

GRAMMAR NOTE FOR THIRD TERM.

WEEK1.

Topic: DETERMINERS.

Specific objective: At the end of this lesson, I should be

Able to:

1. Define determiners.
2. List the types of Determiners.
3. Use them in sentences.

What Is a Determiner?

A determiner is a word placed in front of a noun to specify quantity (e.g., "one dog," "many dogs") or to clarify what the noun refers to (e.g., "my dog," "that dog," "the dog"). All determiners can be classified as one of the much, more, most, some)

TYPES OF DETERMINERS:

1. ARTICLE:

The articles are the words "a," "an," and "the." They define whether something is specific or unspecific. There are two types of article:

(1) The Definite Article (The)

"The" is called the definite article. It defines its noun as something specific (e.g., something previously mentioned or known, something unique, something being identified by the speaker).

This is the lake.

(2) The Indefinite Article (A, An)

"A" and "an" are called the indefinite articles. They define their noun as something unspecific (e.g., something generic, something mentioned for the first time).

This is a lake.

Examples of Articles

1. I'm not a troublemaker.

To the uneducated, an A is just three letters.

The poets are only the interpreters of the gods.

2.DEMONSTRATIVES:

The demonstrative determiners (known as demonstrative adjectives in traditional grammar) are this, that, these, and those. A demonstrative determiner defines where its noun or pronoun is in relation to the speaker.

This and these define close things (in terms of distance, psychological closeness or time). That and those define distant things.

Examples of Demonstrative Determiners

- i.This shark is pregnant.
- ii.That one looks worried.
- iii.In these matters, the only certainty is nothing is certain.
- iv.I regret those times when I've chosen the dark side. I've wasted time being unhappy.

3.POSSESSIVES:

The possessive determiners (known as possessive adjectives in traditional grammar) are my, your, his, her, its, our, their, and whose. A possessive determiner sits before a noun (or a pronoun) to show who or what owns it.

Examples of Possessive Determiners

- i.) I do not choose that my grave should be dug while I am still alive.
- ii.) If you want peace, you don't talk to your friends. You talk to your enemies.
- iii.) If a man could have half of his wishes, he would double his troubles.
- iv.) She got her looks from her father. He's a plastic surgeon.

4.QUANTIFIER:

Any determiner that refers, even loosely, to an amount or a quantity can be classified as a quantifier. So, numbers (one dog, two dogs) are quantifiers. Not all quantifiers are so specific though. Many refer to an undefined amount or quantity. The most common ones are any, all, many, much, several and some (these are called indefinite adjectives in traditional grammar).

Examples of Quantifiers

- i.)Many people would sooner die than think. In fact, they do so.

ii)I bought some batteries, but they weren't included.

WEEK 2.

Topic: ADVERBIALS CLAUSES.

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

1. Give examples of Adverbial clauses.
2. State and identify the markers of Adverbials clauses.
3. State the name and grammatical function of Adverbial clauses.

What Is an Adverbial Clause?

An adverbial clause is a group of words that plays the role of an adverb. (Like all clauses, an adverbial clause contains a subject and a verb.)It tells when,where, how,how often an action is carried out.

Examples of Adverbial clauses

- 1.Show Simon your project **when he arrives.**
- 2.He lost his double chin **after he gave up chocolate.**
3. Anne waited **like a bound fly waits for the spider.**
4. Mark will sit **where he always sits.**

Markers of Adverbial clause

A grammatical marker is a morpheme (free or bound) that indicates the grammatical function of the marked word, phrase or sentence.

- 1.Adverbial clauses always start with a subordinating conjunction

For example:

Although I may never reach the top, I will still attempt to climb Mount Everest.

Grammatical name: Adverbials clause.

Grammatical function: It modifies the verb 'climbed'.

- 2.Adverbials clauses always modify verbs

For example:

She stepped confidently across the tightrope **as if she had done it many times before.**

Grammatical name: Adverbial clause of manner.

Grammatical function: It modifies the verb 'stepped'.

3. Adverbial clauses that come before the subject must be separated from the rest of the sentence through the use of a comma

For example:

Even though I have never tried a funnel cake before, I think I would like it.

Grammatical name: Adverbial clause of reason.

Grammatical function: It modifies the verb 'think'.

WEEK 3

Topic: CONCORD

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

1. Define Concord.
2. List more examples of Concord of proximity.

Meaning of Concord.

Concord is the agreement- especially in number- between the subject and verb of a sentence such that when the subject is singular, the verb will also be singular and when the subject is plural, the verb will also be plural.

Proximity concord--- Proximity means “nearness”. The principle of proximity concord says that if two or more subjects are coordinated (joined) by the correlative coordinators “either..... or” or “neither.....nor”, the subject that is closest to the verb determines the concord- the rest (first one (s)) are ignored. E.g If Sandra fails her exams, either her parents, her friends or her sister is to blame.

*Notice how we use “is” in the sentence above, even when it has “her parents” and “her friends” which should have attracted the plural verb “are”. But the subjects there: “her parents”, “her friends” and “her sister” are joined by “either....or”, so it is the last one “her sister” that will be used to determine the concord, and since it is singular, the verb also has to be singular. Consider also the sentence: Neither Kinsley’s friends nor his wife likes him (not like).

More examples on proximity Concord.

1. Neither the vice principal nor the teachers honour the principal.
2. Neither the teachers nor the vice principal honours the principal.
3. Either the main man or I am supposed to anchor the event.
4. Not only the king but his subjects swear to the gods of the land.
5. Not only the people of the land but also the priest defies the tradition.

WEEK 4.

Topic: Noun Clauses

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

1. Define noun clauses.
2. State the functions of Noun clauses.
- 3 . Identify noun Clauses in sentences.

Meaning of noun clauses:

A noun clause is a dependent clause that takes the place of any noun in the sentence, whether they are subjects, objects, or subject complements.

For example:

She was saddened by what she had read.

In the sentence above, the noun clause what she had read is being used as the object of the preposition by.

What are the five functions of noun clauses?

1. Subject

Noun clauses can function as subjects of sentences.

For example:

Why my pet turtle stares at me all day is beyond me.

Grammatical name: Noun clause.

Grammatical function: Subject of the dependent clause "is beyond me".

2. Direct Object

Noun clauses can also function as direct objects of the verb in the independent clause.

For example:

When my dog goes to doggy day care, I do not know what he does, but he always has the best time.

Grammatical name: Noun clause.

Grammatical function: It functions as the direct object of the verb 'know'.

Indirect Object

Noun clauses can also act as indirect objects of the verb in the independent clause.

For example:

She chose to photograph whomever was willing to pose for her.

In the sentence above, the direct object of the verb chose is the infinitive phrase to photograph. Just like a noun clause, this infinitive phrase is acting like the noun direct object. Therefore, the noun clause whomever was willing to pose for her is the indirect object of the same verb.

4. Object of the Preposition

Other times, noun clauses can act as the object of a preposition in the independent clause.

For example:

I like to keep a schedule of when I have upcoming appointments.

Grammatical name: Noun clause.

Grammatical function: Object of the preposition 'of'.

5. Subject Complement

Lastly, noun clauses can act as subject complements, or nouns that follow linking verbs.

For example:

Actors can become whomever they want to be on the stage.

Grammatical name: Noun clause.

Grammatical function: Complement is the subject 'authors'.

HOW TO IDENTIFY NOUN CLAUSES.

1. Noun Clauses can replace any noun in a sentence, including subjects, objects, and complements

For example:

No one knows **why she is afraid of lizards.**

In the sentence above, the noun clause replaces the direct object of the verb, knows.

2. Noun clauses are not modifiers; they are placeholders

For example:

Noun Clause (acting as a subject): **When she will arrive is dependent on traffic.**

3. Noun clauses always begin with either interrogative pronouns or expletives

For example:

The pug did not know **what would make his life any more perfect.**

WEEK 5.

Topic: Conjunctions.

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

1. Define Conjunctions

2. List the types and examples of Conjunctions

3. Use them in sentences.

MEANING OF CONJUNCTIONS:

A Conjunction is a word used to connect clauses or sentences or to coordinate words in the same clause (e.g. and, but, if).

A conjunction is the glue that holds words, phrases and clauses (both dependent and independent) together.

The types of Conjunctions are:

1.What Is a Coordinating Conjunction?

Coordinating conjunctions are what come to most people's minds when they hear the word "conjunction." They join together words, phrases, and independent clauses. With them, short and choppy sentences can be joined into fuller lines. There are seven of them, and they're easy to remember if you can just think of the acronym "FANBOYS."

For - Explains reason or purpose (just like "because")

And - Adds one thing to another

Nor - Used to present an alternative negative idea to an already stated negative idea

But - Shows contrast

Or - Presents an alternative or a choice

Yet - Introduces a contrasting idea that follows the preceding idea logically

So - Indicates effect, result or consequence

Coordinating Conjunctions Used in Sentences

Here are some example sentences using the seven coordinating conjunctions:

I go to the park every Sunday, for I love to watch the ducks on the lake.

I watch the ducks on the lake and the shirtless men playing soccer.

I don't go for the fresh air nor for the ducks; I just like soccer.

Soccer is entertaining in winter, but it's better in the heat of summer.

The men play on two teams: shirts or skins.

I always take a book to read, yet I never seem to turn a single page.

I'm dating one of the players, so I watch the soccer game each week.

2.What Is a Subordinating Conjunction?

A subordinating conjunction always introduces a dependent clause, tying it to an independent clause. A dependent clause is a group of words that cannot stand alone as a complete sentence. An independent clause, by contrast, can stand alone as a complete sentence.

Unlike coordinating conjunctions, subordinate conjunctions can often come first in a sentence. This is because of the nature of the relationship between the dependent and the independent clause.

In English, there are lots of subordinating conjunctions. Here are the most common examples:

although

as

because

before

how

if

once

since

than

that

though

until

when

whenever

where

whether

while

why

Examples of Subordinating Conjunctions in a Sentence

Because of him, I learned how to start my own business.

Everything will fall into place if you start at the beginning,

Until you try, you'll never know.

I add a new entry to my gratitude journal when I wake in the morning,

As I write this letter, I know I must say goodbye.

Life's been so happy since I moved to Chile.

3. Correlative Conjunctions:

Correlative conjunctions are tag-team conjunctions. They come in pairs, and you have to use both of them in different places in a sentence to make them work. These conjunctions work together (co-) and relate one sentence to another. Correlative conjunctions connect two equal grammatical terms. So, if a noun follows "both," then a noun should also follow "and."and

Common pairs include:

both/and

whether/or

either/or

neither/nor

not/but

not only/but also

Examples of correlative Conjunctions in sentences:

1. You can have either chocolate or vanilla ice cream.

2. He not only plays the guitar but also the drums.

3. Such was his strength that he was easily able to move the fallen tree.

Topic: Grammatical names.

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

1. Identify grammatical names.
2. State the grammatical functions of the expression in passage. (Based on Waec passage.)

CLASS ACTIVITY.

Read the Waes passage and answer the questions that follows (WASSCE 2020).

Dele groaned and got out of bed. There was no clock on the mantelpiece and the room was still dark, but he knew that he was already late for work, probably by an hour. He was a commercial bus driver and had to get started as early as 5.00 a.m. and go almost non-stop till about 9.00 p.m. to be able to make the daily returns that the bus owner demanded.

On the previous day, he had attended an all-night party – a late uncle’s burial ceremony – where he had drunk himself almost senseless before crawling home in the early hours of the morning. Now, he got up shakily, splashed water on his face and hurried off to work, but not before carefully fastening on his upper left arm the amulet he had always worn for protection against accidents. A similar amulet hung concealed under the steering column of his bus.

On his way, still feeling groggy, he caught his left toe against a stump and had some misgiving. It was a bad sign, and he was supposed to go back home and then set out again. But there was no time for that now, so he hurried on.

At the bus station, Dele quickly loaded his bus and sped off without any of the necessary checks on the vehicle. He had to make up for a lost time. It was the rush hour, so the bus was overloaded as it often was, with many passengers hanging on to the doors. The tyres were threadbare, the brakes were faulty and the road was wet, but, still feeling a little sleepy, Dele sped on. Many passengers protested about his reckless driving, but he would not listen. After all, didn’t he have protection against accidents?

As the vehicle took the last turn before its destination, Dele saw a broken-down truck blocking his side of the road. Under normal circumstances, he could have brought the bus safely to a halt, but the circumstances were far from normal. The careering bus hit the parked vehicle, swerved wildly across the road, and plunged into a ditch.

Dele’s surprise before he sank into oblivion was the failure of his supposedly protective amulets.

(a) Why did Dele wake up late?

(b)...he caught his left toe against a stump and had some misgivings. What does this tell us about Dele?

(c) Give two reasons why Dele drove recklessly.

(d) Why was Dele unable to stop his faulty vehicle?

(e) What was Dele's condition after the accident?

(f) After all, didn't he have protection against accident? What literary device is used in this expression?

(g) ...wildly across the road...

(i) What grammatical name is given to the expression as it is used in the passage?

(ii) What is its function?

(h) For each of the following words, find another word or phrase which means the same and can replace it in the passage:

i. probably;

ii. returns;

iii. groggy;

iv. misgiving

v. threadbare

vi. reckless.

WEEK 7.

Topic: Adverbials clauses.

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

1. Identify the grammatical names of Adverbial clauses.
2. State the grammatical functions of Adverbial clauses.

An adverbial clause is a clause that performs the function of an adverb in a sentence. Remember that an adverb modifies a verb an adjective and another adverb in a sentence. This means that an adverb tells us more information about the action in the main clause. It tells us why, when, where, how, to what degree, under what condition and to what extent an action occurred. The same functions of an adverb is what an adverbial clause also perform.

Remember that an adverbial clause is also a subordinate clause as explained in my previous articles. Therefore, your ability to note which clause is a subordinate clause in a sentence is very important.

An adverbial clause begins with a group of words known as "subordinating conjunction". These words are the first thing to look out for in an adverbial clause. Examples of such subordinating conjunctions are while, even though, unless, until, immediately, when, anytime, if, except etc. Such words begins an adverbial clause.

Examples.

"Anytime he cries out loud", his mother buys him something. Modifies the verb "buys"

I will not sing any song "until she comes here". Modifies the verb "sing"

I will eat my food "when I get home". Modifies the verb "eat"

Another way to identify an adverbial clause that it usually comes before or after a comma in a sentence.

Examples.

"When the going gets tough", the tough gets going. "When the going gets tough" is the adverbial clause. It modifies the verb "gets"

"Immediately he arrived home", he had his bath. Modifies the verb "had"

Remember that as I said earlier, an adverbial clause modifies a verb. The verb that an adverbial clause modifies will not be part of the clause itself but will be a main verb in the main clause in that particular sentence. Note, adverbial clause don't modify auxiliary verbs like would, shall, should, can etc.

Types and functions of adverbial clause.

1. Adverbial clause of time.

This type of adverbial clause tells us the time that an action was performed. It answers the question "when? It begins with subordinating conjunctions like immediately, as, anytime, when, after, as soon as, not long after etc.

Examples.

1. "As I watched him sleep", I noticed that something was wrong.

Question: "when" did I notice that something was wrong? Answer: "as I watched him sleep"

It modifies the verb "noticed"

2. "Immediately he got home", he had his bath.

When did he have his bath? "Immediately he got home" is the adverbial clause of time. It modifies the verb "had".

The two clauses told us "when" the actions "discovered" and "had" were performed.

2. Adverbial clause of condition.

This type of adverbial clause tells us the condition required for an action to be performed or understand what circumstances will an action occur? This means what must happen for something else to happen. It begins with words like unless, until, if, except, only if etc. It answers the question "why?"

Examples.

"Unless you pay your bill", you will not be allowed.

"Why" will you not be allowed? "Unless you pay your bill" is the adverbial clause of condition. It modifies the verb "allowed".

"Except a man be born again", he will not enter the kingdom of God.

"Why" will he not enter the kingdom of God? "Except a man be born again" is the adverbial clause of condition. It modifies the verb "enter".

3. Adverbial clause of place.

This type of adverbial clause tells us "where" an action takes place. It answers the question "where?". It begins with subordinating conjunctions like where, wherever, everywhere etc.

Examples.

"Everywhere I went", he did followed me.

Question: where did he followed me? "Every where I went" Is that adverbial clause of place. It modifies the verb "followed".

I am not sure "where she lives?

"Wherever I go" you must follow.

Class exercise.

Identify the adverbial clause and the functions they perform in the following sentences. Number 1 has been done for you. Drop your answers in the comments section. I will mark it in my reply.

1. If John comes here, I will give him the money.

Answer: "if John comes here" is the adverbial clause of condition. It modifies the verb "give"

2. I only watch television if my favorite show is on.

3. Where there is a will, there is certainly a way.

4. He actually followed her wherever she went.

5. She won't go to university unless he studies really hard.

6. He will come over as soon as I finish working.

7. Theedu hasn't stopped working since he arrived home.

WEEK 8.

Topic : Adjectival Clauses.

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

1. explain the meaning of Adjectival clauses.
2. Identify them in expressions.
3. State their grammatical functions.

MEANING OF ADJECTIVAL CLAUSES.

An adjective clause, or relative clause, is a type of dependent clause that works to describe a noun in a sentence. It functions as an adjective even though it is made up of a group of words instead of just one word. In the case of an adjective clause, all the words work together to modify the noun or pronoun.

Examples of Adjective Clauses

Now that you know what an adjective clause is, it can be helpful to view a few examples of adjective clauses before getting into the nitty-gritty of adjective clause use. Check out a few example sentences using adjective clauses.

1. The flowers that we picked up last week have died.

Grammatical names: Adjectival clause.

Grammatical functions: It modifies the noun 'flower'.

2. My friend, who has glasses, wasn't at school today.

Grammatical name: Adjectival clause.

Grammatical function: It modifies the noun 'friend'.

The boy, who claimed to have a broken arm, caught the ball.

Grammatical name: Adjectival clause.

Grammatical function: It modifies the noun 'boy'.

Bobby's cat that ate the mouse had a stomachache.

Grammatical name : Adjectival clause.

Grammatical function: It modifies the noun '.cat'

The robber who broke into my house is in court today.

Grammatical name: Adjectival clause.

Grammatical function: It modifies the noun 'robber'.

The Components of an Adjective Clause

An adjective clause (also called a relative clause) will have the following three traits:

Trait 1. It will start with a relative pronoun (who, whom, whose, that, or which) or a relative adverb (when, where, or why).

(This links it to the noun it is modifying.)

(Note: Quite often, the relative pronoun can be omitted. However, with an adjective clause, it is always possible to put one in. There is more on this below.)

Trait 2. It will have a subject and a verb.

(These are what make it a clause.)

Trait 3. It will tell us something about the noun.

WEEK 9.

Topic Words commonly misspelt

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

1. Give a comprehensive list of words commonly misspelt.
2. Differentiate between American and British spelling of words.

WORDS COMMONLY MISSPELT.

absence – absense, absentse, abcence, absance[3][10]

acceptable – acceptable[4]

accidentally/accidently – accidental[4]

accommodate – accomodate, acommodate[3][4]

achieve – acheive[3]

acknowledge – acknowlege, aknowledge[3]

acquaintance – acquaintence,

concede – conceed[3]

congratulate – congradulate[3]

conscientious – consciencious[3][4]

conscious – concious, consious[4]

consensus – concensus[1][3][4]

controversy – contraversy[1]

coolly – cooly[3]

daiquiri – dacquiri, daquiri[4]

deceive – decieve[1][3]

definite – definat[e], [1] definit[4]

definitely – definitly, [4] definately, defiantly

desperate – desparate

embarrass – embarass[1][4]

equipment – equiptment (wrong in numerous webpages)[4]

exceed – excede[4]

exhilarate – exilerate[4]

existence – existance[4]

experience – experiance[4]

extreme – extreem[1]

fascinating – facinating[1]

fiery – firey[4]

fluorescent – flourescent[1]

foreign – foriegn[4]

The differences in British and American spelling

When it comes to the differences in British English and American English spellings even brits get caught out occasionally. The main difference is that British English keeps the spelling of words it has absorbed from other languages, mainly French and German. Whilst American English spellings are based mostly on how the word sounds when it is spoken.

English was introduced to what is modern day America in the 17th century by the British settlers. Since then the language has evolved and has been influenced by the many waves of immigration to the USA.

The spelling of British English words were cemented by Samuel Johnson in what is considered to be one of the most famous dictionaries in the world. It took Johnson, and six helpers, just over eight years to

curate the 40,000 words that appeared in 'A Dictionary of the English Language', which was published in 1755.

Similarly in America 'A Compendious Dictionary of the English Language' was first printed in 1806 and popularised the American English spellings that were being used instead of the British English spellings of words, such as color instead of colour.

The author was Noah Webster who followed up the original dictionary in 1828 with his 'An American Dictionary of the English Language' which had over 70,000 words.

British English words ending in 'our' usually end in 'or' in American English:

BRITISH US

colour color

flavour flavor

humour humor

labour labor

neighbour neighbor

Verbs in British English that can be spelled with either 'ize' or 'ise' at the end are always spelled with 'ize' at the end in American English:

BRITISH US

apologize or apologise Apologize

organize or organise Organize

recognize or recognise Recognize

Verbs in British English that end in 'yse' are always spelled 'yze' in American English:

BRITISH US

analyse analyze

breathalyse breathalyze

paralyse paralyze

In British spelling 'L' is doubled in verbs ending in a vowel plus 'L'. In American English, the 'L' is not doubled:

BRITISH US

travel travel

travelled traveled

travelling traveling

traveller traveler

British English words that are spelled with the double vowels ae or oe tend to be just spelled with an e in American English: Although there are exceptions to the rule. For example archaeology is spelt in the same way as British English but archeology would be acceptable in America but is incorrect in the UK.

BRITISH US

leukaemia leukemia

manoeuvre maneuver

oestrogen	estrogen
-----------	----------

paediatric	pediatric
------------	-----------

Some nouns that end with 'ence' in British English are spelled 'ense in American English:'

BRITISH US

defence	defense
---------	---------

licence	license
---------	---------

offence	offense
---------	---------

pretence	pretense
----------	----------

Some nouns that end with 'ogue' in British English end with either 'og' or 'ogue in American English:

BRITISH US

analogue	analog or analogue
----------	--------------------

catalogue	catalog or catalogue
-----------	----------------------

dialogue	dialog or dialogue.
----------	---------------------

WEEK 10.

Topic: Noun phrases and clauses.

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

- i. Define noun phrases
- ii. Define noun clauses.
- iii. State the grammatical functions of noun clauses and phrases.

What is a noun phrase ?.

A noun phrase is a group of two or more words headed by a noun that includes modifiers (e.g., 'the,' 'a,' 'of them,' 'with her').

noun phrase example

A noun phrase plays the role of a noun. In a noun phrase, the modifiers can come before or after the noun.

Note: A noun phrase can also be headed by a pronoun. For example:

the dog with fleas

the one with fleas

(This is a noun phrase headed by a pronoun.)

Grammatical functions of Noun phrases.

The Function of Noun Phrases

Like any noun, a noun phrase can function as a subject, an object, or a complement within a sentence. In each example below, the noun phrase is in bold and the head noun is highlighted.

1. Singing in the bath relaxes me.

Grammatical name: Noun phrase.

Grammatical function: subject of the verb 'relaxes'.

2. I know the back streets.

Grammatical name: Noun phrase.

Grammatical function: Direct object of the verb 'know'.

3. She was the devil in disguise.

Grammatical name: Noun phrase.

Grammatical function: Subject complement of the linking verb 'was'.

Noun clauses.

A noun clause is a clause that plays the role of a noun. For example,

I like what I see.

(Like all clauses, a noun clause has a subject and a verb. In this example, the subject of the clause is "I" and the verb is "see.")

I know that patience has its limits.

(In this example, the subject of the clause is "patience" and the verb is "has.")

Compare the two examples above to these:

I like innovation.

I know people.

The Function of Noun Clauses

Like any noun, a noun clause can be a subject, an object, or a complement. Here are some more easy examples of noun clauses as subjects, objects, and complements.

1 Whoever smelt it dealt it.

Grammatical name: Noun clause.

Grammatical function: subject of the sentence.

2. Light knows when you are looking at it.

Grammatical name: Noun clause.

Grammatical function: Direct object of the verb 'know'.

3. It is a light thing for whoever keeps his foot outside trouble to advise and counsel him that suffer.

Grammatical name: Noun clause.

Grammatical function: object of the preposition 'for'.

4. My relationships are between me and whomever I'm with, not between me and the world.

Grammatical name: Noun clause.

Grammatical functions: Object of the preposition 'with'.

5. Liberty means responsibility. That is why most men dread it.

Grammatical name: Noun clause.

Grammatical function: subject of the complement.

WEEK 11

Topic: Synonyms and Antonyms.

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

1. Define Synonyms with examples.
2. Define Antonyms with examples.
3. Use them in sentences.

Synonymous

A synonym is a word, morpheme, or phrase that means exactly or nearly the same as another word, morpheme, or phrase in a given language.

Examples of Synonyms

Word	Synonyms
1. Inept	Incompetent, unskilled
2..Soothe	Ease, Relieve
3. Linger	Stay put, Remain
4. Vital	Essential, Crucial.
5. ability -.	capability, competence, skill
6. achieve	attain, accomplish, realize, reach
7. angry -	furious, irate, livid
8. appreciate -.	cherish, treasure, value
.	

ANTONYMS

An antonym is one of a pair of words with opposite meanings, according to Wikipedia. It is likely for a word to have more than one antonym.

EXAMPLES OF WORDS AND THEIR ANTONYMS.

words.	Antonyms
Adulteration:.	Purification
Amalgamate:	Isolate
Eminent:	Notorious
Amplify:	Decrease
Exasperate:	Placate
Autonomous:	Dependent
Bane:	Benevolent

Boycott:	Patronize
Chaste:.	Impure
Cognizance:	Ignorance
Cynical:.	Trusting
Eschew:	Welcome
Devoid:	Full of
Differentiate:	Combine
Ambiguous:	Clear
Enmity:	Affection
Equanimity:	Agitation
Astute:	Foolish
Feasible:.	Impracticable
Adhere:	Detach
Aloof:.	Gregarious
Amalgamate:	Separate
Emancipate:	Enslave
Dishelved:	Tidy.

Lesson Note For SS1 (speech)

Week1

Topic-- consonants /ts/ and /dz/

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

- a. Describe the consonants /ts/ and /dz/.
- b. Identify their place of articulations.

c. Drill words that articulate these sounds visited spell symbols.

d. identify silent words.

/ts/ and /dz/ are alveolar affricatives. The manner of articulation and place of articulation of /ts/ and /dz/ are the same. The only difference is that, /ts/ is fortis-strong and voiceless, while /dz/ is weak and voiced affricative.

Place of Articulations

A. The lips, blade and rim of the tongue are pressed against the back of the alveolar ridge and at the same time, the soft palate is raised to prevent the air passing through the nose.

B. When the lips, blade and rims of the tongue are parted, friction is caused by the trapped air.

/ts/ is spelt as analysed below:

Ch--- chief, cheer, church, chest, cheep, teach, rich, chicken, children, cheque, chapter, non-chalant, chamber, such, orchard, mischief.

tch-- catch, patch, hitch, hatch, butcher, etch, crutch, fetch, batch, watch, pitch, wretch

t----ritual, gesture, capture, torture, feature, fortune, actual, posture, picture, juncture, righteous, vulture, creature nature, mature future

ti--- question, mention

si--- pension, tension

ch--- ancient, conscience

/dz/ is spelt as analysed

J--- January, just, jug, judge, jail, jeer, jog, joy, Jeep, joke, jaundice, jam, object, major, june, journal, subject

g---- gist, gym, giant, gem, gin, general, gentle, digest, imagine, margin, fragile, urgent, agender, danger

ge---- siege, surge, age, manage, strange, huge, gorge, village, cringe, storage, passage, page, strange.

dg(e) judge, wedge, edge, bridge, ridge,

g---- suggest

dj--- adjacent, adjective, adjunct

de--- grandeur

di--- Soldier

ch--- spinach, Woolwich, greenwhich

Week 2

Topic-- Intonation

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

- a. Define Intonation
- b. Types of tones.
- c. Identifying types with expressions.

What is Intonation?

The rise and fall of the voice in speaking.

"she spoke English with a German intonation"

Intonation is primarily a matter of variation in the pitch of the voice. In such languages as English, it is often accompanied by stress and rhythm to produce meaning. (Tone is also a form of pitch modulation, but the term describes the use of pitch to differentiate words and grammatical categories.)

In English we have four kinds of intonation patterns: (1) falling, (2) rising, (3) Rise and fall (4) fall and rise intonation. Let's learn about each one.

1. Falling Intonation

Falling intonation is when we lower our voice at the end of a sentence. This usually happens in statements and in questions that contain words like where, when, what, why, how, and who (these are called information questions). Here are some examples:

Statements

1. My name is Adir Ferreira.

2. Nice to meet you.

3. I'm going to the movies.

4. I'll be back in an hour.

5. Have a great day.

Questions

1. What's your name?

2. Where does he live?

3. Why did you do that?

4. Who's that woman over there?

5. How can I open this?

2. Rising Intonation

Rising intonation is when we raise the pitch of our voice at the end of a sentence. We use this kind of intonation in questions that are answered with "yes" or "no" (these are called yes/no questions). Check out some examples:

1. Are you American?

2. Does she know about this?

3. Can you lend me a pencil?

4. Is the movie good?

5. Are we leaving soon?

Rising intonation is also used in expressions like:

1. Excuse me?

2. Really?

RISE AND FALL

There are a number of situations, where the falling or rising time alone cannot convey the message. In such situations, both tunes are combined to form the rising and falling or falling and rising time. The rise and fall tune is used in enumeration of items. In listing items, the pitch begins to rise on each of the items listed, while the last item receives a falling tune.

Listing items

1. The students were asked to bring a how, Cutlass, bucket, and two bedsheets.
2. He dribbled a player, a second, the third and scored a goal.
3. I need a t-shirt, a pair of jeans trousers and a pair of silk socks.

INCONCLUSIVE RISE AND FALL PATTERN.

The rising tune is used on the non final part of the sentence, while the final part receives the falling tune.

1. Though, unqualified, he was given the job.
2. Even if he had had the money, he wouldn't have bought it.
3. She was washing the plates while her mother was cooking the food.

The fall and rise

a. The fall and rise tune on the other hand, is used with question tags. In tag questions, the statement part is rendered with a falling tune while the tag is realized with a rising tune.

Question tag with fall and rise pattern.

1. He won't be here today, will he?
2. Let us leave now, shall we?

3. We all learnt our lesson, didn't we?

Week 3

Topic- Diphthongs -aʊ, ʊə, əʊ

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

- a. Describe the vowels place of articulations.
- b. Drill words via the sounds spell symbols.
- c. Pair the sounds.

/aʊ/ The articulation of this diphthongs starts with a vowel similar to /a:/. It moves to the direction of /u/. The lips are rounded

/əʊ/ The glide of this diphthong starts with /ə/ at the central position, between half-open and half-closed positions and moves to the direction of /u/. The lips are neutral for the first vowel /ə/, but rounded for the second vowel /u/.

/uə/--- Being a centring diphthong, the articulation of /uə/ starts with vowel /u/ and moves to /ə. The lips are slightly rounded.

/aʊ/ The following below are the various spelling combination of the diphthong.

Ow-- town, cowl, owls, allow, gown, vow, vowel, wow

Ou-- out, council, found, louse, foul, rout, couch, house, mouse, loud

ough--- plough

More examples

south, amount, however, crowd, thousand, shout, mountain. Etc

/əʊ/ The following below are the various spell combination of the diphthong. /ʊə/

o- dose, no, go, rope, Colt, soda, woke, gross, nose, too-gate, close, zero, home, sow, toll, motor, most

ew-- see

oo-- brooch

oa-- road, goat, toast, goal, load, coat, oath, boat, coal, soap, foal, float, roam.

ie--- goes, toe, foe, doe, hoe

oh--- oh

ou-- moult, soul, shoulder, poultry

ough-- though, dough

ow---- show, know, blow, fellow, window

ol-- folk, gold, fold, cold, hold

/ʊə/ -- The following are the spell variants and words.

oo-- poor, Moor

our-- tour, dour, gourd

ure- pure, endure, cure, sure

ur-- curious, spurious, during, security

ua--- actual, mutual, usual

eu- pleurisy

Minimal pairing

/əʊ/. /aʊ/

Load loud

Know now

Phoned Found

Dote Doubt

Tone Town

Week4

Topic- Word Stress on Polysyllables

Specific objectives; at the end of this lesson, I should be able to,

a. Define Polysyllables

b. Identify Polysyllabic words.

c. Identify the rules of placement of stress on Polysyllabic words

words of more than two and usually more than three syllables is a polysyllabic word.

A polysyllabic word, is a word containing many syllables. such as

selectivity -----5 syllables

utilitarianism----- 6 syllables

Rules of stress placement on polysyllabic words

English is not one of those languages. English has its own rhythm, This means that one part of a certain word is said louder and longer than other parts of the same words

1. Two-Syllable nouns and adjectives

In most two syllable nouns and adjectives, the first syllable takes on the stress.

Examples:

SAMples

CARton

PURple

RAIny

CHIna

HAPpy

2. Two-Syllable verbs and prepositions

In most two syllable verbs and prepositions, the stress is on the second syllable.

Examples:

reLAX

reCEIVE

diRECT

aMONG

aSIDE

beTWEEN

deCIDE

More about word stress on two-syllable words

About 80% of two-syllable words get their stress on the first syllable.

Verbs and prepositions usually get stress placed on the second syllable, but there are exceptions to this too.

Note:

There are many two-syllable words in English that can be pronounced in two different ways.
The stress change also changes the part of speech of the word.

Examples:

PREsent = a gift (noun); non past or future (adjective)

preSENT = to give something to someone (verb)

OBject = something you can see and touch (noun)

obJECT = to disagree with something (verb)

3. Three-Syllable words

For three-syllable words, look at the word ending (the suffix), using the following as your guide:

4. Words ending in er, ly

For three-syllable words ending with the suffixes er or ly, the stress is placed on the first syllable.

Examples:

ORderly

SIlently

LOvingly

MAnager

GARdener

EAsier

5. Words ending in consonants and in y

If there is a word that ends in a consonant or in a y, then the first syllable usually gets the stress.

Examples:

RARity

OPtimal

GRAdient

GEnerous

6. Words with various endings

Take a good look at the list of suffixes below (suffixes are word endings).

The stress is going to be on the syllable right before the suffix. This applies to words of all syllable lengths.

Examples:

able: ADDable, DURable, LAUGHable

ial: differENTial, SOcial, fiNANcial

cian: muSIcian, phySIcian, cliNIcian

ery: BAKery, SCEnergy

ian: coMEDian, ciVILian, techNIcian

ible: reSIstible, imPOSSible, TERRible

ic: arCHAic, plaTONic, characterISTIc

ics: diaBETics, paediAtrics, TOpics

ion: classifiCAtion, repoSItion, vegeTAtion

ia: MEdia, bacTERia, vicTORia

ient: inGREdient, PATient, ANcient

ious: mySTERious, reLligious, VARious

ish: SELfish, ENGLISH, PUnish

osis: hypNOSis

. Words ending in ade, ee, ese, que, ette, oon

7. Words that use the suffix ade, ee, ese, eer, que, ette, or oon have the primary stress actually placed on the suffix.

This applies to words of all syllable lengths.

Examples:

ade: lemoNADE, cruSADE, arCADE

ee: aGREE, jamborEE, guaranTEE

eer: sightSEER, puppeTEER

ese: SiamESE, JapanESE, chEESE

ette: cassETTE, CorvETTE, toweLETTE

que: unIQUe, physIQUe

oon: baLOON, afterNOON, caTOON

8. Stress on the second from the end syllable

You put stress on the second syllable from the end of the word with words ending in ic, sion, and tion.

Examples:

iCONic

GRAPHic

hyperTENSION

teleVISION

nuTRITION

reveLATION

9. Stress on the third from end syllable

You put stress on the third from end syllable with words that end in cy, ty, phy, gy and al.

Examples:

deMOcracy

geOGRAPHY

ALLergy

NAUTical

CLARity

CRITical

10. Word stress for compound words

A. Compound noun

A compound noun is a noun made out of two nouns that form one word. In a compound noun, the most stress is on the stressed syllable of the first word.

Examples:

SEAfood (sea + food)

ICEland (ice + land)

TOOTHpaste (tooth + paste)

FOOTball (foot + ball)

Basketball (basket + ball)

Exceptions

There are many exceptions to the rules. The word stress rules in English are complicated.
Remember that there are exceptions to every rule.

Examples.

hotel as a noun defies the rules, the stress is on the second syllable. ho'TEL

For example, some people pronounce television as "TElevision" while others say "teleVision"

Week 5

Topic---Emphatic Stress

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

- a. Define emphatic stress
- b. types of emphatic stress.
- c Identify an emphatic sentence amongst others.

Emphatic stress is a test used to examine a candidate's ability to identify a particular word in a sentence that needs to be emphasised or pronounced with more force, energy or loudness. In a sentence, when a particular word is UNDERLINED or all the letters of a word are CAPITALISED, then the aim is to draw attention.

Emphatic stress is a phonetic exercise that is made up of a statement and a set of questions that is suitable to the statement that contains the emphasized word for example.

THEIR children speak better French than English.

---The statement is most times an answer to a question. Now, which of the question is appropriate to the statement?

- a. Do their husbands speak better French than English?
- b. What language do their children speak better than English?
- c. Do their children speak better French than English?
- d. Whose children speak better French than English?

The answer is option D. Option D is the appropriate question that matches the statement, so it is,

--- Whose children speak better French than English?

THEIR children speak better French than English.

Tips:

1. Find the options that does not contain the emphasized word, for example, option D above does not have THEIR.
2. Let the option be a suitable question that will reflect the emphasis on the emphasized word. So, the interrogative pronoun..... Whose..... matches with the emphasized word THIER.
3. Sometimes, the emphasized word will not appear in any of the options, then, in this case, select an option that will express an opposite of what the statement is.

Joel BOUGHT a new car .

- a. Did Timi hire a new car?
- b. Does Timi deal in cars?
- c. Has Timi acquired a new car?
- d. Does Timi have a new car?

Now, none of the options have the emphasized word--- BOUGHT--- SO what will be the answer be?

The answer should be opposite in meaning to the statement.

Option B bears Deal

option C bears Acquired

Option D bears Have

These options have similar meaning and are related to BOUGHT... So option A HIRED. Option A is the correct answer.

Week 6

Topic consonants followed by /j/

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

- a. Describe the consonants /j/
- b. Give examples of words followed by /j/
- c. identify these words.

This consonant /j/ is referred to as semi- vowels, because it possesses the characteristic of both vowel and consonant.

Semi- vowels generally do not have a specific place of articulation. The place of articulation is usually determined by the vowel sounds that come after them. It is for this reason that they should be referred to as glide.

This sound is articulated by raising the tongue high towards the roof of the mouth, but a bit higher than in the production of /i:/. The lips are generally neutral or spread, but may be rounded if the sound occurs before a rounded vowel sound.

EXAMPLES OF WORDS FOLLOWED BY A CONSONANTS /j/

y-- you, year, yes, yellow, Yuletide

u--- union, United, uniform, use, duty, enthusiasm, salute, pupil

ew--- new, crew, ewe

ui---- cruise, pursuit

eu--- feud, European, eunuch, Eunice

ior--- senior, junior

la---- familiar

ie--- view

Week 7

Topic-- contrasting stress

Specific objectives: At the end of this lesson, I should be able to

- a. The meaning of contrasting stress.
- b. Give examples of contrasting stress.
- c. Answering questions on coming contrasting stress

The stressing of a particular word, more than other words in a sentence is referred to as emphatic or contrasting stress. Such as a stress not normally has its implications in terms of the meaning of the sentence.

Examples

1. JAMES borrowed the novel (e.i James not anybody else borrowed it)
2. James, BORROWED the novel (e.i james didn't for example steal or buy the novel, he borrowed it.)
3. We MUST honour the man. (Whether we like it or not)
4. I BOUGHT, the book. (I didn't steal it)
5. This is THE Mr. Obi

Week8

Topic--sounds identification

Specific objectives: At the end of this lesson, I should be able to.

a. Identify sounds generally.

b. Articulate the sounds

identified.

c. Identify the vowel and consonants sounds in words.

The identification of sounds, is the ability to, describe, articulate , identify the spell variants and drill words via the sound spell variants.

Example. Identify this sound

/æ/ , is this sound a vowel or a consonant?

Identify spell variants.

Drill words via the spell variants.

/æ/ is a short front vowel sound. When pronouncing /æ/, the tongue is raised to a height half-open between open and half open position. The lips are slightly open.

Spell variants are:

a. Bank, man, marry, carry, mass, latter, lack, bat, Pat, pack, hat, adverb, at, candle, sack, cab, ample, ram, thank.

Exceptionals

ai --plaid, plait

ei--- reveille

i--- timbre

Identification of sounds can be observed from the underlined spell variants. Examples

Identify the sounds underlined in these words.

1. Luck

2. Staff

3. Money
4. bottle
5. Fox
6. bald
7. daughter
8. Show
9. Dye
10. data
11. Face
12. Boy
13. Coat
14. doubt
15. here
16. Theatre
17. aeroplane
18. Poor
19. Pure
20. Yam
21. able
22. ten
23. Medication
24. Kettle
25. Guitar

Week 9

Topic: RHYME/odd stress pattern (more activity)

Specific objectives: At the end of this lesson, I should be able to:

- a. Answer questions on rhymes
- b identify odd stressed words.

What is rhyme?

rhyme is a repetition of similar sounds (usually, exactly the same sound) in the final stressed syllables and any following syllables of two or more words. In other words, rhyming words are two or more words that don't start with the same sound, but they end with the same sound (maybe with the same letters). Some examples of rhyming words are: cat, fat, bad, ad, add, sad, etc.

Examples

Words that Rhyme in English

Cat – Sat – Bat.

Ball – Fall – Tall.

Right – Kite – Height.

Owl – Towel – Growl.

Bore – Four – Roar.

Rock – Chalk – Hawk.

One – Gun – Won.

Face – Place – Race

Types of rhymes

Partial rhyme

Partial rhyme, the words sound the same at the end.

Examples

Cook – Look – Hook

Seed – Feed – Weed

Map – Sap – Lap

Skip – Drip – Lip

Wit – Hit – Sit

Love – Dove – Glove

Bird – Heard

Red – Bed – Said

Happy – Nappy – Sappy

Well – Sell – Tell

Hill – Will – Kill

Hide – Tide – Wide

Sing – Wing – King

Cow – How – Now

Kick – Pick – Lick

Complete rhyme

These words sounds the same

Kick – Pick – Lick

Ad – Add

Blew – Blue

Bear – Bare

Days – Daze

Flee – Flea

Read – Red

Write – Right

Made – Maid

Peace – Piece

Pail – Pale

Reign – Rain

Very – Vary

ODD STRESS PATTERN.

Odd stress pattern, are words that defies the rules of stress placement in words.

Following the rules of stress placement.

Two syllable Prefixed words defies the rules, because their stress on the second syllable. If such words are given in options, the word, that will be odd amongst them, is the word that is stressed on a different syllable.

Eg. Prepare, is stressed on the second syllable

relate is stressed on the second syllable.

Week10

Topic-- sounds identification

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

- a. Identify vowel sounds.
- b. Identify consonant sounds.
- c. Identify the underlined sounds great n alost of words.

Identify the following vowel sounds and drill words via spell variants

/ei/

/ai/

/au/

/u/

/u:/

Identify the consonants sounds and drill words via the sounds.

/s/

/t/

/w/

/r/

/f/

/v/

/n/

/m/

/l/

/g/

/h/

/k/

Comprehension note for SS1 (Third term).

Week 1.

Topic: Synthesis of Ideas.

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

1. Explain the concept, synthesis of idea.

2. Identify ideas related in passages.
3. Answer questions on a given passage.

Synthesis of Ideas.

Synthesizing simply means combining. Instead of summarizing the main points of each source in turn, you put together the ideas and findings of multiple sources in order to make an overall point.

At the most basic level, this involves looking for similarities and differences between your sources. Your synthesis should show the reader where the sources overlap and where they diverge.

STEPS TO SYNTHESIS INFORMATION FROM DIFFERENT SOURCES.

1. Organize your source.
2. Outline your structure.
3. Write paragraphs with topic sentences.
4. Revise, edit and proofread.

*Organize your source:.. Organising your work enables you to see the similarities and difference and difference between your sources. Your notes should be arranged in table.

Types of table.

1. Summary table: This is a good approach if your source tends to have a similar structure. It is used for evaluation and analysis.
2. Synthesis matrix.A synthesis matrix is useful when your sources are more carried in their purpose and structure. The purpose of the table is to identify the common points that connects the sources ,as well as identifying poin8 where they diverge or disagree.

** - Outline of the structure: This deals with how you can group your source together and the order in which you will discuss them.

WEEK 2.

Topic: Words associated with religion(Islamic and Traditional religion).

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

1. Identify words related to Islamic and Traditional religion
2. Read a passage on Islamic and Traditional religion.

3. Answer questions on the passage read.

Passage to be read (JAMB).

UTME ENGLISH LANGUAGE 2012 QUESTIONS

PAPER TYPE: RED

Read passages, i, ii and iii carefully and answer the questions that follow. Each question carries 3 marks

PASSAGE I

Religion in its various forms is very strong in Nigeria. In other words, Nigerian people are very religious. Most of them believe that there is an unseen supernatural world, apart from the natural world we see around us. This other world is inhabited by beings who are the sources of our knowledge of good and evil. They watch and judge us, and if we offend them they may have to be appeased with prayers and scarifies. Certain individuals in the natural world - priests, prophets and diviners - are believed to be endowed with special powers to make contact with the other world. These individuals lay down ceremonies or rituals which must be observed if due honour is to be paid to the unseen beings. The individuals lay down ceremonies or rituals which must be observed if due honour is to be paid to the unseen beings. The religious beliefs and practise of Nigeria can be classified under three main headings. Traditional religion, Islam and Christianity. In this passage, our focus is on traditional religion.

Traditional or indigenous religion continues to exert a strong influence on many people's minds partly because of its association with their birth places and families. Each ethnic group has its own religious traditions, and these are often linked to some sacred spots in the ethnic homeland. yet the various traditional religions have much in common: a remote but benevolent high god; under him, a number of lesser gods who interact with mankind; and below them various spirits who inhabit natural object (trees, streams, rocs, etc.); below them again, and closest to living men and women, the spirits of the ancestors.

In the Yoruba tradition, for example, there are more than 400 lesser deities presided over by the high god. Olorun. Because he is remote from mankind, shrines are not built to him and worship is not offered to him directly. The lesser gods, on the other hand, are the subject of special cults, each with its own priest and devotees. Eshu, the messenger of the gods; ifa, the god of divination; Shango, the god of thunder, and so on. Traditional religion was also strong in other parts of Nigeria. In Igbo traditional

religion, there were fewer gods, although there was a remote high god the most important figure was ala or ani, the goddess of the earth. In Hausa land, traditional religion has largely gone underground owing to the influence of islam, but belief in the existence of 'bori' and their power to possess people, especially women, is strong in some areas. Each spirit is associated with certain type of behaviour, which is manifested by the possessed individual.

Divination - the discovery of what is unknown or is yet to happen by supernatural or magical means- is an important element of traditional religion, it is often one of the functions of 'medicine-men' or herbalists. In Igbo land, there also used to be several oracles which people consulted in order to seek solutions to their problems. With the coming of Christianity, their influence has however waned, but in areas like Arochukwu and Okija, the influence of such oracles is still strongly felt.

Adapted from Grant, Nnamonu and Jowitt (1997), Senior Secondary Schools students

1. Which question paper type or uses of English as indicated above is given to you?
 - a. Type green
 - b. Type purple
 - c. Type red
 - d. Type yellow
2. From the passage, one can say that all the ethnic groups have
 - a. Different traditional religions with some elements of similarities
 - b. Completely different religious practices

- c. The same traditional religion
 - d. The same religious manifestation with common deities
3. According to the first paragraph, Nigerians believe that the
- a. Supernatural and natural worlds co-exist
 - b. Natural and supernatural worlds are antagonistic
 - c. Supernatural world controls the natural world
 - d. Supernatural world exploits in the natural world
4. Traditional religion has waned in Nigeria owing to the
- a. Influence of Islam over Bori spirits
 - b. Influence of Christianity over local oracles
 - c. Decline of interest in traditional religions
 - d. Influence of non-traditional religions

5. Which factor is common to all traditional religions are mentioned in the passage?

- a. Prayer only
- b. Divination
- c. Sacrifice only
- d. Ritual.

WEEK 3.

Topic: Vocabulary on Christian religion.

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

1. Identify words in given passages.
2. Discuss the words related to Christian religion.

Vocabulary of words related to Christian religion.

1. Jesus Christ

a teacher and prophet born in Bethlehem and active in Nazareth; his life and sermons form the basis for Christianity (circa 4 BC - AD 29)

2. Cross

a representation of the structure on which Jesus was crucified; used as an emblem of Christianity or in heraldry

3. God

the supernatural being conceived as the perfect and omnipotent and omniscient originator and ruler of the universe; the object of worship in monotheistic religions

4. faith

complete confidence in a person or plan, etc.

5. anger

the state of being very annoyed

6. mercy

a disposition to be kind and forgiving

forgiveness

the act of excusing a mistake or offense

7. love

a strong positive emotion of regard and affection

8. Holy Spirit

the third person in the Trinity

9. soul

the immaterial part of a person

10. heart

the hollow muscular organ located behind the sternum

11. mindful

being attentive to

12. faithful

loyal and reliable

13. joyfulness

the emotion of great happiness

14. resurrection

a revival from inactivity and disuse

15. heal

recover

16. pray

address a deity, a prophet, a saint or an object of worship

17. prayer

reverent petition to a deity

18. will

the capability of conscious choice and decision

19. goal

the state of affairs that a plan is intended to achieve

20. Devil

chief spirit of evil and adversary of God

21. angel

spiritual being attendant upon God

22. Lord

a titled peer of the realm

death

the permanent end of all life functions in an organism

23. Heaven

the abode of God and the angels

24. Hell

the abode of Satan and the forces of evil

25. Satan

chief spirit of evil and adversary of God

26. gospel truth

an unquestionable truth

27. glorious

having or deserving or conferring high honor

28. eternal life

life without beginning or end

29. inspire

serve as the inciting cause of

30. eternity

time without end

31. spiritual

lacking material body or form or substance

32. Holy Ghost

the third person in the Trinity

33. grace

elegance and beauty of movement or expression

34. focus

the concentration of attention or energy on something.

35. honor

a tangible symbol signifying approval or distinction.

36. quality

an essential and distinguishing attribute of something.

37. faithfulness

the quality of being loyal

38. perfect

being complete of its kind and without defect or blemish.

WEEK 4.

Topic: Interpretations (Idioms and figure of speech).

(WAEC / NECO).

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

1. Give the Interpretations different idioms.
2. Use them in sentences.

Idiom Idioms Meaning

Beat around the bush To avoid talking about what's important

Get your act together Get organized and do things effectively

Hit the sack Go to sleep

Your guess is as good as mine I do not know

Good things come to those who wait To have patience

Back against the wall Stuck in a difficult circumstance with no escape

Up in arms Being grumpy or angry about something

Scrape the barrel Making the most of the worst situations or things because you can't do anything about it

Burn your boats/bridges Doing something that makes it impossible to go back to the original state.

Break fresh/ new ground Doing something that has never been done before

Sell like hot cakes Quick sellout

Run around in circles Putting efforts into something that is not a worthwhile result

On cloud nine Being very happy

Left out in the cold Being ignored

Blow hot and cold Alternate inconsistently between moods and actions

Cut corners Doing something in an easier and least expensive manner

Boil the ocean Taking up an almost impossible or overly ambitious project

Keep an ear to the ground Staying informed and updated about everything

Eat like a horse Eating too excessively

A snowball effect The aspect of momentum in every event and how they build upon each other

Sentences on Waec passage.

(WASSCE 1998).

From questions 21 to 30.

WEEK 5.

Topic: SUMMARIZING IN GIVEN PASSAGES.

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

1. Identify topic sentences with main topic ideas.

2. Find Synonyms of key words.

rephrase key ideas.

WASSCE 2010.

Read the following passage carefully and answer the questions on it.

No one can deny the fact that anyone who wants to be successful in learning the English language needs a good English dictionary. Such a dictionary should be a source of information about the language — information that is not generally available in grammar books. It should not only contain a list of words and their meanings, but also a lot of information that can help a learner to speak and write good English.

In order to use a word correctly, the reader needs to know how to link it with other words in a sentence. He should also know the structures that often precede or follow it, and whether it is formal or informal. This will help him to choose what word is appropriate for a particular context. The dictionary is therefore, an invaluable aid to reading as well as writing skills.

If the meaning of a particular word in a passage impedes the overall comprehension of the main ideas presented in it, then a dictionary should be used. Most teachers must have observed a widespread tendency among their students to attack a new passage by reading it word by word, stopping to reach

for a dictionary whenever they come across a word they do not know. This is a wrong approach; the dictionary should be used only as a last resort. The main objective of reading a passage is not to define specific words but to understand the ideas and concepts of the passage. the frequent use of a dictionary tends to focus the reader's attention on words when he should be concentrating on understanding the main ideas of the passage. Efficient reading implies obtaining the greatest amount of information from the passage in the shortest time possible. The frequent use of a dictionary takes too much time — time that can better be employed in getting an overall understanding of the passage.

Instead of turning to the last resort, the reader should continue reading. Very often, the meaning of an unfamiliar word can be guessed from the context in which it is used. The passage may give a definition, cite examples or describe the circumstances surrounding the use of such a word well enough for him to know what it means. After reading the whole passage, the reader may realize that he has understood the important ideas presented without knowing the meaning of every word. If, after reading the entire passage, the reader is still unable to guess the meaning of a word from the context, then he should study the structure of the word. The word may be a compound word which, when broken into its component parts, can be easily understood.

If after exhausting these approaches, the reader still does not understand the meaning of a word, and if this word is vital to the comprehension of the whole passage, then and only then, should he refer to a dictionary,

(a) In one sentence state the purpose of a good dictionary

(b) In two sentences, one for each, state the two disadvantages of constantly referring to a dictionary when reading a passage.

(c) In three sentences, one for each, summarize the three steps that a reader should take before referring to a dictionary.

WEEK6.

Topic: Vocabulary on advertising and investment.

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

1. Read passage on advertisement and investment.
2. State the meaning of words.
3. Use them in sentences.

Fill in the gap with the correct words by choosing the correct options.

In recent times, more and more people have become aware of the -76- of the stock market and the possibility of making huge profits from investing in stocks and shares. The process is quite easy: a person either buys the shares directly during a public -77- or does so through professional institutions or experts known as stock -78-. Thereafter, the buyer is issued with a share -79- to show that he owns shares in a company.

Investing in stocks and shares can be for a long or short term. A long-term investor does not hurry to sell his shares at any slight increase in price but instead is satisfied with the -80- which the company sends to him and other -81- annually from the -82- it declares. This is usually paid according to the number of -83- the investor holds. Those who invest for a short-term, on the other hand, sell their shares as soon as they can make reasonable profit from their investment.

However, it is advisable to be cautious because the stock market can be very -84- and occasionally there are -85-.

From the four options lettered A to D, choose the word that is the most suitable to fill the number 78 in the passage below.

- A. traders
- B. clients
- C. brokers
- D. marketers

WAEC 2013

From the four options lettered A to D, choose the word that is the most suitable to fill the number 79 in the passage below.

- A. warrant
- B. identification
- C. notice
- D. certificate

From the four options lettered A to D, choose the word that is the most suitable to fill the number 80 in the passage below.

- A. dividend
- B. reward
- C. money
- D. payment

WAEC 2013

From the four options lettered A to D, choose the word that is the most suitable to fill the number 81 in the passage below.

- A. buyers
- B. people
- C. creditors
- D. shareholders

WAEC 2013

From the four options lettered A to D, choose the word that is the most suitable to fill the number 82 in the passage below.

- A. amount
- B. profit
- C. value
- D. units.

WEEK7.

Topic: Contextual meaning of words.

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

1. identify words meanings as used.

2. Find their meanings and synonyms.

3. Answer questions on passages.

Most frequently used English words with multiple meanings

It's vital to understand and recognise homophones and homonyms when in conversation with someone, because you wouldn't want to mistakenly dress a chicken up in clothing, would you?

Let's first analyse homonyms.

What are Homonyms?

Homonyms are words that are spelt the same and sound the same but mean something different. I've compiled a list of common homonyms below.

List of Homonyms

1. Jam

When used as a noun, jam means the sweet Smucker strawberry jelly you smudge on your PB&J sandwich.

The verb jam could also have numerous meanings. For one, it could be used to refer to playing music. Here's an example, "I got my drums and he's got his guitar... it's time to jam".

2. Pool

Pool can mean the body of water in a backyard that's used to swim in.

For example, "After a long day at work, I relaxed in my pool."

The other version is the game of billiards, or using a stick to push a ball into a specific corner of the playing table. When you play pool, you're competing against another person to get as many of your colour balls into the hole first as possible.

3. Season

The smell of freshly cut grass and distant giggles of kids splashing about in their pool are all sounds of summertime. Summer is a season just like winter, fall and spring. Because the Sun and Earth are

constantly moving, the sun shines differently across different areas on Earth. This creates different temperatures during the time periods we call seasons.

On the flip side, you can season your food with salt and pepper to give it a bit of spice and pizzazz!

4. Read

This word is special because it means the same thing in context but the way you say it indicates either past tense or present. The present tense version of “read” means to utter aloud, as in “I am going to read you this story right now”.

The other option “read”, is pronounced like the colour red. It means to have already studied or read aloud.

5. Letter

A letter can be a written note typically delivered via email or the symbols we use to make up words. To illustrate, “I wrote a letter to my brother while he was away at war”.

6. Nail

A nail is a protective layer of hard skin on your fingers and on most other mammals such as gorillas or cats. Some prefer to paint their nails to give them some spunk!

On the other hand, a nail could be a piece of metal used to keep two objects together. Nails are used to secure paintings to the wall or piece together bits of furniture.

7. Bat

A bat is a nocturnal bird-like animal, while the other type of bat is a wooden object used to hit a baseball.

8. Fly

In the sentence, “I will fly a plane someday” the word “fly” is used as a verb. Whereas, if I say “That tiny buzzing fly landed on my fresh food while I was eating”, I’m using the word fly as a noun.

These are only some of the most frequently used homonyms out of many.

WEEK 8.

Topic: Speed and Accuracy reading.

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

1. Read quickly and accurately.
2. Discuss the main idea in a passage.
3. Answer questions on given passages.

Passage to be read.

Dele groaned and got out of bed. There was no clock on the mantel piece and the room was still dark, but he knew that he was already late for work, probably by an hour. He was a commercial bus driver and had to get started as early as 5.00a.m. and go almost non-stop till about 9.00 p.m. to be able to make the daily returns that the bus owner demanded.

On the previous day, he had attended an all-night party – a late uncle’s burial ceremony – where he had drunk himself almost senseless before crawling home in the early hours of the morning. Now, he got up shakily, splashed water on his face and hurried off to work, but not before carefully fastening on his upper left arm the amulet he had always worn for protection against accidents. A similar amulet hung concealed under the steering column of his bus. On his way, still feeling groggy, he caught his left toe against a stump and had some misgiving. It was a bad sign, and he was supposed to go back home and then set out again. But there was no time for that now, so he hurried on.

At the bus station, Dele quickly loaded his bus and sped off without any of the necessary checks on the vehicle. He had to make up for lost time. It was the rush hour, so the bus was overloaded as it often was, with many passengers hanging on to the doors. The tyres were threadbare, the brakes were faulty and the road was wet, but, still feeling a little sleepy, Dele sped on. Many passengers protested about his reckless driving, but he would not listen. After all, didn’t he have protection against accident?

As the vehicle took the last turn before its destination, Dele saw a broken-down truck blocking his side of the road. Under normal circumstances, he could have brought the bus safely to a halt, but the circumstances were far from normal. The careering bus hit the parked vehicle, swerved wildly across the road and plunged into a ditch.

Dele's surprise before he sank into oblivion was the failure of his supposedly protective amulets.

- (a) Why did Dele wake up late?
- (b) ...he caught his left toe against a stump and had some misgivings. What does this tell us about Dele?
- (c) Give two reasons why Dele drove recklessly.
- (d) Why was Dele unable to stop his faulty vehicle?
- (e) What was Dele's condition after the accident?
- (f) After all, didn't he have protection against accident? What literary device is used in this expression?
- (g) ...wildly across the road...
- (i) What grammatical name is given to the expression as it is used in the passage?
- (ii) What is its function?
- (h) For each of the following words, find another word or phrase which means the same and can replace it in the passage:
 - i. probably;
 - ii. returns;
 - iii. groggy;
 - iv. misgiving
 - v. threadbare
 - vi.

WEEK 9.

Topic: Opinionated passages.

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

1. identify the writer's mood/ tone.
2. views of the writer.
3. Answer questions on inference.
4. Answering questions on passages.

Definition of Mood

As a literary device, mood refers to the emotional response that the writer wishes to evoke in the reader through a story. This response can range anywhere from feelings of calm, joy, anger, etc. Moods can either be positive or negative.

Positive Mood Examples:

Amused

Blissful

Calm

Cheerful

Content

Dreamy

Ecstatic

Energetic

Excited

Flirty

Giddy

Good

Happy

Joyful

Loving

Mellow

Optimistic

Peaceful

Silly

Sympathetic

Negative Mood Examples:

Angry

Annoyed

Apathetic

Bad

Cranky

Depressed

Envious

Frustrated

Gloomy

Grumpy

Guilty

Indifferent

Irritated

Melancholy

Pessimistic

Rejected

Restless

Sad

Stressed

Weird

What is Tone in Literature?

Tone in literature refers to the author's attitude toward a certain topic. Through specific word choice, the author reveals their feelings and opinions to the reader, conveying the author's intentions behind the text. The tone of a story is always described using an adjective.

Examples of tones

As tone of voice can express sentiment and emotion in speaking, tone can do the same in writing. Here are some common examples of tone used by writers to convey feeling:

nostalgic

regretful

joyful

envious

persuasive

dry

playful

assertive

pessimistic

petulant

facetious

inspirational

sympathetic

ironic

conflicted

fearful

reverent

nervous

anticipating

derisive.

WEEK 10.

Topic ANTONYMS OF WORDS USED

IN PASSAGES.

SPECIFIC OBJECTIVES: At the end of this lesson, I should be able to:

1. Read a passage and identify the antonyms.

Passage to be read.(WASSCE 2019).

WEEK 11.

Topic: Summary on narration.

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

i. Read a summary passage and summarize it into given sentences.

Passage to be read (WASSCE 2014) Passage two.

WEEK 1

TOPIC: ARTICLE WRITING

SUB-TOPIC: Article for Publication

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

identify and write features of an article writing;

write a Good Article;

write for publication on a given topic.

Definition Of an Article:

A formal piece of writing which discusses an issue of general interest. an article is a piece of writing that is published in a newspaper or Magazine for guiding a large audience on a particular topic or subject. The main objective to write an article is to make some changes to the world by presenting facts, stats, or views.

Examples Of Topics in Article Writing:

Importance of Education for Adults

Importance of Education in our Life

Importance of Education for Children

Importance of Education for Women

Child Labor

FEATURES OF A NEWSPAPER ARTICLE

(1) The title: The first part of a newspaper article is the title. The title bears the topic of discussion in the body of the article.

(2) The introduction: After the title of the paper, the next is the introduction which must

Ingredient of Writing an Article

Title of the Article

Writer's name

Body (main part of the article)

- *Introductory Paragraph*
- *Descriptive Paragraph*
- *Additional Information (if needed)*

Conclusion (ending part of the article)

be interesting with a view to stimulating the interest of the reader into wanting to read the entire article.

(3) The body: The body is the part the article that bears the message which the writer wishes to establish. The body is divided into many paragraphs with each paragraph possessing a main idea. The main idea of every paragraph is contained in a sentence called the topic sentence. The first paragraph is the opening that introduces the topic and information. It is called the introductory paragraph. The second paragraph gives more details and explains the information. The third paragraph is the last paragraph. It concludes the article or makes suggestions about how to solve the problem. The last paragraph is also called the conclusion because it shows the reader that he or she has come to the end of the article.

(4) The conclusion: The last part of the article is its conclusion. The conclusion gives a general summary of the article with emphasis on the theme which has been developed in it.

(5) Full name of writer: an article bears the name of the writer at the end. The place from where the article is written may also come below the writer's name. Below the body of the article, the writer's full name is written in the right-hand corner. The writer's position is written below the name. For example, Concerned Citizen or Leader, Market Women's Association. If the writer works for the newspaper, then their position could be 'Sport Reporter' or 'News Reporter'.

You can also write the writer's full name right below the title. To close an article for publication in your school magazine, you must close with your full name and your status if you hold an important position such as Senior Prefect or Deputy Head Boy, or your class name. For example, Kemor Battu, President, Youth Association; Ballu Cole, SS 1.

NB: The language of an article is usually formal. The sentence is varied and properly punctuated for clarity of expression.

Also note that the features of an article are very similar to the features of a written speech. The information in their parts may be different because speech is written for oral delivery. Its introduction, for instance, may contain the protocol in which important dignitaries among the audience are recognized. Such protocol is not seen in an article.

Useful Hints on How to Write a Good Article.

Content:

The content depends on the topic you are asked to write on, but you must write on all aspects of the question to earn a good mark. Your points must be relevant to the question.

Organization:

Writing an article is not the same as writing a letter to the editor of a news –paper. You are not expected to write a letter to the editor when you are asked to write an article for publication in a newspaper or magazine.

You are expected to write the title of the article clearly on top of the article.

You are expected to write an introductory paragraph in which you are to give your readers an insight to your topic.

Consider the interest of your readers and the affects you want to create on the readers.

Presents your points in a logical order and develop your paragraphs adequately.

Write your name and class below at the end of your article.

Expression:

Your language should be formal since you are writing an article for publication in a newspaper or magazine

Topic for article call for expository prose and clarity of expression. Write in simple, straight-forward sentences and avoid using slangs.

OUTLINE:

An outline is a general plan of what you are going to write in the finished paper. It will show the order of your information, what each paragraph will discuss, etc.

An outline is an ordered list of the main points of your essay. Outlining helps you define and organize your topic and subtopics so that you bring the reader on a logical journey from your thesis, through your supporting evidence, to your conclusion. Using outlines helps to better visualize ideas and allows you as a writer share them with others in the planning stage of the writing process.

Steps in Outlining

Brainstorm all of the ideas you want to include in your paper.

Group related ideas.

Sequence the ideas in a logical order.

Label your ideas with headings and subheadings. The labels should be precise enough that they help you develop a topic sentence for each section of the outline. An effective outline is not a list of topics, but rather a framework for a set of ideas.

Write a draft of your outline

Format of an outline

Introduction

Hook

Background

Thesis statement

Topic one

First point

First piece of evidence

Second piece of evidence

Second point

First piece of evidence

Second piece of evidence

Topic two

First point

First piece of evidence

Second piece of evidence

Second point

First piece of evidence

Second piece of evidence

Topic three

First point

First piece of evidence

Second piece of evidence

Second point

First piece of evidence

Second piece of evidence

Conclusion

Summary/synthesis

Importance of topic

Strong closing statement

Examples:

Topic: Why swimming is an ideal sport for kids

Introduction

Thesis: Swimming is a great alternative to other youth sports.

Body Paragraph-1

Topic Sentence: Swimming provides the same benefits as other sports.

- **Detail:** It is good exercise and builds muscular strength.
- **Detail-2:** It promotes cooperation among team members, especially in relays.

Body Paragraph-2

Topic Sentence: Swimming provides some unique additional benefits.

- **Detail:** Swimming is an important skill that can be used forever.
- **Detail-2:** Swimming poses a reduced risk of injury.
- **Detail-3:** Each swimmer can easily chart his or her own progress.

Conclusion

There are many reasons why competitive swimming is a great alternative to other youth sports, including...

Women in Politics

Topic/Heading

Introduction: Men have dominated the political space for long

The effects of men's domination

The need for women's involvement (equality, less corruption, compassionate, talent use, example from other countries)

Conclusion; challenge the audience

EXAMPLE ARTICLE

Water Shortage in Godab Community

The Godab Community is in the east end of Freetown. We the people of Godab have gone without a reliable water supply for 5 months. The Headman, his chairman and local leaders have held several discussions with the Director of Water Works. All we have received are promises, but no action. Our children have to wake up at 4 a.m. and go to the nearest stream, which is one mile away, to fetch water. They go to school late and sleep in class because they are tired. This is affecting the education of our children. The Minister of Water Resources must send workers to repair the old pipes and ensure that we get water for drinking and for domestic use. This will be of great help to the community.

Concerned Citizen,

Godab Community.

Task

Write an article suitable for publication in your school magazine on the effects of drug abuse. WAEC 2013

WAEC, November, 2001

First write your outline

Title

The body should contain the information's that are divided into 3 paragraphs.

End with your full name, class, position, school and state.

WEEK 2

TOPIC: FORMAL LETTERS

SUB-TOPIC: writing applications, memos, and complaints letters

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

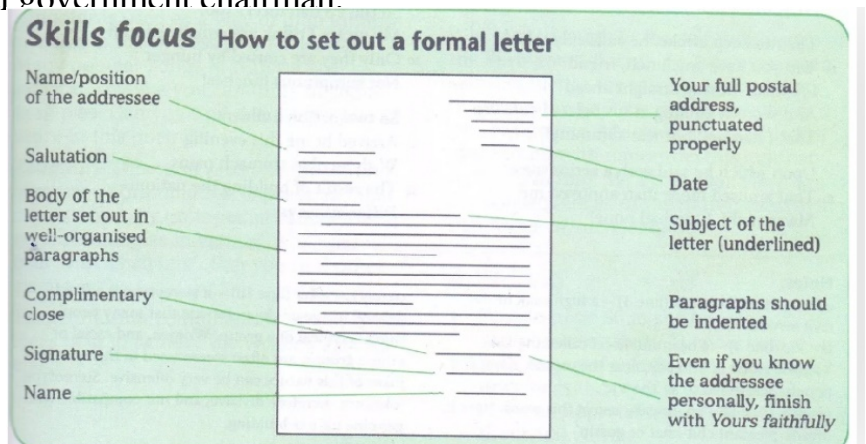
define formal letters;

state their features;

write to an editor of a newspaper/magazine on a given topic.

FORMAL LETTERS

This is an official type of letter. In most cases, the persons, involve in this type of letters are not known to each other. They may not have met in their lifetime. Everything about this letter is formal / official. The writer has to mind his/her language and tone. This letter could be from one person to a group of people e.g., letter for employment or (letter from a group of people of an individual) e.g., a letter from a community to their local government chairman.



Features Of Formal Letter

The following has to be put into consideration when writing a formal letter

Two addresses

Title of the letter

The body of the letter

The language has to be formal

The tone of the letter has to be respectful and polite

The need to be straight forward and brief

Answers must be given to all question asked.

Subscription

Signature

Name

Writer' s address: this comprises the writer' s address and date. This should be written at the top right corner of the page. The date in which the letter is written comes up immediately after the writer' s address. There are two types of heading, namely, the block heading and the slant style

BLOCK

JC-Best Schools International,

Life camp

Abuja.

15th April, 2022.

SLANT

**JC-Best Schools International,
Life Camp,
Abuja,
Nigeria.
April 15, 2022.**

4, Mohammed Way,
P.O Box, 2641,
Benin City,
Edo State.
14th April, 2022.

Receivers Address: Should be written at the left-hand corner of the page, beginning from the margin. It should be written just below the last line of the heading.

Example

A)

The Director,
JC- Best Schools International,
Life Camp,
Abuja.

b)

The Managing Director,
E-Barcs Microfinance Bank Ltd,
Utako District,
Abuja.

C)

The Senior Deputy Registrar (HNO),
West African Examination Council,
P.M.B. 1022,
Yaba,
Lagos.

d)

The Editor,
“The Guardian,”
P.M.B. 1017,
Gwarimpa,
Abuja.

The Salutation

Always use Dear Sir or Sir; Dear Madam or Ma (if the address is to a female)

The Title

An important part of the formal letter that is often omitted by many writers is the title. The title serves to summarize the content of a letter, showing at a quick glance, the subject matter. It is this that shows or tells from the beginning what the letter is all about.

REQUEST FOR ANNUAL LEAVE or Request for annual leave

Examples

A Holiday Programme for Youths
Immunization

Requesting leave to attend a competition in another school.

Asking for leave to attend a basketball training camp.

Application form for job in hospital

Letter for job apply for teacher

Complaint of indecent behaviour of security agent.

N/B: Avoid the common error of capitalizing all the words in your title. The acceptable practice is to begin each key word in a title with a capital letter.

The body of the letter:

In a formal letter, the language has to be formal. Also, a formal letter does not allow the use of slang and sweet mounting. The tone has to be respectful. This is because the writer may not know the age of the addressee, and he/she might not take it kind. If the tone is not courteous. The formal type of letter is known for its straight forwardness, there is no need beating around the bush, where questions are asked, you must give details to every question asked.

Subscriptions:

The common subscription used in a formal letter is ‘Yours faithfully’, you sign your signature before writing your name at the end of the letter. The ‘Y’ in ‘Yours’ must be capitalized while ‘f’ in ‘faithfully’ must be in small letter. The signature must be emphasized that it is only applicable in formal letters and it must



come before the name e.g. Yours faithfully, _____ Okeke John * Mind the Capital ‘Y’ and the small ‘f’ in ‘Yours faithfully’

Sample

JC Best Schools International,

Life Camp,

Abuja.

22th April, 2022.

The Director,
JC Best Schools International,

Life Camp,

Abuja.

Dear Sir,

APPLICATION FOR THE POSITION OF A SENIOR PREFECT

I am writing to apply to become a senior prefect, as I believe I would be an ideal representative of the school and a good role model to those younger than me.

I recently proved myself to be a good leader in the Careers in Construction challenge, when I took charge of my group, which then went on to win one of the prizes.

I would work well with other prefects, as I have always been a keen team worker. I was a regular member of the school's rugby team and I also play in the school wind band as well as the Peterborough County Youth Orchestra. I was part of the John Lewis group in the Industry Challenge Competition as well. John Lewis was so pleased with our performance; they sent a letter to the school to say so. On top of all that, I am one of the students taking part in the Engineering Education Scheme. All of these things also show my commitment to extra-curricular activities.

I am a hard worker, and proved this by achieving good grades in my GCSE exams, and the school needs to promote the importance of extra-curricular activities, as they can prove to be a valuable asset to those looking to prove themselves as committed workers after leaving school. A good idea would be to give each pupil a compulsory activity, maybe temporarily, that also compliments their schoolwork. A similar idea proved successful in the Industry Challenge Competition. Please consider my application, as I believe I fulfil all the criteria for a good senior prefect. My referee is Mr. Wears.

Yours faithfully,



www.shutterstock.com - 2093602486

Okafor James.

Task

The last nation-wide strike by secondary school teachers affected your school adversely. Write a letter to the minister of education, suggesting at least three ways of preventing future strike actions.

WASSCE, June, 2001

Write a formal letter to the manager of E-Barcs Microfinance Bank Ltd, for the post of an accountant.

Write a format for a formal letter to the Commissioner for Education on the menace of examination malpractice

The electricity supply in your school has been irregular. As the senior prefect, write a letter to the Chairman of the Parent -Teacher Association (PTA) telling him about the effect of this on the school and the need to provide a stand-by generator for the school. WAEC 2017

References

Oral English Without Tears by I Udoka

New Oxford Secondary English Course for SSS1 by Ayo Banjo et al.

Certificate English Language by I. Udoka.



WEEK 3

TOPIC: SPEECH WRITING

SUB-TOPIC:

SPECIFIC OBJECTIVES: at the end

of this lesson, I should be able to:

- define speech writing;**
- discuss the features;**
- write a speech on any given topic.**

What is Speech Writing?

Speech writing is the art of conveying a message to the audience through words. It is presented to a live audience

Basic types of speeches are:

Address of welcome

Farewell address/speech

A talk on any Topic

Features of basic types of speeches

The title/topic follows this pattern

A FAREWELL SPEECH DELIVERED BY MR IZU, THE PRINCEPAL OF JC-BEST ON THE SEND OFF CEREMONY OF THE DEAN, MRS CAROLINE BARRY AT THE CONFERENCE HALL ON THE 22TH OF APRIL,2022 AT 10;00AM.

Salutation: The dignitaries in attendance are greeted or saluted in their order of hierarchy/status/prominence. E.g., The Director, The Rector, the PTA Chairman, Parents, Members of Staff, Students, Ladies and Gentleman.

Body: Appreciate the privileges to address the gathering

Logically discuss your points one after the other.

Discuss the good qualities of the guest of honor

Describe your impression of the event or person in question; his/her work attitude and performance;

Your feelings towards him/her; and

Your wishes and farewell statement for him/her.

Discuss its impact on the community/society.

Challenge your audience to positive actions.

Wish them well to their destinations.

Use formal language with occasional humor.

Speaker' s signature: it is required that you sign your signature immediately below the body of the speech.

Speaker' s full name and title: you must write your full name (not first name or nickname) immediately below your signature. You may also need

to write your titles, such as senior prefect, president, or debate coordinator, if necessary

SAMPLE

A FAREWELL SPEECH DELIVERED BY MR IZU, THE PRINCEPAL OF JC-BEST ON THE SEND OFF CEREMONY OF THE DEAN, MRS CAROLINE BARRY AT THE CONFERENCE HALL ON THE 22TH OF APRIL,2022 AT 10;00AM.

The Director, The Rector, the PTA Chairman, The HODs, Parents, Members of Staff, Students, Ladies and Gentleman. I thank you this day for being here and honoring this occasion. I also extend my gratitude to the organizers who found me worthy to speak to you. we are gathered here today to bid farewell to a highly valuable teacher Mr./Ms. (Name) who has given 20 years (mention the number of years of the respective teacher) of service to this school and is retiring today.

Teaching is the profession that creates all other professions we are grateful that you chose to be a teacher.....

Izu Mark

The text of President Barack Obama's farewell speech Tuesday night in Chicago, as prepared for delivery.

It's good to be home. My fellow Americans, Michelle and I have been so touched by all the well-wishes we've received over the past few weeks. But tonight it's my turn to say thanks. Whether we've seen eye-to-eye or rarely agreed at all, my conversations with you, the American people – in living rooms and schools; at farms and on factory floors; at diners and on distant outposts – are what have kept me honest, kept me inspired, and kept me going. Every day, I learned from you. You made me a better President, and you made me a better man.

I first came to Chicago when I was in my early twenties, still trying to figure out who I was; still searching for a purpose to my life. It was in neighborhoods not far from here where I began working with church groups in the shadows of closed steel mills. It was on these streets where I witnessed the power of faith, and the quiet dignity of working people in the face of struggle and loss. This is where I learned that change only happens when ordinary people get involved, get engaged, and come together to demand it.

After eight years as your President, I still believe that. And it's not just my belief. It's the beating heart of our American idea – our bold experiment in self-government.

It's the conviction that we are all created equal, endowed by our Creator with certain unalienable rights, among them life, liberty, and the pursuit of happiness.

It's the insistence that these rights, while self-evident, have never been self-executing; that We, the People, through the instrument of our democracy, can form a more perfect union.

This is the great gift our Founders gave us. The freedom to chase our individual dreams through our sweat, toil, and imagination – and the imperative to strive together as well, to achieve a greater good.

TASK

Practice writing your title and Salutation using the questions below

Your principal is due for retirement at the end of the academic year as the senior prefect, write a speech which you would deliver to honor him/her as a send-off party. WAEC 2017

Your school is celebrating its speech and Prize Giving Day. As the school prefect, you have been asked to give a speech on the topic: The achievement of my school in the last academic year. Write your speech. WAEC 1999

References

Oral English Without Tears by I. Udoka

New Oxford Secondary English Course for SS1 by Ayo Banjo et al

Intensive English for SSS1 by B.O.Oluikpe et al

WEEK 4

TOPIC: SPEECH WRITING

SUB-TOPIC: Writing Speeches on Selected Topic

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

write an Outline

write a speech on any given topic.

Writing a Speech Outline

An outline is a blueprint for your presentation. It is important to write a good speech that your audience will remember in the long run. You have to organize your information correctly, and for that, a speech outline is the best way to do so.

A speech outline will not only save your time, but it will make sure that you are following the proper structure as well as format.

Importance:

It highlights the key logical elements. i.e., what points are being made to logically support the core message?

It highlights the key structural elements. e.g., introduction, body, conclusion, stories, high-level concepts

It links these elements together in a sequence, perhaps allocating very rough timings.

It can also map out the **transitions between elements**, although this may be deferred to a later stage of preparation.

Following is an example of how you can craft an effective outline for your speech.

1) Prepare

Choose the topic

Know your audience and pay attention to their needs

Define the purpose of the speech

Organize the information

2) Introduction

Think about a statement that can grab the attention of audience members

Refine the thesis statement

State something that can establish credibility

3) Body

Introduction to body transition

Provide your main idea along with the supporting statements

Examples and additional information

4) Conclusion

Summarize the speech and its main points

Closing statement or call to action

Explanation:

Introduction

After the greetings, the introduction is essential to assure your listeners that you have something productive to say. The introduction must effectively include:

A brief preview of your topic.

Define the outlines of your speech. (For example, I'll be talking about...First. Second...Third)

Start with an attention grabber: a short story, example, statistic, or historical context that introduces the paper topic

Begin with a story, quote, fact, joke, or an observation in the room. It shouldn't be longer than 3-4 lines. (For Example: "Mahatma Gandhi said once...", or "This topic reminds me of an incident/story...")

This part is also important because that's when your audience decides if the speech is worth their time. Keep your introduction factual, interesting, and convincing.

Body: Your body consists of all the main points your speech is about. Prepare a flow chart of the details in a systematic way.

For example: If your speech is about waste management; distribute information and arrange it according to subparagraphs for your reference. It could include:

What is Waste Management?

Major techniques used to manage waste

Advantages of Waste management

Importance of Waste management

If you are speaking about advantages and briefly switching between points, it makes your speech look unorganized and confuses your audience.

Conclusion

The conclusion should be something that the audience takes with them. It could be a reminder, a collective call to action, a summary of your speech, or a story. For example: “It is upon us to choose the fate of our home, the earth by choosing to begin waste management at our personal spaces.”

After concluding, add a few lines of gratitude to the audience for their time.

For example: “Thank you for being a wonderful audience and lending me your time. Hope this speech gave you something to take away.”

Additional Tips

Decide on the thesis and main points first

You do not need to start writing your paper with the introduction

Try writing the thesis and body first; then go back and figure out how to best introduce the body and conclude the paper

Use transitions between main points and between examples within the main points

Always keep your thesis in the forefront of your mind while writing; everything in your paper must point back to the thesis.

Use this handout to make an outline of your paper

Paper Topic: _____ Audience: _____

I. Introduction Possible ideas for the introduction (see format of an outline for suggestions):

Thesis Statement (Usually the last sentence(s) in the introduction. Perhaps something like: if my mom hadn't have been such a strong influence in my life I would probalbly be a dismal failure by now):

II. Body (A paper may have a few or many main points; decide how many your paper will need) Main Point:

Examples/Details/Explanations:

- a.

- b.

- c.

Main Point:

Examples/Details/Explanations:

- a.

- b.

- c.

Main Point:

Examples/Details/Explanations:

- a.

- b.

- c.

Main Point:

Examples/Details/Explanations:

- a. _____
- b. _____
- c. _____

III. Conclusion Reworded Thesis (Usually found near the beginning of the conclusion):

Other Ideas to Conclude: _____

Clincher Ideas:

TASK

Write a speech on the following using an outline(handout)

Your principal is due for retirement at the end of the academic year as the senior prefect, write a speech which you would deliver to honor him/her as a send-off party. WAEC 2017

Your school is celebrating its speech and Prize Giving Day. As the school prefect, you have been asked to give a speech on the topic: The achievement of my school in the last academic year. Write your speech. WAEC 1999

WEEK 5

TOPIC: SPEECH WRITING

SUB-TOPIC: Speech Presentation

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

write a speech on any given topic;

make presentations

Speech Draft Example

Chloe Huang

Good morning family, friends, faculty, and fellow graduates.

Well, we did it. We all accomplished one of the major early milestones of our high school graduation. This is a major step in the journey of our lives, one that should be recognized for its immense significance. It is an act not only of personal commitment, but also one of pride. We all worked hard to get to this day, and our work did not go to waste. A high school diploma is a wonderful tool in this world, one that opens many doors of opportunity for anyone who is lucky enough to have one.

But graduation is not an end goal in itself; it is instead a part of the larger journey of life. Wherever your future takes you, let it take you somewhere. Life is a journey, and all accomplishments we achieve during its course should be taken as stepping points for further achievements. Our graduation should serve as such a stepping point, projecting us to wherever our futures are meant to take us, whether we land ourselves a career, take up a trade, or continue our education at college or Vocational/technical School.

But before we can begin to reach for the stars, there is one more personal milestone that we all need to reach. Most people who graduate from high school experience only one graduation—that from high school. But we all have one more step ahead of us. We've already shown our commitment to personal growth through making it to this ceremony today, but soon, all of us will experience another milestone when we graduate from our programs. As I said before, life is a journey—it won't stop growing once we get our diplomas. Life is *about* growing, and being in our programs gives each of us new opportunities to continue growing and to learn the skills that we will carry with us for the rest of our lives.

Goodbye
Specific
Purpose: To
say goodbye
to the class
I.
Introduction
A. Attention

getter: That time of the year
has arrived. It is time to say
goodbye
to my fellow classmates,
Professor Gechlik, along with
this class.

B. Thesis statement: I wanted
to share with you all about my
initial and present
impression of this class.

C. Preview of main points:

1. First impression of being
place in a block schedule and
having to take a
public speaking class.

2. Thoughts and feelings about block schedules and this class now.

3. What I would miss most about this class in my future college career.

Transitions: Now that you have an idea of what I will be talking about today, let's jump right into this whole first impression of mine.

II. Body

A. First Impression of having a block schedule and public speaking class.

1. I will be honest here, the whole block schedule didn't please me at first.

2. I have many friends from high school attending Baruch College. The first thing I did when I received my schedule, like most of the others, was comparing my schedule with that of my friends'. I was quite disappointed

when I found out I did not share any class with any of my friends.

3. On the Convocation Day, no one spoke until Joe and Fion walked in. I'm that type of person who hates awkward silences. I really thought I was placed in a block with quiet and awkward people.

4. In addition, I freaked out when I saw COM 1010 on my schedule. I used to

hate this nerve wracking
public speaking. I'm the type
of person who
would present in front of the
class with my face turning red
like a monkey
butt and my voice and hands
would shake like I was put on
vibrate.

Transition: That was then and
this is now. Let's talk about
my thoughts and feelings
about
block schedules and this class
now.

Chloe Huang

Goodbye

Specific Purpose: To say
goodbye to the class

I. Introduction

A. Attention getter: That time
of the year has arrived. It is
time to say goodbye

to my fellow classmates,
Professor Gechlik, along with
this class.

B. Thesis statement: I wanted
to share with you all about my
initial and present

impression of this class.

C. Preview of main points:

1. First impression of being place in a block schedule and having to take a public speaking class.

2. Thoughts and feelings about block schedules and this class now.

3. What I would miss most about this class in my future college career.

Transitions: Now that you have an idea of what I will be

talking about today, let's jump right into this whole first impression of mine.

II. Body

A. First Impression of having a block schedule and public speaking class.

1. I will be honest here, the whole block schedule didn't please me at first.

2. I have many friends from high school attending Baruch College. The first

thing I did when I received my schedule, like most of the others, was comparing my schedule with that of my friends'. I was quite disappointed when I found out I did not share any class with any of my friends.

3. On the Convocation Day, no one spoke until Joe and Fion walked in. I'm that type of person who hates awkward silences. I really thought I was

placed in a block with quiet and awkward people.

4. In addition, I freaked out when I saw COM 1010 on my schedule. I used to hate this nerve wracking public speaking. I'm the type of person who would present in front of the class with my face turning red like a monkey butt and my voice and hands would shake like I was put on vibrate.

Transition: That was then and this is now. Let's talk about my thoughts and feelings about block schedules and this class now.

Speech presentation topics

Your principal is due for retirement at the end of the academic year as the senior prefect, write a speech which you would deliver to honor him/her as a send-off party. WAEC 2017

Your school is celebrating its speech and Prize Giving Day. As the school prefect, you have been asked to give a speech on the topic: The achievement of my school in the last academic year. Write your speech. WAEC 1999

WEEK 6

TOPIC: ARTICLE WRITING

SUB-TOPIC: Article for Publication

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

**identify the difference between an article and a letter to the editor;
write a good article for publication on a given topic.**

Difference Between an Article and A Letter to The Editor:

A letter to the editor is written in the format of a formal letter.

Sender's address: Give the complete address of the sender.

Date: The date on which the letter is written comes next, immediately after the sender's address.

Receiver's address: The address of the recipient (the editor of the newspaper or magazine you intend to send your letter) should be written.

Subject line: The main purpose of the letter is mentioned in the subject line.

Salutation/Greeting: The salutation can be Sir, Ma'am, Respected Sir, Respected Ma'am, etc.

Body of the letter: The body of the letter should explain the purpose of the letter. Introduce yourself and provide all the details of the matter being discussed.

Complimentary closing: Thank you very much, thank you or thanking you can be the complimentary closing that you can use.

Ending the letter: End the letter with your signature, name in block letters and designation, if there is any.

DIFFERENCES BETWEEN AN ARTICLE AND A LETTER

In letter writing, we have an address but there is no address in an article for a newspaper or magazine.

The address of a letter is followed by a date. The date is not included in an article.

A letter has a salutation such as "Dear sir" but an article has no such salutation.

A letter has a complimentary close such as "Yours faithfully", and "Yours sincerely". An article is written without a complimentary close, but like a letter, it bears the name of the writer at the end. The place from where the article is written may also come below the writer's name.

The language of an article is always formal but the language of a letter may be either formal or informal, depending on whether it is a formal or an informal letter

Task

Using the outline learnt in week one, write an article for publication.

Write an article for publication in your school magazine on the dangers of keeping bad company in school. WAEC 2012

Write an article for publication in a national newspaper on the importance of education in national development. WAEC 2013

Write an article, suitable for publication in a national newspaper, on the topic: The changes I would like to see in my country.

Some people argue that rapists should be executed. In an article suitable for publication in a national newspaper, express your opinion on this controversy. WAEC 2002

WEEK 7

TOPIC: SEMI-FORMAL LETTER.

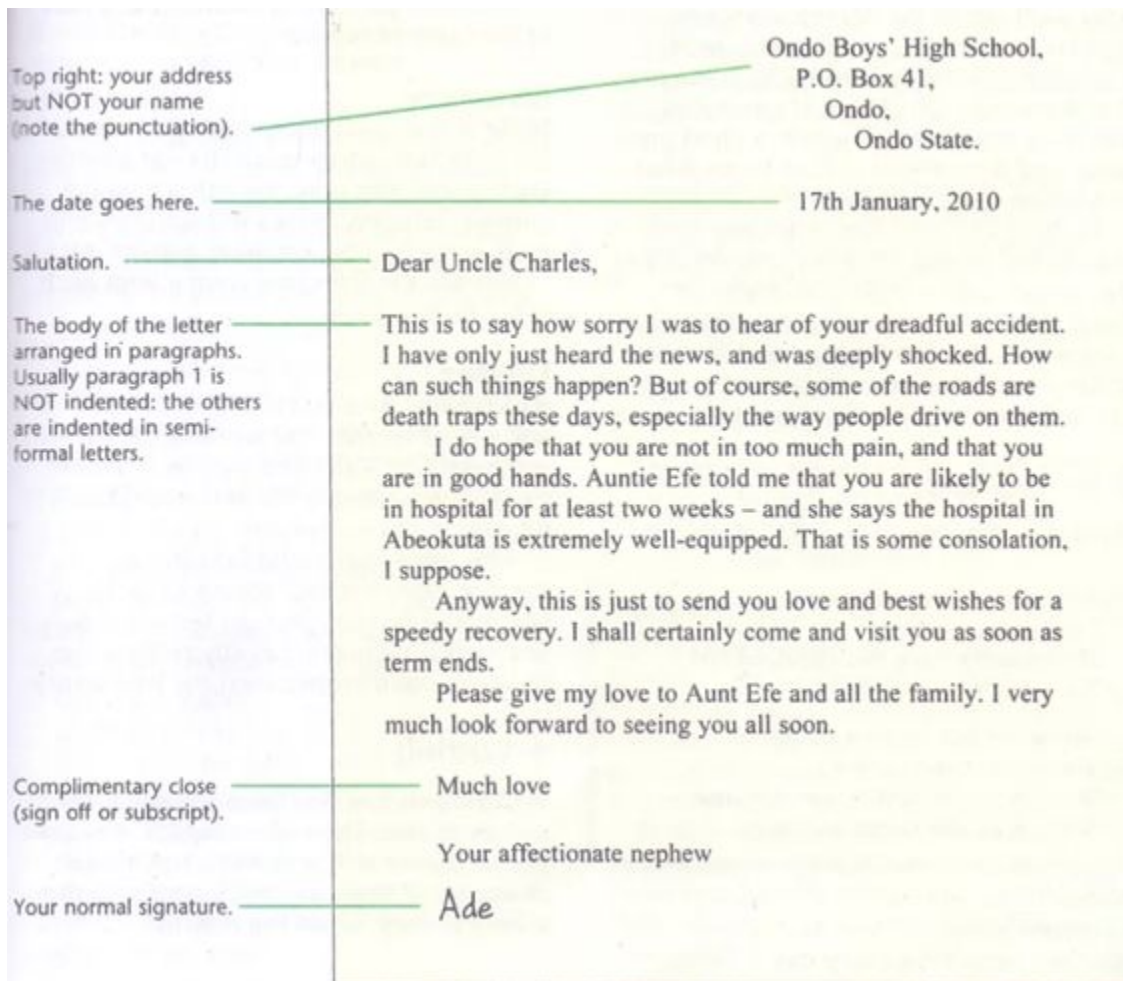
SUB-TOPIC:

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

Define a semi-formal letter;

State the features;

Write a semi-formal letter



Definition of a SEMI-FORMAL LETTER.

As the name sounds, these are letters mid-way between friendly (informal) and official letters (formal). They are written to people we are not very familiar with or to person's though familiar to us, we feel duty-bound to give much respect as a result of their social position or age.

This type of letter has some features from formal letters and others from informal letters. It has a similar parts/format with informal letters but it is written in official language like formal letters. The name of the receiver and title is mentioned during its salutation.

TYPES OF A SEMI-FORMAL LETTER.

The categories of letters under this are:

- a) A letter to your father' s friend, thanking him for the birthday gift he sent to you.
- b) A letter to your uncle, who is also your sponsor, apologizing for your inability to do well in the previous examination and promising to work harder now for a brilliant result in the next examination.
- c) A letter to your uncle, telling him about your wish to spend your next holiday with his family.
- d) A letter to your aunt, seeking her advice about whether you should marry now or later.
- e) A letter to your former teacher, house master or sports - master in your junior secondary school, thanking him for the ideals he instilled in you through teaching.
- f) A letter written to your landlord, asking him about his state of health.

Features A SEMI-FORMAL LETTER.

- a) Writer' s address
 - b) The salutation (Dear Chief Amadi, Dear Barr. Obi) etc.
 - c) The content (the body of a letter)
 - d) The complimentary close (yours sincerely/yours affectionately)
 - e) First name and surname
- a) The writer' s address: This should be at the right-hand side of the page. Never use two addresses in a semi-formal letter.
 - b) The salutation: In writing the greeting or salutation, use 'dear' with the title and surname of the person you are writing to. Example - Dear Chief Adekola, Dear Alhaji Momoh, Dear Mr Amuno, Dear Mrs Eritayo, Dear Miss P. Adams, Dear Rev. Damupo, Dear Dr. Jones, etc., are all possible salutations for semiofficial letters. Remember that it is necessary to put the title in bracket such as (Mr., Mrs., Rev., Dr., Chief) if you are to mention the name of the addressee.

c) Content / Expression: You are expected to be simple in your language, but your language should not be colloquial or chatty as when you are writing informal letter. (I) At the same time, your language should not be stiff, formal or pompous. (ii) You are expected to express yourself clearly. (iii) Your paragraphs and sentences must be well linked and you are expected to write a mixture of short and long sentences.

d) Complementary closure/close: In writing the complimentary close, use "Yours sincerely" only. Wood the use of "Yours faithfully" or any other form.

e) Write your full names or initials and surname and to end semi-formal letters. You can indicate your official status below your name. For example,

Yours sincerely,
Emeka Chukwu
Senior Prefect.

USEFUL HINT ON HOW TO WRITE A GOOD SEMI-FORMAL LETTER.

The content depends on the topic you are writing on, but use appropriate sequencing to present your points. Semi-formal letters are always written to a person who knows you either fairly or not so well. So, depending on the situation, you should not leave the person to whom you are writing in doubt about your identity. Give all relevant information on your topic. If the letter involves a request, make your request politely.

FORMAT FOR SEMI-FORMAL LETTER.

Girls' High School,
P O Box 14,
Agulu.
10 April, 2022.

Dear Dr. Obi

Yours sincerely,

ASSIGNMENT

Write a letter to your father' s friend, thanking him for the birthday gift he sent to you.

WEEK 8

TOPIC: ARGUMENTATIVE WRITING

SUB-TOPIC: Making outlines and writing on selected topics

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

Write an outline;

write an argumentative essay on a given topic.

Argumentative Essay Outline

An argumentative essay outline is a plan through which the writer works and organizes the raw data. An outline provides you a track to follow for your papers and essays.

The outline helps you stick to the critical things making sure that you did not miss important information in the content.

The significant parts of an argumentative essay outline are:

Introduction

Body Paragraphs

Conclusion

Argumentative Essay

Introduction

Just like any other academic writing, you need a foundation on which to build your essay. An introduction is the foundation of your essay. A proper and perfect intro will make your paper flawless and vice-versa.

An introduction of an argumentative essay includes a hook, background information, and thesis statement.

Hook

A hook is an opening statement of the essay's introduction. It serves the purpose of grabbing the reader's attention towards the content.

A hook can be a quotation, anecdote, question, funny/sarcastic statement, fact, statistic, etc.,

For example: The major cause of obesity in the United States is fast food.

Background Information

Here you present some background information about the topic. The background information should answer the following questions:

What is the issue you are going to talk about?

Who is your audience?

Where is the selected issue prevalent?

Why is the issue important to be discussed?

Thesis Statement

It is the last sentence of your introduction that is the focal point of your essay. It introduces the readers to the topic's main argument. Then, it states the writer's position and stands in the essay.

Argumentative Essay Body Paragraphs

After the introductory paragraphs are written, the next part is the body of the argumentative essay. This part of the essay is essential to be structured well as it contains all the claims and pieces of evidence.

Claim

For essays like an argumentative essay, it is imperative to make your claim in writing. A claim, or the core argument, is the basis of your entire essay. If you want your essay to be right in quality, make sure that the claims made are strong. You can support your claim with strong evidence.

The purpose of making a claim is to define the:

Goal

Scope

Direction

Support your request and the basic argument

In the main body, present your claim in the topic sentence. And let the audience know what the specific paragraph is about. However, also show your point of view.

Evidence

Making a claim in the argumentative essay is not enough. Making people believe your stance is what the objective of the writer is. For this purpose, you need to support your argument with evidence and supporting facts.

You have to clear your position as a writer by providing relevant stuff showing your claims' validity and accuracy. The reality of your claim entirely depends on the credibility and reliability of the facts that you provide.

There are five types of evidence that are used to prove the preliminary thesis statement:

Real-life examples

Statistics

Authorities

Analogies

Hypothetical situations

Include an Opponent's Argument

While collecting information for your essay, students often ignore the opposing arguments. When writing an argumentative essay, a writer shouldn't just talk about his claim and support it with evidence.

After providing evidence for your claim, identify and include opposing views and counter-arguments and debunk them. There is always another side to the argument. Use evidence to disprove these opposing sides and arguments.

Argumentative Essay Conclusion

The last part of the writing process of the outline is a conclusion. Now that you have adequately structured the introduction and the body paragraphs, it's time to conclude your essay.

The power of a conclusion is often underestimated. If the ending is vague, abrupt, and not good, your whole essay will be a waste.

The following things conclude an argumentative essay:

Restating your thesis statement.

Summarizing basic arguments.

Recommending a course of action to the readers.

Make sure that the length of the conclusion is the same as the introduction. Short and precise conclusions are effective. In conclusion, a writer should never introduce new ideas and extra information.

A precise and direct conclusion will increase the quality of your essay to extremes.

For essays like these, personal knowledge is not enough. You always have to research the essay topic and subject chosen to make healthy and valid points. Gather facts and accurate information to make your essay effective and credible.

SAMPLE

Introduction

Importance of the internet

Concerns about internet use

Thesis statement: Internet use a net positive

The internet's harmful effects on attention

Smartphone as classroom distraction

Data exploring this effect

Analysis indicating it is overstated

Impatience with reading

Students' reading levels over time

Why this data is questionable

Flexibility the internet allows for

Variety of media to engage different learners

Video media

Interactive media

Accessible means of independent research

Speed and simplicity of online research

Questions about reliability (transitioning into next topic)

Students' use of Wikipedia

Negatives of Wikipedia

Evidence indicating its ubiquity

Claims that it discourages engagement with academic writing

Positives of Wikipedia

Evidence that Wikipedia warns students not to cite it

Argument that it introduces students to citation

Conclusion

Summary of key points

Value of digital education for students

Need for optimism to embrace advantages of the internet

WEEK 9

TOPIC: DEBATE

SUB-TOPIC: make oral presentation

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

Define a debate;

Write a debate;

Understand the skills of debate;

Make oral presentation;

Argue productively and concisely.

A debate is a discussion or structured contest about an issue or a resolution. A formal debate involves two sides: one supporting a resolution and one opposing it. Such a debate is bound by rules previously agreed upon. Debates may be judged in order to declare a winning side.

Debates, in one form or another, are commonly used in democratic societies to explore and resolve issues and problems. Decisions at a board meeting, public

hearing, legislative assembly, or local organization are often reached through discussion and debate. Indeed, any discussion of a resolution is a form of debate, which may or may not follow formal rules. In the context of a classroom, the topic for debate will be guided by the knowledge, skill, and value outcomes in the curriculum.

How to write a Debate?

To write a good strong debate you should keep some of the following given points in mind:

1. Good Introduction - A good introduction is the basic of a debate. You can't just start a topic, just like that. It has to have an introduction to set the tone for debating. Introduction needs to be peppy so that it grabs the audience's attention and garners interest in the topic.
2. Choice of the area of Debate - Choice of the area of Debate depends upon the purpose for which you are writing the debate. If it is for a collective team effort, there will be several categories of debate i.e. impromptu, original oratory, political debates, to name a few. On the other hand, if it is for a competition, requirement of each event should be known before hand.
3. Choice of the topic of the Debate - Once the debate area is clear, the next step is choosing the topic. However, if it is a competition, the topic may be chosen for you. In that case you need to read as much information as you can on the topic beforehand.
4. Research your Material - In a debate, you may be asked to debate a side of the topic that you personally don't agree with. You need to know what both sides of the issue are. The more you know about what your opponent is going to say, the better it is. To do so, research on the topic. Collect ample information on the topic and do not leave loose ends as these can be used against you, by your opponents.
5. Main Points of your Debate – Take your information and outline your Main Points. These Main Points should be exactly what you are trying to get your opponent to believe about your position. Under your Main Points use Capital Letters like A, B, C to write sub points to explain why your Main Points are right. Under your sub points flesh out your argument with examples or illustrations and

mark them with Lower case letters. This practice makes it easy to memorise your debate and recall it efficiently.

6. Support your Argument with Examples – It is always wise to include a few examples in support of your view. This makes it easy to convey your viewpoint to the audience, in an easy and effective manner. Examples which you use should be relevant to the topic at hand. Examples which have very little or nothing to do with the topic only make a speech look weak and lacking substance. However, do not make your debate, an example worksheet.

7. Use Cue Cards Cleverly – Cue cards are small note cards used to remember or recall something. They are meant to be used very cleverly. By cleverly, it is meant that you should use them in such a manner, that the audience doesn't come to know that you are actually reading them. In fact, these cards can be anything that triggers your memory. These can be a wrist band with some keywords on them, they can be badges with certain symbols on them or anything you can come up with as long as they are not apparent. Cue cards are meant for reference or memory joggers and not to reveal that you have forgotten something.

8. Maintain Eye Contact – To hold the attention of the audience, it is essential to maintain a good eye contact with them. Looking at the audience maintains their attention in your speech. Do not look away or stare for long at a cue card which you have brought with you. Eye contact also reflects how the audience is feeling about your speech. It gives you a chance to rectify your speech.

9. Add some Humour – Humour is always an attraction point of a debate. It makes the debate even more interesting and interactive as the audience responds to you, when they laugh or smile or make a loud comment. You can add any funny line or connect a funny anecdote with your debate. When this has been achieved you can consider that you have gained some ground.

10. Be well prepared - Once the area and topic of the debate is clear, study the subject from every possible angle to make your points as strong as possible, so that they can be defended well. While making the debate final, make sure your points are concise and easy to understand. You won't be rebutting an opponent like in an oral debate. Your written speech has to be very thorough. Also Practice your speech and during the debate listen to your opponent carefully or record it. Recording makes it easy for you to recall the speech delivered without making guesses.

Structure for Debate

A formal debate usually involves three groups: one supporting a resolution (affirmative team), one opposing the resolution (opposing team), and those who are judging the quality of the evidence and arguments and the performance in the debate. The affirmative and opposing teams usually consist of three members each, while the judging may be done by the teacher, a small group of students, or the class as a whole. In addition to the three specific groups, there may be an audience made up of class members not involved in the formal debate. A specific resolution is developed and rules for the debate are established.

Debate Preparation:

- Develop the resolution to be debated.
- Organize the teams.
- Establish the rules of the debate, including timelines.
- Research the topic and prepare logical arguments.
- Gather supporting evidence and examples for position taken.
- Anticipate counter arguments and prepare rebuttals.
- Team members plan order and content of speaking in debate.
- Prepare room for debate.
- Establish expectations, if any, for assessment of debate.

Conducting Debate:

Debate opens with the affirmative team (the team that supports the resolution) presenting their arguments, followed by a member of the opposing team. This pattern is repeated for the second speaker in each team. Finally, each team gets an opportunity for rebutting the arguments of the opponent. Speakers should speak slowly and clearly. The judges and members of the audience should be taking notes as the debate proceeds. [A typical sequence for debate, with suggested timelines, is as follows:](#)

- the first speaker on the affirmative team presents arguments in support of the resolution. (5 – 10 minutes)
- The first speaker on the opposing team presents arguments opposing the resolution. (5 – 10 minutes)

The second speaker on the affirmative team presents further arguments in support of the resolution, identifies areas of conflict, and answers questions that may have been raised by the opposition speaker. (5 – 10 minutes)

The second speaker on the opposing team presents further arguments against the resolution, identifies further areas of conflict, and answers questions that may have been raised by the previous affirmative speaker. (5 – 10 minutes)

The rules may include a short recess for teams to prepare their rebuttals. (5 minutes)

The opposing team begins with the rebuttal, attempting to defend the opposing arguments and to defeat the supporting arguments without adding any new information. (3 – 5 minutes)

First rebuttal of the affirmative team (3 – 5 minutes)

Each team gets a second rebuttal for closing statements with the affirmative team having the last opportunity to speak. (3 – 5 minutes each)

There cannot be any interruptions. Speakers must wait their turns.

Task

You are the chief speaker in a school debate the topic of which is “public secondary schools are better than the private ones”. Write your speech for or against the topic. WASSCE, June, 1998

You are a speaker in a school debate on the topic: our elders may no longer be active but they are still very useful to our society. Write your contribution for or against the motion. WAEC 2002

You are the Chief Speaker in a debate on the topic: “Violent video games should be banned”. Write your contribution for or against the proposition.

You are the Chief Speaker in a debate on the topic: “Today’s children should not be blamed for not taking education seriously”. Write your contribution for or against the proposition. WAEC 2013

WEEK 10

TOPIC: Argumentative presentation: oral presentation

SUB-TOPIC:

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

Make oral presentation

You are to argue for or against the proposition that” It is the home and not the school that contributes more to moral laxity among students”

WEEK 11

TOPIC: LETTER WRITING

SUB-TOPIC: Differences between Formal and Informal Letters

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

define letter writing;

state the types of letter writing;

state the difference between formal and informal letters.

LETTER WRITING

A **letter** is a **written message** (a written conversation between two parties) that can be hand-written or printed **addressed** to a **recipient**. This can be by mail or be posted in an envelope.

TYPES OF LETTERS

There are three main types of letters. They are:

Formal letters: written to those who occupy official positions in establishments (*principals, managers, clerks, directors, etc.*).

Informal letters: written to friends, family members or acquaintances (*brothers, parents, friends, etc.*).

Semi-formal letters: written to those who we share distant relationship with (*clergy, senior family friends, distant relatives, etc.*).

DIFFERENCES BETWEEN FORMAL AND INFORMAL LETTERS

The main difference between formal and informal letters is that formal letters professionally and officially address someone while informal letters address someone in a personal way.

Formal letters contain two addresses while informal letters contain one address.

There is a title/heading in formal letters while informal letters do not have titles.

Formal letters contain signatures of the writers unlike informal letters.

Formal letters follow a specific format while informal letters can follow any format.

The tone of a formal letter is professional and official while the tone of an informal letter is friendly.

People usually write formal letters in the first or third person, while informal letters can be from any point of view.

Formal letters are focused and concise and do not include filler or fluff.

Unlike informal letters, formal letters do not include grammatical trends like contractions (can't, don't, I've), slang or idioms.

Layout for a formal letter

Sender's address and other contact info:
Email
Telephone
Fax

Date

Recipient's address
Reference number if available

Dear..... (If name is unknown use Sir/Madam)

- It may be appropriate to start with a reference line
Re:.....
- Do not use contracted forms - write all words in full.
- Use formal standard English - no slang
- Keep sentences precise and get straight to the point
- Keep business letters focussed and do not waffle on!
- If complaining, be polite and use intelligent vocabulary.

Sum up your main point and state that you look forward to a response to your letter / query / complaint etc if appropriate.

Layout for an Informal letter

Sender's address

Date

Dear.....

- You may have more than 2 paragraphs. Depending on who the recipient is you will have varying levels of informality. It is generally accepted that in informal letters contracted forms can be used: *can't* instead of *can not*; *haven't* instead of *have not* etc.
- You may also use a more colloquial language register - chatty tone that you might use in speech / mild slang words.
- Punctuation can be less formal: exclamation mark! used to signify shock or a joke; dashes - instead of commas; brackets used to separate additional ideas/references...

Useful Phrases for Formal Letters

Useful Phrases for writing formal letters

a) Writing formal letters generally:

Greetings:

- Dear Sir
- Dear Madam
- Dear Sir/Madam
- Dear Mr Brown
- Dear Ms Jones

Reason for writing:

- I am writing in response to your article/advertisement/letter
- I am writing with regard to your article/advertisement/letter
- I am writing regarding your article/advertisement/letter

Ending the letter:

- I look forward to receiving your reply
- I look forward to your reply
- Yours faithfully
- Yours sincerely

b) Writing formal letters to request information

Reason for writing:

- I am writing to receive further information about
- I am writing to enquire about
- I am writing to receive more detailed information about
- I am writing to receive further details about

Requesting first piece of information:

- The first thing I would like to know is
- First of all I would like to know
- I wonder if you would mind telling me?

Requesting further information:

- Could you also tell me....?
- Could you also inform me?
- Would you also mind informing me?
- Would you also mind telling me?
- Do you know?
- I would also like to know if
- I would also like to know whether
- I hope you might also let me know about ...

Thanking for information:

- I would like to thank you in advance for this information
- Thanking you in advance for this information
- Thanking you in advance

INFORMAL LETTER WRITING

OPENING EXPRESSIONS

- Thanks for your letter.
- Thank you so much for writing.
- How are you?
- How have you been?
- How's everything going?
- I hope you are doing fine.
- Hope you are well.

RESPONDING TO NEWS / MAKING COMMENTS

- Your last letter was a real surprise.
- What wonderful news about ...
- I've just received your letter. I'm so happy / surprised to hear that...
- It was lovely to hear from you.
- It was great to get your letter.
- Sorry for not writing for so long.
- I'm sorry I haven't written for so long but I was really busy with...

PURPOSE / WHY ARE YOU WRITING?

- I'm writing to tell you about ...
- I would like to give you some good news about...

-my new life in....

-my baby sister...

	FORMAL	INFORMAL
Beginning and ending	Dear Sir / Madam + Yours faithfully Dear Ms Johnson + Yours sincerely	Dear David + Kind regards Good morning Tom + Warm / Best regards
Reason for writing	I am writing to apologize for / enquire about / thank you for / express our dissatisfaction with... I am writing in answer to your letter / advertisement / enquiry about... Following our recent meeting / telephone conversation, I am writing to... I was referred to you / given your name by..., who suggested you might be able to help us to...	I am sending this message to <u>apologise</u> / ask about / say thanks for / complain about... Answering your <u>message</u> , let me tell you that... As we spoke / agreed in our call, here you have... / I have to tell you that... Mr. Thomson gave me your name so that...
The background	As you may know, <u>Thanece</u> Ltd is an electronics manufacturer based in... As you will recall, three weeks ago we... Recently, we...	As you probably know, our company is... I suppose you remember <u>that</u> 3 weeks ago we...
The result	As a result of this, we have had to... Consequently, we would like to... The result of this is that...	That is why we had to... Because of that...
The next step	What I propose is that... In order to resolve this matter, I suggest that... We would appreciate it if you could... We would be grateful if you could now...	Now, it is necessary to... I think we should... I would need you to... To fix this, you would have to...
Further communication	Please do not hesitate to contact me / us if you wish to discuss any of the above. I look forward to hearing from you / receiving...	You can contact me if you need more help / information Hope to hear from you
Signing off	Thank you again for your custom / interest / understanding. Once again, my apologies for the delay / misunderstanding / error. I hope you find this solution satisfactory.	Many thanks for your message. Let me say sorry again for... I hope this solution is OK for you.

TASK

Your younger sister who just finished secondary school has written to confide in you that she intends to travel abroad with her friends to explore opportunities for employment. Write a letter to her giving, at least, three reasons why she should not take such an action WAEC 2013

You have learnt that your younger brother intends to involve himself in examination malpractice during the WASSCE. Write a letter to him warning him of the dangers of such an action and urging him to concentrate on his studies instead

Activities such as debates, drama and excursions are now rare in schools in your country. As the Senior Prefect, write a letter to your principal suggesting the

revival of these activities and pointing out what students stand to gain from taking part in them.

As a concerned student, write a letter to the principal of your school informing him of recent acts of bullying by senior students and suggesting ways of arresting the situation.