letter**

**Informal letter: writing replies to friendly letters**

An informal letter is a type of letter written to people who you are already close to. It follows the basic conventions of letter-writing, but the tone and language used are more informal and friendly. While informal letters are not used as much in today's day and age, there are still plenty of people who prefer the more personal touch of a physical letter rather than a text message or email. Informal letters can be exchanged between friends, siblings, and other close family members.

Formats of an Informal Letter.

Address

The first thing to write is your address, i.e. the address of the writer. We usually write the address on the left-hand side of the page at the very top. The address should be accurate and complete. Even when writing to close friends or relatives the address must be written, so they can reply back to the letter with ease. If the recipient of the letter is in another country, do not forget to write your country as well in the address.

Date

Next just below the address we write the date. This allows the reader to have a reference as to when the address was written. He can then relate better to the contents of the letter.

Greeting

Now since you know the person you are writing to, the greeting can be informal as well. If it is a friend or someone close to your age you can greet them by their first name, like “Dear Alex”. If you are writing to your relative like your mother/father/aunt/uncle etc, you may greet them as such, for example, “Dear Mom”. And if you are writing to an elder person, someone you respect greatly you can address them as Mr or Mrs. Like say for example you were writing a congratulatory letter to your teacher, it can be addressed as “Dear Mrs. Alex”.

Introduction Paragraph

And now we begin writing the actual letter. The introductory paragraph sets the tone for the whole letter. You might begin by asking the recipient about their well being. Or you may say that you hope the letter finds them in good health and great spirits. The opening of informal letters should be casual and comforting. It must not be formal and direct as in business letters.

Body of the Letter

The letter overall should maintain a friendly tone. But you have to adjust the language and the wordings according to who you are writing to. With a friend, you can afford to be very casual and flippant even. But if you are writing to an elder relative, you must be extremely respectful and considerate.One way to determine the tonality of your letter is to remember how you talk to the person in a conversation. And then apply the same syntax and sentiments to the letter.

Conclusion

In the conclusive paragraph sum up the reason for writing the letter, i.e. summarize the letter. Say a meaningful and affectionate goodbye to the reader. And do not forget to invite the reader to write back or reply to your letter. It shows an intention to keep the conversation going.

Complimentary Close or Subscription

It comes at the right bottom corner of the letter and it shows who has written the letter. You can use "Yours truly, Yours affectionately, Lovely" etc. But for academic purpose students are advised to use "Yours sincerely " then first name under.

**Expository Essay**

This essay as the name implies is an essay that exposes. It is an essay that explains or teaches. The teaching can be on how something is done or how or how something came into existence. It is assumed that a person embarking on an expository essay knows the topic and and can teach.

HOW IS IT DIFFERENT?

 • Expository writing does not tell a story.

 • Expository writing does not persuade a reader but only gives facts and reasons.

 • Expository writing can also give the steps of a process.

FEATURES OF EXPOSITORY ESSAY

 1. Title

 2. The Introduction

 3. The Body Paragraphs

 4. The Conclusion

Introduction

The first paragraph of an essay should introduce the reader to the essay topic. It should create interest in the essay, outline the writer’s main ideas, and suggest how these ideas will be presented within the body of the essay. The introduction consists of three main elements: a hook, building sentences, and a thesis statement.

1. Hook

The first sentence (or sentences) of an essay should catch the reader’s attention. It introduces the topic of the essay in an interesting way.

2. Building sentences

After the hook, the following sentences should provide background information to give readers some context about the topic. They should ”build“ towards the thesis statement.

3.Thesis statement

The thesis statement comes at the end of the introduction. It is the most important sentence in the entire essay because it presents the essay topic and the writer’s position on that topic. It also indicates the main ideas that will be discussed in the body paragraphs.

 The Body

The body of an essay consists of three paragraphs. Each body paragraph explains in detail one of the main ideas expressed in the thesis statement. There are three parts to a body paragraph: a topic sentence, supporting sentences, and a concluding sentence.

 1. Topic sentence: The first sentence of a body paragraph expresses the topic of the paragraph and provides a controlling idea about the topic. All information in the paragraph supports the controlling idea.

 2. Supporting sentences: Supporting sentences explain and develop the topic sentence. They present logical thoughts, evidence, and explanations in support of the controlling idea.

 3. Concluding sentence :The paragraph may end with a concluding thought on the paragraph topic. It may also show a transition to the next paragraph.

The Conclusion

The concluding paragraph ends the essay by reviewing the main ideas from each body paragraph and leaving the reader with a final thought. The conclusion consists of three elements: a restated thesis, a summary of main ideas, and a final thought.

 1. Restated thesis: At the start of the conclusion, the thesis is restated in words different from those in the introduction.

 2. Summary of main ideas: The main ideas from each of the body paragraphs are summarized as a reminder to the reader.

 3. Final thought: The writer ends the essay by presenting a final thought on the topic – for example, by stating an opinion, a solution, or a prediction. The final thought should leave a strong impression and encourage the reader to think further about the topic.

 **Narrative Essay**

A narrative is a story. The story has a specific point: A narrative essay strives to teach a lesson or to make a specific point. It has specific sensory details to get the reader hooked on the story. It is developed in chronological order.

 Has a plot Has characters Has a problem Has a climax Often uses dialogue

You must first choose a topic that inspires you / a topic that you can personally relate to.  Brainstorm the essay in the form of a mind map.  In this mind map you must outline the important parts of the story.  Your mind map must be organized into different sections (indicating the introduction, each paragraph, the conclusion and specific characters)

An introductory paragraph has three jobs: 

 • To hook the reader.

 • To provide a setting and introduce the characters. What is the basic idea of the story?  Where is the story taking place? When is the story taking place?  Who is in the story? 

 • To give a purpose to the essay.

The hook is the FIRST sentence of the introductory paragraph. The purpose of a hook:  To pull the reader  Grab the reader’s curiosity Your hook should transition smoothly into the rest of your introductory paragraph.

 The body paragraphs look similar to the body of a narrative paragraph. They develop the story. Rising Action: leading up the event Climax Falling Action: what happens afterwards The story is told in chronological order.

It must synthesize your main idea and claim as well as provide your reflection. It can:  Make a prediction or revelation about future actions that will happen as a result of the story  It can challenge the reader’s thoughts and beliefs about the main idea. It can tell what the writer has learned from her experiences.

 1. Choose details to move your essay forward and bring your experience to life for the reader by appealing to all 5 senses.

2. Choose details that are specific enough to show clearly what happened.

3. Control your tenses and transitions. Remember a narrative essay shares an event from the past, so you should write in the past tense.

**Descriptive Essay**

Descriptive Essay The descriptive essay provides details about how something looks, feels, tastes, smells, makes one feel, or sounds. It can also describe what something is, or how something happened. These essays generally use a lot of sensory details. The essay could be a list-like description that provides point by point details. Examples: A descriptive essay could describe... \* a tree in my backyard; \* a visit to the children's ward of a hospital; 3

 How to Write a Descriptive Essay?

A descriptive essay is a form of academic writing that is built around: – a detailed description of a person – building – place – Situation etc. The main purpose of a descriptive essay is to describe something in a vivid and particular manner, so that the readers can easily picture the described object, person or state, in their mind.

 Steps for Writing an Descriptive Essay

1: Choose a subject on which you want to write and decide what, or who, you will describe.

2:Do an outline or a sketch, listing the facts, characteristics you will develop throughout your essay.

3: Gather information for the introductory paragraph, if necessary (in case you choose to write about a certain holiday, historical event, building, place or well-known figure).

4: Decide upon the main idea for each of your paragraphs in the Main Body section. Step # 5: Write each of the paragraphs, starting from an introductory sentence and then going into details as you develop your thoughts.

6: Write the introduction and conclusion.

7: Lay your work aside for some time and then do a thorough proofreading.

8 Topic Selection There are various kinds of descriptive essays. The three most common ones are those that focus around describing people, describing places or buildings and describing objects.

Key Points to Consider A descriptive essay, as with any other successfully written piece, needs to have a clear well-balanced structure. Normally, you should start with an Introduction of the object, person or place you plan to describe. While introducing, you should specify your relation to the person, the location of the place, the purpose of the object, etc.

In the Main Body, you should focus on specific qualities of the chosen subject, and go into details of each of the most unusual qualities in the following paragraphs. – For instance, if you chose to write about a person, you could include a paragraph about their appearance, another one about their personality, traits and justification, and the third paragraph of the main body can be about the person’s hobbies, talents and interests. Key Points to Consider

Your Conclusion should focus on your personal feelings about the chosen subject, justifying why it had such an influence on you that you decided to write about it.

Key Points to Consider A descriptive essay focuses on details, so make sure to be specific in your descriptions. Including as many colorful adjectives as you can is always a good idea. Another tip is to introduce some unusual facts, situations and words that you associate with the person, place or object you are describing. The more innovative and unique you get, the better.

When going into the details of your description, group similar and opposing qualities together to make your writing sound more versatile. For similar qualities, use: – “also” – “as well as” – “in addition to” – “in connection to” For opposite qualities use: – “at the same time” – “in spite of this” – “nevertheless” – “although” – “however” Key Points to Consider.

Dos and Don'ts of Descriptive Essay

 Do use a variety of connective words to make your descriptions more logical and connect one idea with another. Do use comparisons to make your descriptions more vivid and brighter. – For example, when describing an object, say what its shape reminds you of; – when talking about a person, compare their characteristics with that of an animal, flower, or whatever you associate with the person.

Do use your emotions, analyze: – how you feel about the described person, place or object – do not be afraid to include your subjective opinion. Be creative in your descriptions.

Do not be afraid to approach your description from an innovative angle. Do use a variety of techniques to express your thoughts.

Don’t begin all your sentences in a similar way as it will make your essay sound boring and template-like. Don’t write too generally. Go underneath the surface in your descriptions to make your essay sound more realistic.

Don’t switch from present tense to the past and back. If you chose to describe an event that occurred in the past (your visit to some place, a person you used to be close with etc.), then only write in the past tense throughout your essay. Similarly, if you chose to describe everything in the present or future form, be consistent throughout.

Don’t write about everything you can think of. – Whether it is a person or building that you chose to describe, think of the most peculiar and interesting characteristics that distinguish and highlight this particular person or building for you.

Don’t focus on what is generally known, believed or considered about your subject. Write about things that matter to you personally.

**Subject: English Speech**

**Class: JSS Two**

**Topic: Word Boundary**

A word boundary is the part or area in a sentence where one word ends and another one begins. The white spaces between words lets us know where one word ends and where another one begins.

Examples: John – is – tall.

There are two white spaces, these white spaces are the word boundaries, so we have two boundaries in the sentence above.

It will be difficult to read if word boundaries are left out in a sentence. Example: transferofaggressionisuncalledfor.

The above sentence is difficult to read because word boundaries are not implemented. Therefore, word boundaries help our reading and listening activities.

Transfer – of – aggression – is – uncalled – for.

Some examples of phrases and sentences and how word boundaries are determined.

It is just because I have the /fear of God / that I will allow them to travel in their order of merit.

The leader of the team shared / butter and bread / to his followers.

As a / matter of fact / I will go away / as soon as I finish my food.

In the phrase “matter of fact” transcribed /mæt∂γ ∂v fækt/ a good apeaker of the English language will see and know that when we pronounce matter of fact, the pronunciation of matter in this sentence stops at the /∂/ sound /mæt∂/. Between matter of /mæt∂ γ ∂v/. if you listen well, there seems to be an /r/ sound in between the two words. This sound is called the intrusive r. so between the last sounds of the words /mæt∂ ᵵ ∂v/, there is an intrusive r sounds which usually occurs in rapid speech, in matter of fact /mæt∂r /∂v/ fækt/, the word boundary for the phrase transcribed will be /mæt∂/ /r/ /∂v/ /ækt/. But the correct word boundary is /mæt∂ ∂v fækt/ and not /mæt∂r ∂v /ækt/ or / mæt∂ r∂v fækt/.

**Activity**

 **Put spaces between the words.**

 **1. Therewasonceafish. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. Thecowjumpedoverthemoon. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3. Itrainsontheumbrellas. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. IhaveadogandhisnameisRags**

**Topic: Contrasting Diphthongs /eə/ and /ɪə/**

 **/ eə/**

**This diphthong uses letters and letter combinations like /ai/, /a/, and /ea/ to form sounds similar to “air.” Here are a few more examples:**

**Pair**

**Lair**

**Stare**

**Care**

**Bear**

**/ɪə/**

**This diphthong uses letters and letter combinations like /ee/, /ie/ and /ea/ to form sounds similar to “ear.” Here are a few more examples:**

**Career**

**Here**

**Near**

**Year**

**Pier**

**Contrasting Diphthongs /eə/ and /ɪə/**

| **/ɪə/** |  **/ eə/** |
| --- | --- |
| **Peer** | **Pear** |
| **Beer** | **Bare** |
| **Here** | **Hair** |
| **Rear** | **Rare** |
| **Ear** | **Air** |
| **Fear** | **Fare** |
| **Wear** | **Where** |
| **Tear(noun)** | **Tear( verb)** |

**Activity**

In a tabular form, give 10 minimal pairs of Diphthongs/ **eə/ and /ɪə/**

**TOPIC: Contrasting Consonants /f/ and /v/, /s/ and /z/.**

Consonants /f/ and /v/ are labiodental fricatives. When pronouncing the sounds, the lower lip is pressed against the upper teeth and the soft palate is raised to prevent air from escaping through the nose.

**The spelling symbols for /f/ are:**

'f'- feed fan refuse sofa life

'ff'- suffer offer bluff cuff chauffeur

'ph'- phantom phrase sulphur sphere graph..

'gh'- rough enough laugh draught cough...

'eu' lieutenant...

**The spelling symbols for /v/ are:**

'v'- pave vase prove several devour wave...

'f'- of

'ph'- Stephen nephew...

**Minimal Pairs For /f/ and /v/**

| **/f/** | **/v/** |
| --- | --- |
| Fan | **Van** |
| **Feel** | **Veal** |
| Fat | **Vat** |
| **File** | **Vile** |
| **Fast** | **Vast** |
| **Fear** | **Vear** |
| **Foal** | **Voal** |
| **Few** | **View** |

**ACTIVITY**

In a tabular form, produce 10 minimal pairs for consonants /f/ and /v/

**CONSONANTS /s/ and /z/**

Consonants /s/ and /z/ are alveolar fricatives. To produce the sounds, the tip and blade of the tongue make light contact with the alveolar ridge while the soft palate is raised so that all the air is forced through the mouth.

**The spelling symbols for/s/ are:**

's'- suck loose goose cease grease(verb) reverse

'ss'- dress doss essay ass toss glass

'c'- fence icy sauce price trice race

'z'- quartz Waltz...

**Words with silent 's'**

Debris island aisle corps...

**The spelling symbols for /z/ are:**

'z'- razor zero zoo zeal lazy

'zz'- quizzes dizzy

'ss'- scissors

's'- grease (verb), days, Wednesday, peasant, news tease...

'x'- exact examine exempt examination...

**Minimal Pairs for Consonants/s/ and /z/**

| **/s/****Loose****Niece****Sink****Zinc****Sue****Price****Seal****Zeal****Ass****Coarse****Cyst****Lacy** | **/z/****Lose****Knees****Zinc****Zoo****Prize****Zeal****As****Cause****Zest****Lazy** |
| --- | --- |

**ACTIVITY**

**In a tabular form, produce 5 minimal pairs for consonants /s/ and /z/**

**CONTRASTING CONSONANTS /t/ and /d/**

**Consonant /t/**

To articulate consonant /t/, the tip and blade of the tongue are pressed against the alveolar ridge, while the soft palate is raised to stop the air from passing through the mouth or nose for a short time.

**The spelling symbols for /t/ are:**

't'- top, cater, entry, boat, not

'tt'- little, attend, matter, better, button

'th'- Esther, Thomas, Thames, Thompson, Anthony

'ed'- stopped, walked, passed, laughed, washed, searched,

**Words with silent 't':**

**Chasten, christen, whistle, mortgage, rapport, beret, bouquet, sachet, ballet**

**Consonant /θ/**

To articulate this sound, the soft palate is raised so that air is forced to go through the mouth while the tip and blade of the tongue make light contact with the incisors.

**The spelling symbol for /θ/ is:**

'th': thank through throw theatre thrill both wrath healthy wealthy worth thunder tooth mouth faith therapy ....

**Minimal Pairs for Consonants/t/ and /θ/**

| **/t/** | **/θ/** |
| --- | --- |
| **Tin** | **Thin** |
| **Pat** | **Path** |
| **Rot** | **Wrath** |
| **Tank** | **Thank** |
| **True****Boat****Bat****Tick** | **Through****Both****Bath****Thick** |

**ACTIVITY**

**In a tabular form, produce 5 minimal pairs for consonants /t/ and /θ/**