



SECOND TERM E-LEARNING NOTE

SUBJECT: ENGLISH LANGUAGE

CLASS: SS 2

SCHEME OF WORK

WEEK	TOPIC
1.	(i) Revision of Last Term's Work and Examination Questions (ii) Structure – Use of Possessive Apostrophe (iii) Comprehension (Reading to Grasp Main Points): Unit 9; Stock Exchange, Effective English, pg. 134 - 136 Writing (Narrative) “My SS 1 Experience.”
2.	Comprehension: (Reading to Grasp Sentence Paragraph Transition): Unit 10 – Nothing Gets Done. Effective English, page 150 Vocabulary Development: Words Associated with the Press Structure: Punctuation Marks (Comma, Semi-colon, Question Mark, Colon)
3.	Essay Writing (Formal Letters) Letter of Complaints Structure – Sentence Types According to Functions Speech Work – Diphthongs Summary – How to Answer Summary Questions
4.	Essay Writing: (Informal Letters) Letters to a Friend in Another Town. Speech Work: Diphthongs /ei, ai, au, oi/ Comprehension (Reading for Implied Meaning): unit II – Moral Behaviour, Effective English, page 168 Vocabulary Development: Words Associated with Environment.
5.	Summary Writing: Wole Soyinka, Effective English, pg 158 – 159 Structure: Kinds of Pronouns Speech Work: Rhyme Scheme
6.	Comprehension: (Reading for Critical Evaluation) Communication; Effective English page 181 Vocabulary Development: Words Associated with Nation Building Structure: Introduction to Sequence of Tenses Speech Work: Diphthongs /iə, eə, əv, və/
7.	Structure: More About Phrasal Verbs Comprehension: unit 12 Advancement in Technology, Effective English, pg 109 – 111 Vocabulary Development: Technology Speech Work: Comparison of /tʃ/ and /ʃ/, /dʒ/ and /ʒ/
8.	Essay Writing: Articles Structure: Active and Passive Structures Register: Words Associated with Cultural Entertainment
9.	Structure: Making Uncountable Nouns Countable Summary: Writing Answers to Model Summary Passage Vocabulary Development: Noting Words Commonly Misspelt. Writing: Writing Semi-Formal Letter.
10.	Revision
11. & 12	Examination



REFERENCE

1. Montgomery et al: Effective English for SS 2 (Main Text) Evanz Publishers, Ibadan
2. Ogunsanya et al: Countdown to SSCE, Evans Publisher, Ibadan.
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5. FoluAgoi: Towards Effective Use of English. A grammar of Modern English
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7. Ken Mebele et al: Goodbye to Failure in English for Senior Schools, Book 2, Treasure Publishers LTD, Lagos.
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9. Oxford, Advanced Learners Dictionary.
10. WAEC Past Questions.

WEEK ONE

A. REVISION OF LAST TERM'S EXAMINATION

B. Structure – Use of Possessive Apostrophe

The apostrophe (') has three uses: contractions plurals and possessives. It is used with 's' to show possession. The formation of possessive is treated in different ways.

Formation of Possessives

1. The possessive of the singular noun is formed by adding 's' (apostrophe and 's')
Example: Ada's medical book.
The child's toy.
Father's retirement
2. The possessive of a plural noun is formed by adding only an apostrophe when the noun ends in 's'
Example: Girls' hostel
Horses' tail
The boys' baseball team.
3. The possessive of the plurals not ending with 's' is formed by adding apostrophe and 's'
Example: Men's club
Children's Day.
4. Nouns having several words must have their possessive only to the last word.
Example: The President of Nigeria's speech.
The Prime Minister of India's visit to Japan.
The door of my friend's house.
5. Two nouns having close association must have the possessive to the latter.
Example: Wren and Martin's grammar.
Johnson and Johnson's baby face powder
6. The possessive of nouns in apposition must be put to the second noun.
Example: This is Sharon, the teacher's favourite student
This is Bisi, my friend's wife.
He lives in Okaa, Anambra's capital
7. Two different nouns having no relation, require separate possessive forms.



Example: Mike's and John's books

Note: 's' is omitted when there are hissing sounds

Example: For goodness' sake.

For conscience' sake.

If a singular possessive noun ends with an 's' (such as James, Moses), you can either use an apostrophe before a second 's' or after first 's'

Example: Saint James' Cathedral or Saint James's Cathedral.

EVALUATION

Show the possessive of these expressions using apostrophe where appropriate.

- (i) Kunle house.
- (ii) Workers salary.
- (iii) Moses followers.
- (iv) At his finger tip.

READING ASSIGNMENT

Countdown in English, pg. 217

C. Comprehension (Reading to Grasp. Main Points); Stock Exchange, page 134.

The passage explains what shares are and what the purposes of the stock exchange are.

EVALUATION

Read and answer the questions.

READING ASSIGNMENT

Effective English, 134, 135.

GENERAL EVALUATION/REVISIONAL QUESTIONS

Give the past and past participle form.

- | | |
|-------------|--------------|
| (i) awake | (ii) Freeze |
| (iii) fight | (iv) swear |
| (v) lay | (vi) quit |
| (vii) lie | (viii) tread |
| (ix) creep | (x) wind |

D. Writing – Narrative – A Place of Interest I Visited

Remember, to write a good narrative, the following must be done.

- (1) Use the past tense forms of verbs to give an account of events which happened in the past.
- (2) Present the events or actions in a natural sequence.
- (3) Divide the tune in which the actions took place into small periods.
- (4) Discuss one main idea or event in a paragraph.
- (5) Drop the ideas or points which do not contribute to the unity and the coherence of the narrative

Sample question

Write a narrative essay on the topic. "A Place of Interest I Visited"

Outline

Heading: A PLACE OF INTEREST I VISITED



- Paragraph 1: Description of the place you visited
Paragraph 2: Preparations made or put in place before the journey was embarked on.
Paragraph 3: The events that took place there
Paragraph 4: Narrate one spectacular event or incident that caught your attention or that affected you
Paragraph 5: (Conclusion) Narrate how it all ended

EVALUATION

Use the outline provided to write a full length essay.

READING ASSIGNMENT

Countdown in English, pg 5 – 6; Effective English, page 87.

WEEKEND ASSIGNMENT

Section A

1. By nature, armed robbers are ruthless: I have never seen a _____ one among them. A. humane
B. barbarous C. ferocious
2. The taxi driver slowed while overtaking the lorry when the proper thing to do was for him to have _____ A. accelerated B. negotiated C. throttled
3. The probationary workers do not have the same right as _____ staff A. approved B. confirmed C. dismissed.
4. The journey by road _____ where the rail journey ended. A. commenced B. originated C. concluded.
5. Instead of laughing about this serious matter, you should be _____ A. whimpering B. bitter C. sober.

Section B

Practice 2, pg 73, Effective English.

WEEK TWO

A. Structure – Punctuation Marks; Comma, Semicolon, Question Mark and Colon.

Punctuation marks are the marks or signs inserted in a piece of writing to mark off words or groups of words. The use of punctuation marks makes for effective presentation of ideas.

1. Comma (,)

The comma is used

- (a) To mark off words in a list.
Example: She gave us two pencils, four rulers and pens.
- (b) To mark off phrases or clauses;
Example: Having seen her son, she felt relieved.
- (c) To mark off non-defining relative clauses;
Example: Mr. kargbo, who happens to be a lawyer, is aware of our situation.
- (d) To mark off main clauses linked by a conjunction such as and, or, but, as ,for.
Example: They have been complaining about their flight since five years ago, but unfortunately, the management has not paid any attention
- (e) In direct speech, to separate the speech (in quotes) from non-speech.
Example: She said, "Run as fast as you can"



2. Semi – Colon (;)

A semicolon is used ...

- (a) To separate two main clauses, especially those not linked by a conjunction

Example: She looks awful; she needs a shower.

- (b) In place of a comma, to separate parts of a sentence which already contains comma;

Example: He made up his mind to take the bull by the horns; he would purge the country, no matter the cost.

3. Question Mark (?)

A question mark is used ...

- (a) To mark the end of a direct question;

Example: Have you had lunch?

- (b) To express doubt

Example: He was in Toronto?

- (c) At the end of a question tag

Example: Bisi left late, didn't she?

4. Colon (:)

A colon is used ...

- (a) To introduce a list

Example: These are the items they are asking for: a bicycle, two goats and four gallons of palm oil.

- (b) To introduce a phrase or clause which supplies additional information about the main clause

Example: He could not leave her in spite of her misbehavior: he lacked the courage.

EVALUATION

Punctuate the following passage:

She was waiting for us small dowdy dirty in sharp contrast to the sham graudeur of the carson but unprepossessing as she looked the burgeo was wise in the ways of unforgiving world of water she was a proper sea – boat not a floating motel.

B. Vocabulary Development: Words Associated with Press.

1. **Tabloid** - A newspaper with small pages (usually half the size of those in larger papers)
2. **Verbatim** - A report written word for word (i.e. exactly as spoken or written)
3. **Journalism**- The work of collecting and writing news, stories for newspapers, magazines, radio
4. **Press man** - A journalist
5. **Column** - One of the vertical sections into which printed page of a book, newspaper etc. is divided.
6. **Opinion poll** - The process of questioning people who are representative of a large group in order to get information about general opinion.
7. **Newsreel** - a short film of news that was shown in the past in cinemas/movie theaters
8. **Commentator** - An expert on a particular subject who talks or writes about it on television reporting on a particular area of news.



9. **Press conference** - A meeting at which somebody talks to a group of journalist in order to answer their questions or to make official statement.
10. **Editorial** - connected with the task of preparing something such as a newspaper, a book etc.
11. **Headline** - The title of a newspaper or article printed in large letters especially at the top
12. **Byline** - a line at the beginning or end of a piece of writing in a newspaper or magazine that gives the writer's name.
13. **Type setter** - a person, machine or company that prepares a book etc. for printing

EVALUATION

1. Ministers and other important persons in public life speak to journalist at a press _____. A. assembly B. conference C. opinion poll D. meeting
2. A report written word for word is known as _____. A. verbatim B. copy right C. verbose D. news item

READING ASSIGNMENT

Effective English, page 131

C. Comprehension (Reading to Grasp Sentence Paragraph Transition); An Absurdist Dramas pg 150

This drama is an absurdist one. The events are woven around strange and sometimes improbable situations. It creates a situation when things are only close to being done but are never done.

EVALUATION

Answer the questions that accompany the passage.

READING ASSIGNMENT

Effective English, pages 150 – 154

GENERAL EVALUATION/REVISIONAL QUESTIONS

1. **Form nouns from the following adjectives or descriptive word.**
(a) serene (b) civil (c) antique (d) modern (e) grave (g) loyal
2. **Replace the following nouns with appropriate adjectives.**
accurate poverty brilliance admiration power industry

WEEKEND ASSIGNMENT

Section A

Instruction: Choose the word that best completes each of the following sentences.

1. The officer expressed his ____ at being dismissed. A. indignity B. indignation C. indigestion
2. It gives me much _____ to welcome you to the beginning of the new session A. pleasure B. relish C. indulgences
3. Miss Funke is very _____ with her pupils because she loves them all A. prevalent B. familiar C. popular
4. He added a brief _____ to his letter. A. postmark B. postscript C. post mortem
5. The _____ that the hospital should be upgraded was warmly welcomed A. design B. proposal C. theorem.

Section B



Practice 2, page 131, Effective English

WEEK THREE

A. Essay Writing (Formal Letters); Letters of Complaints

Remember that formal letters are letters to offices rather than persons, and so are regarded as impersonal letters. As such, they should neither contain personal greetings nor discussion of personal affairs. They include.

1. Letters to offices and business houses
 - (a) Applying for jobs.
 - (b) Making requests.
 - (c) Replying to official letters
 - (d) **Complaining** about a faulty product etc.
 - (e) Placing orders for books, shoes etc.
2. Invitations, notices, memos, advertisement, circulars
3. Letters to institutions asking for admission, permission or making **complaints** etc.
4. Letters to editors of newspapers, magazines etc. on topics of public interest

The focus here is **letters of complaints**. These are letters written to address issues that displease the writer and for which he or she would like to express himself.

- (a) The opening paragraph, contain expressions, like ...
 - (i) I regret to inform you that ...
 - (ii) I feel sad to inform you that
- (b) The closing paragraph contains expressions such as:
 - (i) I look forward to an early reply
 - (ii) I expect an urgent action from you.
- (c) The **tone** of a letter of complaint should be serious but not rude. Use 'shall' and 'will' to show strong request, rather than the polite 'should' and 'would'. If you are rude, the recipient may take offence and if you are too polite or soft, the recipient may not take you seriously. You must strike a balance between the two.
- (d) The topic given will specify what should be the content of the letter. The topic should be understood instructions obeyed. It should not be filled with irrelevance in an attempt to make it voluminous.

Sample Question.

Write a letter to the General Manager of a book shop, complaining about some shortcomings of a branch located in your neighbourhood. It should be about 400 words long.

Guidelines

- (a) Start with the format for formal letters

5, Oba Akran Road,
P.O Box 1008,
Ikeja,
Lagos.
12th June, 2016.

The General Manager,
CMB Bookshop,



Ikeja.
Dear Sir,

- (b) Write the heading:
COMPLAINTS ABOUT THE SHORTCOMINGS OF THE CMB BOOKSHOP IN MY AREA.
- (c) Start with the acceptable expression for letters of complaints:
I feel sad to inform you that
- (d) Give your complaints against the branch e.g. poor services rendered by the staff, exorbitant prices, refusal to change damaged books, inadequate stock etc.
- (e) Point out the effect these shortcoming can have on the set-up.
- (f) Conclude with the acceptable expression for letters of complaint already discussed:
I expect and urgent action from you.
- (g) End with format for formal letters:

Yours faithfully,
Evans Peter

EVALUATION

Use the outline above to write a full length essay.

READING ASSIGNMENT

Effective English, pg 192

B. Sentence Types According to Function

Sentences are classified, according to their functions, as:

- i. Declarative
- ii. Interrogative
- iii. Imperative
- iv. Exclamatory.

i. **Declarative Sentences (Statements)**

A declarative sentence expresses a statement or declaration and usually end with a full stop.

- Examples: (i) She suggested we go by bus.
(ii) The high men took away the money she had.

ii. **Interrogative Sentences (Questions)**

They are used to ask questions.

- Example: Do you want some oranges?
Can you solve the problem
Where do you live?

iii. **Imperative Sentences.**

These are sentences used when we want to make people do something. Imperatives range from polite requests to sharp orders (or commands). Imperatives are also used to give instructions, directions and make suggestions.

- Example: Would you be kind enough to dust the shelves?
Do you mind dusting the shelves.

Can you please dust the shelves – polite request
Dust the shelves!
Stop !
Leave now

} Sharp orders.



iv. **Exclamatory Sentence**

They convey different feelings or emotions of love, surprise, anger, hatred. Etc.

Example: Whoops! I almost smashed the car.

Ugh! How can you drink that.

EVALUATION

Identify the sentence type contained in each of the sentences below

1. Have you been studying hard for your examination?
2. What an elegant look you have!
3. Our country has great economic potentials.
4. Get out of my room!

READING ASSIGNMENT

Countdown in English, pg 271.

C. Speech Work: Diphthongs.

A diphthongs is a double quality vowel. It starts with one quality and ends with another. However, it still function as one vowel. There are eight diphthongs in English and their phonetic symbols indicate the initial and final vowels represented in the articulation.

Diphthongs are generally classified into two groups, taking into consideration the direction of the movement in their production. Thus, there are closing diphthongs –/ eɪ, aɪ, ɔɪ, əʊ, aʊ / and centering diphthongs /ɪə, eə, ʊə /. The closing diphthongs involve gliding movement towards the close region / ɪ, ʊ/ the centering diphthong on the other hand, are produced with the movement of the tongue towards / ə / which is a central vowel.

Sound	Letters	Keywords
/ eɪ /	ei	eight, weight, vein, freight
	a..e	bake, fake, waste, hate
	ai	maid, train, brain, laid
	ey	they, prey
	ea	break, greate
	ay	pray, play, may, stray
	ol	cold, fold
/ əʊ /	o	Go, no, so, old
	oe	toe, hoe, foe,
	oa	goat, toast, boat, loaf, toad.
	ow	sow, grow, throw, low, borrow
	ew	sew, shew
	ou	dough, soul, though, although
/ aɪ /	i	hide, tide, bite, site, mind,
	uy	buy, guy
	ye	bye, dye
	ie	tie, pie, tie, tries,
	igh	high, thigh, right, sight, plight
	ei	height



	hy..e	rhyme, thyme	
/ aʊ/	ow	bow, cow, vow, allow	
	ou	out, about, shout, bout, vouch	
	ough	plough, drought, bough	
	oun	bound, round, found	
	oi	oil, boil, toil, coil, soil	
/ ɔɪ /	oy	boy, toy, joy, coy, ploy, employ	
/ ɪə /	ere	here, mere, sincere	
	ear	clear, fear, sear, rear, dear, near, hear, gear	
	eer	beer, cheer, deer, steer, peer	
	eir	Weird	
	ea	idea, area	
	oe	theory	
	o	hero, period	
	iou	curious, serious, savior	
	ier	pierce, fierce, tier, plier	
	/ eə /	are	share, care, spare, rare, dare
	air	fair, air, pair, hair, stairs	
	ear	tear, bear, wear, pear	
	eir	their, heir	
	ere	there, where	
	ae	Aeroplane	
	/ʊə /	ure	cure, pure, sure, lure, endure
	our	your, tour,	
	oor	poor, moor, boor	
	ue		

EVALUATION

From the words lettered A – D, choose the word that has the SAME VOWEL SOUND as the one represented by the letter(s) underlined.

1. sew A. soothe B. new C. soar D. know
2. they A. there B. day C. eye D. key
3. high A. ghost B. low C. hit D. buy
4. oil A. buoy B. bay C. toll D. tortoise
5. cheer A. chair B. ear C. check D. cheat

READING ASSIGNMENT

Oral English for Schools and Colleges, pages 21 – 28.

D. Summary – How to Answer Summary Question; African Mud Sculpture, pg. 234, Effective English.

Always have these points at the back of your mind before answering summary question

1. Read the passage carefully.
2. Determine intention of the writer by resigning the key problems in the passage.
3. Do not exceed the required number of sentences.
4. Provide your answer in good sentences bearing in mind sentence structure.
5. Avoid lifting and unnecessary repetition.



The passage reveals that the brass figures of Benin are well known African art. These figures are crafted by men with high skills

EVALUATION

Read the passage and answer related questions.

READING ASSIGNMENT

Effective English, pg 234.

GENERAL EVALUATION/REVISIONAL QUESTIONS

A. Identify the figures of speech present in the following expressions.

1. Life is a stage.
2. People say women are necessary evil
3. My driver's children are pigs.
4. Dan Musa can drink a whole brewery day.
5. Dolapo sings like a nightingale.

B. What are the basic features of a formal letter.

WEEKEND ASSIGNMENT

Section A

Instruction: Choose the word that best completes each of the following sentences.

1. The visitors expressed appreciation for the _____ shown to them during their stay. A. condemnation B. pretence C. hospitality
2. The principal _____ the students for performing brilliantly in the examination A. condoned B. commended C. admonished
3. The judge _____ her to two year improvement A. pronounced B. sentenced C. tried
4. Alinco is generally _____ as the most experienced mason in town. A. recommended B. recognized C. informed
5. The board of Directors is discussing how the company can be run more _____ A. effeminately B. efficiently C. effortlessly

Section B

No 6 – 10, pg 89; No 1 – 5, page 89, Effective English.

WEEK FOUR

TOPIC:

Essay Writing: (Informal Letters) Letters to a Friend in Another Town.

Speech Work: Diphthongs /ei, ai, au, oi/

Comprehension (Reading for Implied Meanings): unit II – Moral Behaviour

Vocabulary Development: Words Associated with Environment.

A. Comprehension – Reading for Implied Meanings; Moral Behaviour, Effective English, pg168

It is important to realize that, when reading, the writer sometimes takes for granted that the reader knows something about the thing he writes. He expects that you will be prepared to piece together



the information he gives you and draw conclusions from the information. It is your job then to read for implied meanings. You can do this by:

1. Reading the questions before, during and at the end of reading assignment
2. Linking ideas to follow the writer's line of thought
3. Bringing in what you know from your background to help understand the reading assignment.
4. Testing any conclusions you draw against information given.

The passage on page 168, Effective English, focuses on the misdemeanor committed by a prefect who got a junior student pregnant. He had to be publicly caned an unprecedented thirty – six strokes.

EVALUATION

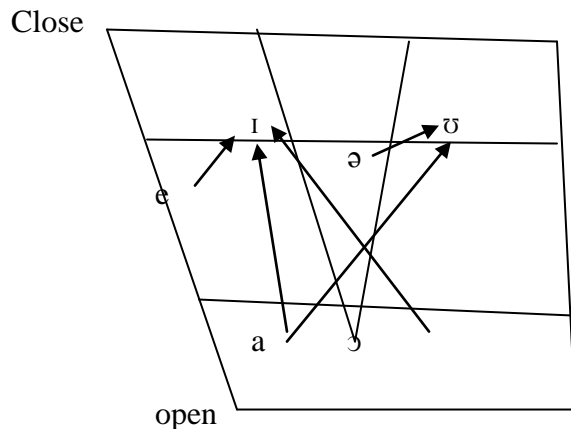
Read and answer the questions which accompany it.

READING ASSIGNMENT

Effective English,pg 168

B. Speech Work – Diphthongs /eɪ, aɪ, oɪ, aʊ and əʊ/

Remember that these diphthongs are called closing diphthongs as their production require a gliding movement of the tongue towards the close region as shown on the chart below.



/eɪ/

This vowel starts from an e-like quality. Then the tongue moves slightly up and back into a position for /ɪ/. there is no identifiable break between /e/ and /ɪ/

Example; fate, date, gape, save, day, pay, waist, eight.

/aɪ/

The articulation of / aɪ/ starts with a sound which has the quality of /a/ but the quality changes with the gradual glides towards./ɪ/If you pronounce the word “high” the opening of the mouth gets smaller with the closing movement of the lower jaw following the glides toward / ɪ/

Example: site, pipe, dye, fight, height, buy.

/oɪ/

This is a diphthong which begins from the back towards the front and the lips which are “rounded”, gradually become spread as the tongue glides moves towards /i/

Example: boil, toy, soil, coy.



/ əʊ/

In the production of / əʊ/, the glide starts with the centre of the tongue and moves to a position between the centre and the back with a slight closing movement of the lower jaw.

Example: go, toe, goat, soul, slow, hope

/ aʊ/

The tongue glides from /a/ and gradually towards /ʊ/with the closing movement of the jaw. The shape of the lips changes from neutral to a rounded position.

Example: cow, bow, out, shout, plough.

EVALUATION

From the words lettered A – D, chose the one that has the same vowel sound as the one represented by the underlined letter(s)

- | | | | | |
|------------------|----------|-----------|-----------|---------|
| 1. <u>bo</u> ys | A. noise | B. purse | C. bout | D. most |
| 2. <u>laid</u> | A. plait | B. light | C. said | D. raid |
| 3. <u>now</u> | A. crow | B. bout | C. naught | D. know |
| 4. <u>sigh</u> t | A. still | B. seethe | C. lite | D. life |

READING ASSIGNMENT

Oral English for Schools and Colleges, pg 22 – 24

C. Vocabulary Development – Power Production

The principal sources of power, apart from our own bodies are:

1. Animals: (horses, camels, donkeys, etc.) to ride on, to carry heavy loads and to pull vehicles.
2. Moving water: **currents** will cause boats to **drift**; **waterfalls** can drive heavy machinery|In**watermills** and likes,**tides** can be used to **generate** electricity.
3. Moving air (winds): can drive heavy machinery in **windmills** and **propel** ships equipped with sails.
4. **Tension**: can **project** weapons and in the form of **springs** can drive light machines, e.g. clocks, watches and toys.
5. Fuels: (wood, coal, petroleum, natural gas) which when ignited, can release **energy** to drive machines or to be **converted** into electricity.
6. The sun: **solar** energy is used on a limited scale for domestic and other heating.
7. **Nuclearfission**: releases energy for **conversion** into electricity.

For every modern nation, the **generation** of electricity, to provide light, heat and motive **power**, is the most important form of **powerproduction**. Each nation therefore establishes **powerstations** using **waterturbines** in hydro-electric **plants**, **steamturbines** in hydro-electric **plants**, **steamturbines** in **coal-fuelled** or **oil-fuelled** plants and **nuclearreactors** fuelled by uranium, uranium oxide or uranium carbide. The use of **tidalenergy** to generate power is still relatively small. However, when **mineralfuels** are exhausted, it seems that wind, water and the sun will again become man's principal source of power.

EVALUATION

1. Learn the words and phrases in bold. Find out the meanings of those unfamiliar to you.
2. **Choose the correct answer from letters A to E to fill in the gaps in the following sentences**



- (i) Coal is one of the _____ fuels. A. extracted B. nuclear C. native D. fossil E. fission
- (ii) Electricity is _____ in power stations A. made B. ignited C. generated D. developed E. converted
- (iii) Nuclear _____ is used to generate electricity A. fusion B. fission C. uranium D. reactor E. turbines
- (iv) Windmills use _____ power to drive machinery. A. wind B. water C. moving D. electric E. nuclear
- (v) Nuclear _____ are fuelled by uranium. A. power B. electricity C. stations D. turbines E. reactors

D. Essay – Writing: Letter to a Friend

A letter to a friend is also known as friendly letter. A friendly letter as you will remember, is an informal letter. Revise a few things about an informal letter here before you write more letters especially to a friend.

A good friendly letter has the following parts:

1. The address and date: Government Secondary School,
Owerri,
Imo State.
10th July, 2008.
2. Salutation - Dear Bola,
3. The body – Introduce the topic of the letter and discuss it fully, writing in paragraphs. Make use of acceptable language for informal letters. Since it is a letter to a friend, you must be chatty. Discuss freely, as if you are actually chatting with the receiver. Use short forms. Like I'm, you've, can't, he's etc.
 - (i) Paragraph 1 – Inquire after the well-being of your friend and tell him about yours.
 - (ii) Paragraph 2 & 3: Bring in other topics of interest to both of your into the letter, but keep the main topic in mind as your write.
 - (iii) Paragraph 4(conclusion): Extend greetings to people known to both of you.
4. Complimentary close: -Yours sincerely,
Afo.

EVALUATION

Your friend who lives abroad has written to ask about the cost of living in Nigeria. In a reply, tell him about the situation, include the rise in the prices of commodities and whatever else that make living more expensive nowadays.

READING ASSIGNMENT

Effective English, pg 131

GENERAL EVALUATION

Match each idiom in the left column with its explanation in the right column.

- | | |
|------------------------------------|--|
| 1. to anxiously listen to a person | a. to show ones colour |
| 2. to be annoyed | b. to hand on someone's lips |
| 3. to reveal one's character | c. to play one's card close to one's chest |
| 4. to make one's actions | d. to go off the deep end |



5. to beware of losing one's importance or superior position
 6. to treat someone badly because of an old unfriendly action
 7. to persevere in spite of odds
 8. to nerve oneself to act
- e. to pay off an old grudge
 - f. to look to one's laurel.
 - g. to stay the course
 - h. to take one's courage in both hands.

WEEKEND ASSIGNMENT

Section A

Select the word that is closet in meaning to the italicized one in each sentence from the alternatives labelled A – E

1. Uche is an *itinerant* trader A. generous B. roving C. wholesale D. petty E. export
2. The girl refused to take part in the *perilous trip* A. expensive B. famous C. risky D. pleasant E. unpopular
3. A *jubilant* crowd cheered the politician after the rally. A. sad B. anxious C. happy D. large E. weary
4. I was *fortunate* to win the prize. A. happy B. anxious C. lucky D. determined E. unfortunate
5. He did not supply the goods as his client did not meet his financial *obligation* A. bill B. bargain C. receipt D. responsibility E. means

Section B

Section A; Continuous Assessment, Unit 9, no 1 – 5 (Effective English)

WEEK FIVE

A. Speech Work – Rhyme Scheme

Another aspect of Test of Orals which students must be very familiar with is **rhyme**. Rhyme occurs when words end in same sound. To be more precise, two words rhyme with each other when they have:

1. Same vowel ending.
Example: go - know
do - sue
buy - thigh
2. Same final consonants (or consonant cluster sequence)
Example: worst - burst
count - amount
just - dust
3. Same final vowel and consonant.
Example: half - laugh
receive- deceive

EVALUATION

From the words lettered A – D, choose the word that rhyme with the given word

1. done A. gone B. pen C. dawn D. don
2. shook A. hoot B. hook C. roof D. soak



3. amend A. rescind B. abound C. resent D. depend
 4. pale A. palm B. abound C. resent D. depend

READING ASSIGNMENT

Countdown in English, pg 312.

B. Structure: Pronoun Types

In the first series, we saw the use of relative pronouns (who, whom, which, whose etc.). But this time, attention is on some other pronoun types: **Personal, demonstrative, interrogative and possessive**

1. Personal Pronouns

These are words used in place of any of the three persons we have in English language

- i. The first person refers to the person(s) being addressed
- ii. The second person refers to the person(s) or being addressed and;
- iii. The third person refers to the person(s) or things spoken about.

Note that personal pronouns have singular and plural forms and they can also be used both in the nominative or subjective as well as accusative or objective cases. The table below illustrate the personal pronouns at a glance.

Persons	Singular		Plural	
	Subject	Object	Subject	Object
1st person	I	Me	We	Us
2nd person	You	You	You	You
3rd person	He, She, It	Him, her, it	They	Them

2. Demonstrative Pronouns.

These are so called because they point out particular persons, places, or things. The English demonstrative pronouns are: this, these, that, those. “this” and “that” are singular, “these” and “those” are plural.

Also “this” and “these” point at objects that are near, while “that” and “those” are used for distant objects.

- Examples: This is my friend.
 These are my books.
 That is her shop.
 These are my cars.

3. Interrogative Pronouns.

Interrogative pronouns are employed or used in asking questions.

- Examples: **What** is your name?
 Which of the dresses is yours?
 Whose hat is this?
 To **whom** did you give the letter?
 Where do you live?

Note: The interrogative pronoun ‘which’ is used when we are making a selection from a known set of possibilities or when the choice is limited to a specific number.

4. Possessive Pronouns.

These are pronouns which show ownership. For example, “The house is mine” means that the house is owned by me.

Other examples of possessive pronouns are **his, ours, yours, theirs.**



It is important for students to note the difference between possessive pronouns and possessive adjectives.

Possessive Pronoun

The ruler is **mine**

These books are **ours**

Possessive Adjective

This is **my** ruler

These are **our** books

The table below illustrates the possessive words in their adjective and pronoun forms.

Person	Singular		Plural	
	Poss. Adjective	Poss. Pronoun	Poss. Adjective	Poss. Pronoun
1 st person	my	mine	our	ours
2 nd person	your	yours	your	yours
3 rd person	his	his	} Their	} Theirs
	her	hers		
	its	its		

Note that apostrophe cannot be used with possessive pronouns e.g.

This pencil is yours } **Not** { This pencil is your's
 This school is theirs } { This school is their's

EVALUATION

Underline and classify the pronouns in the following sentences.

1. What did you do to my box?
2. That is the room which I used as the store
3. Give the book to him.

READING ASSIGNMENT

Read about, Emphatic, Reflexive, Reciprocal and Indefinite Pronouns. See Countdown in English, pg 218 – 220

C. Summary – Identifying the Topic Sentence of a Passage, Wole Soyinka – Effective English pg158

The passage is a review of James Gibbs book on Wole Soyinka. The reviewer points out the strengths and weaknesses of Gibbs' study of Wole Soyinka's life, career and works.

EVALUATION

Read the passage and answer the questions (see Effective English, pg 158)

READING ASSIGNMENT

Effective English, pg 161 (Adverbial Expression – Intensifiers and Linking Expressions).

GENERAL EVALUATION/REVISIONAL QUESTIONS

1. Write five words that rhyme.
2. For each of the following words, write two sentences, determine when each is used as possessive pronoun or possessive determiner (adjective)

WEEKEND ASSIGNMENT

Section A

Choose the word which contains the same vowel sound that is underlined.



- | | | | |
|-----------------|------------|------------|-----------|
| 1. <u>Know</u> | A. sew | B. how | C. vow |
| 2. <u>Make</u> | A. height | B. take | C. says |
| 3. <u>fair</u> | A. wear | B. mere | C. dear |
| 4. <u>best</u> | A. regal | B. leopard | C. legal |
| 5. <u>story</u> | A. drought | B. spot | C. fought |

Section B

Practice 3 (1 & 2) page 73, Effective English.

WEEK SIX

A. Comprehension – Reading for Critical Evaluation; Unit 12: Communication, Effective English pg 181.

The passage reveals the main criticism of Nigerian film and television. It explains that most programmes have no relevance to the Nigerian culture. More so, the funds generated for the Nigerian film industry are usually in the wrong hands.

EVALUATION

Read the passage and answer the questions that follow.

READING ASSIGNMENT

Countdown in English, pg 169

B. Structure – Introduction to Sequence of Tenses

Sequence of tenses is the principle which requires all the verbs in a sentence or a number of sentences to be in the same tense all through.

Example:

- (a) Today is my happiest day. At last, I have completed my project. I am now free to do anything I like – **Present tense**
- (b) The match had already begun when we got there, so we decided to wait and watch the second half which started an hour after – **Past tense**

It is however sometimes possible to have a mixture of past and present tenses in a sentence especially if a fact or generally acceptable notion is referred to here.

Example: The teacher taught us that the earth goes round the sun.

My father told me that character is strength.

EVALUATION

Choose either of the options in bracket in each of the following sentences bearing in mind the rules of sequences of tenses.

1. The police (has/have) arrived and (is/are) checking all vehicles on the road.
2. Segun and Adeleke ate some food but (they were not feeling/did not feel/ are not feeling) satisfied.
3. Segun lived in Osogbo, so he (is/was) seen in a taxi, (waving/waved) to them.

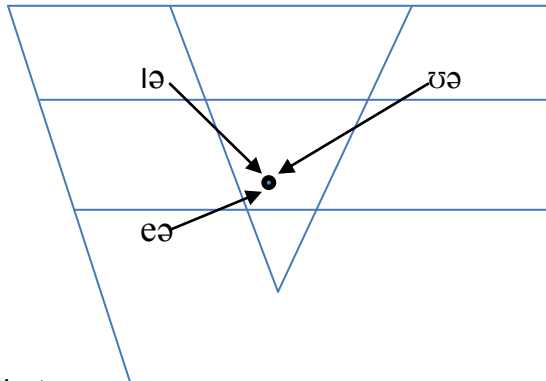
READING ASSIGNMENT

(Countdown in English, pages 232 – 235)



C. Speech Work – Diphthongs /lə/, /eə/ and /ʊə/

The articulation of these diphthongs involves a gliding movement of the tongue towards the centre as illustrated in the vowel chart below



/lə/

For this sound, the glide begins with a tongue position for /l/ and moves in the direction of /ə/
Example: here, hear, beer, weird.

/eə/

To produce /eə/, the glide begins from the front of the tongue towards the centre. The shape of the lips is neutral throughout the production. Some words with /eə/ may have a final 'r' in the spelling but the 'r' is not pronounced unless it is followed by another word beginning with a vowel.
Example: hair, hare, their, there, swear

/ʊə/

The production of /ʊə/ involves tongue glide from the position for the production of /ʊ/ towards the position for the production of /ə/. The shape of the lips changes from rounded to neutral.
Example: boor, poor, sure, tour, yours.

EVALUATION

From the words lettered A – D, choose the word that contains the sound represented by the given phonetic symbol.

- | | | | | |
|---------|----------|------------|-----------|----------|
| 1. /lə/ | A. pear | B. near | C. herd | D. marry |
| 2. /eə/ | A. cart | B. face | C. vary | D. idea |
| 3. /aʊ/ | A. low | B. through | C. height | D. about |
| 4. /əʊ/ | A. board | B. mat | C. stew | D. below |
| 5. /eɪ/ | A. said | B. mat | C. male | D. key |

READING ASSIGNMENT

Oral English for Schools and Colleges; pg 26 – 28

D. Vocabulary Development – Words Associated with Nation Building.

Nation – building is constructing or structuring a **national identity** using the power of the **state**. It aims at the **unification** of the people within the state so that it remains **politically stable** and **viable** in the long run.



According to Harris My Lonas, **legitimate** authority in **modern** national states is connected to popular rule, to which **majorities** are constructed.

Nation **builders** are those members of a state who take the initiative to **develop** the national **community** through **government** programmes including **military conscription**. Nation – building can involve use of **propaganda** or major **infrastructure** development to **foster** social **harmony** and **economic growth**.

EVALUATION

- i. Find the meaning of the words written in bold.
- ii. Make sentences with five of them.

READING ASSIGNMENT

Effective English, pg 177 – Position of Adverbs.

GENERAL EVALUATION/REVISIONAL QUESTIONS.

A. State the grammatical names and function of the following phrases:

1. The woman in the next apartment is a drug peddler
2. The girl left the principal office, beaming with satisfaction.
3. The man to succeed the king has not been born
- 4.

B. What processes are involved in nominalizing adjectives and verbs. (show examples).

READING ASSIGNMENT

Read Countdown page 217

WEEKEND ASSIGNMENT

Section A

Choose the option that has a different stress pattern.

- | | | | |
|-----------------|--------------|----------------|---------------|
| 1. (a) commit | (b) compare | (c) complete | (d) column |
| 2. (a) afraid | (b) allow | (c) always | (d) attempt |
| 3. (a) decision | (b) continue | (c) plantation | (d) continent |
| 4. (a) monitor | (b) register | (c) possible | (d) promotion |
| 5. (a) leader | (b) judgment | (c) money | (d) report |

Section B

Complete the sentences in practice 2, page 43, Effective English

WEEK SEVEN

A. Structure – More about Phrasal Verbs.

Remember phrasal verbs are made up of verbs followed by a prepositions or adverbs – particles. The meanings of these combinations, as already known, cannot be determined in isolation, rather they have to be comprehended from the entire phrase. These meanings can sometimes be obvious or obscure. When the meaning is obscure, it becomes idiomatic. On the other hand, if the meaning is obvious it becomes non-idiomatic. Some phrasal verbs can express single meaning while in some cases, a single phrasal verb may have different meanings.



(a) Phrasal verb with obvious meaning

Example: They waited for him to come down
They were sitting down

(b) Phrasal verb with obscure meaning

Example: The convict broke down (lost control of his feelings)
Did you catch on (understand)?
I will not be surprised if he goes back on his words (= breaks his promise)

(c) Phrasal verbs with same meaning.

Example: After completing his prison term, he kept out of
Kept away from } trouble
Stayed away from }

(d) Phrasal verb with different meanings.

Example: During the Christmas party, I fell in with (met by chance) an old friend of mine.
I am ready to fall in with (agree to) anything you propose.

At this juncture, it is necessary to note that a single verb can combine with different particles. This means that there will be a change in meaning of each phrasal verb as the particle changes.

Example:

- a. break in – enter a building by force.
break up – end a relationship
break down – stop working suddenly
break through – to overcome.
- b. turn out – prove, show
turndown – reject/refuse
turnin – submit

turnoff – make somebody lose interest or feel bored
- c. stand up for – support
stand up to – oppose
- d. give in – surrender
give up – renounce
give away – reveal
- e. look after – take care of
look down on – despise
look up to – respect

EVALUATION

- A. From the words lettered A – D, choose the word or group of words that best complete each of the following sentences.
1. Personally, I _____ rather easily when it comes to arguments. A. give in B. give from
C. give against D. give on
 2. If she takes _____ her mother, you can be sure of her efficiency. A. up B. on C. with
D. after
 3. Their marriage finally _____ A. fell about B. fell apart C. fell down D. fell upon



- B. For each of the underlined phrasal verb, substitute with a single-word verb.
- It is doubtful my provisions will hold out for one more week.
 - He is always hard up because he does not lay out his money wisely.

READING ASSIGNMENT

Countdown in English, pg 240 – 241.

A. Summary – Advancement in Technology, Effective English, pg 109

The passage reveals that advanced technology has brought about productivity of workers. Many organisations now use computers not only to save, access information but also, to save time and cost. With flow of information, however, every organisation has to be security conscious. There is need for protection against hackers

EVALUATION

Relationships of time – see Effective English pg 112.

B. Speech Work - /ʃ/ and /ʒ/, /dʒ/ and /z/

/ʃ/

This is a voiceless palato – alveola fricative consonant. It is realized when the tip of the tongue and blade make a light contact with the alveolar ridge and the airstream escapes with a frictional noise.

Examples sh - sheep, shop
ch- champagne, chachine
s - sugar, sure
ss- mission, pressure
c - ocean
ti - nation, education
ci - special, sufficient

/tʃ/

This is called voiceless palato – alveolar affricate. In its production, the blade and rims of the tongue from a total obstruction to the airstream with the alveolar ridge while the front of the tongue is raised towards the hard palate. The spellings symbols for /tʃ/ are listed below

Examples ch - chief, church
-ture - nature, picture
tch - match, cach
-teous-righteous, courteous
tual - ritual, factual

/z/

This consonant is a voiced palato – alveolar fricative which has the same process of articulation as /ʃ/ except that the vocal cords vibrate as if it is produced. In other words, /z/ is the voiced counterpart of the voiceless /ʃ/. The symbols for /z/ are as follows:

s - usual, measure
z - seizure,
si - evasion, vision



/dʒ/

This is the voiced palato – alveolar affricate which is the same way as /tʃ/. However, /dʒ/ is voiced because the vocal cords vibrate during its production. The spelling symbols for /dʒ/ are as follows:

- j - judge, joy
- g - gin, giant
- dg - bridge, badge
- d - soldier

Sound Contrast

/ʃ/	/tʃ/
lash	latch
mash	match
dish	ditch
fish	fetch
ship	chip
shop	chop

/ʃ/	/ʒ/
sure	genre
bash	beige
rush	rouge
fission	vision
pressure	pleasure

/tʃ/	/dʒ/
cheer	jeer
chin	gin
cheap	jeep
chaste	jest
breach	bridge
etch	edge
rich	ridge

EVALUATION

Identify the underlined consonant sound used in each the words below:

- sheep //
- Ashia //
- invashion //
- jocke //
- punctchual //

READING ASSIGNMENT

Oral English for Schools and Colleges, page 54 – 58

C. Vocabulary Development – Technology.

1. **Invention** –a thing or an idea that has been invented
2. **Pollution** –substances that make air, water, soil etc. dirty



3. **Robot** – a machine that can do some tasks that a human can do and that works automatically or is controlled by a computer.
4. **Fumes** – smoke, gas or something similar that smells strongly or is dangerous to breathe in
5. **Astronauts** – a person whose job involves travelling and walking in spacecraft.
6. **Spacecraft** – a vehicle that travels through space
7. **Missile** – a weapon that is sent through the air that explodes when it hits the thing it is aimed at
8. **Mast** – a tall pole on a boat or ship that supports the sails/ a tall metal tower with an aerial that sends and receives radio or television signal.
9. **Automobile** – a car.
10. **Technician** – a person whose job is keeping a particular type of equipment or machinery in good condition

Some other words include:

Computer, electronic, factory, machine, install, telephone, industry, metro-line, traffic, high-precision, discoveries etc.

EVALUATION

Complete each of the following sentences with one of the words in brackets (discoveries, transfer of technology, manufacture, life, style, standard of living, pollution, labour, market, revolutionalised, fumes, robot)

1. Nigeria can only achieve greatness in technology _____
2. Our _____ is rather low.
3. Mr. Onum has made several amazing _____ this year.
4. Too many industries in the town cause _____.
5. I am determined to _____ bar soap in that factory.
6. When the retrenchment exercise began, many people were thrown into the _____.

READING ASSIGNMENT

Countdown in English, pg 175

GENERAL EVALUATION/REVISIONAL QUESTIONS

A. Write two words each to show contrast of the following pairs of sounds:

/ʃ/ and /ʒ/

/tʃ/ and /dʒ/

B. Write five examples of phrasal verbs and their meanings.

WEEKEND ASSIGNMENT

Section A

Choose the word or phrase that is opposite in meaning to the underlined word.

1. Olu was delighted when he heard the news. A. saddened B. frightened C. saddened D. frightened
2. His hard work proved fruitful in the end. A. negative B. hostile C. futile D. ordinary
3. Amadi is too garrulous for my liking. A. laconic B. slow C. dull D. dumb
4. The doctor certified the tumour malignant. A. benign B. ripe C. painless D. dangerous
5. You have ample time to do the job A. little B. less C. enough D. excess

Section B

Practice 2 page 123, unit 8, Effective English



WEEK EIGHT

A. Essay Writing – Articles

An article is a piece of writing on any subject of public interest, specifically for publication in a magazine or a newspaper. The topics of such articles may be narrative, descriptive, argumentative or expository. It is important to recognize the audience for which the article is written as this determines the **tone** and **language**. The audience may be large or limited. The article however should have a mass appeal or to be able to appeal to a large number of people with different biological, psychological and social background at the same time.

Rudiments of Good Article Writing

1. Write just the title of the article and go straight to the introductory paragraph. Make sure to give your article a catchy title
2. Make the tone and language suitable for the audience specified
3. Go straight to the point
4. The body must be well-organised and developed strictly respecting the writing style or clarity, originality, or imaginativeness, unity, precision and coherence.
5. If the article is a controversial topic, make reference to previous articles supposed to have been contributed by others on it.
6. Write your full name and address at the end of your article. If for a school magazine, write your full name and class.

Sample Question

Suppose you were asked to write an article suitable for publication in your school magazine on 'Examination malpractices in public examinations and their remedies

Outline

Title: Examination Malpractices: Causes and Remedies

Paragraph 1: Explain what examination malpractice means, stating the various forms. E.g. impersonation, copying answers from textbooks, etc.

Paragraph 2: State efforts being made by the government, examining bodies, school administrators etc. to curb this evil

Paragraph 3 and 4: Give reasons why the efforts being made by the various bodies are not yielding the desired results. State the root causes of the evil, suggesting solutions to them.

Paragraph 5: Conclude by giving your opinion on how to finally curb the evil. This should be followed by the writer's full name at the right hand corner of the next line. Write your class underneath your name.

EVALUATION

Use the outline given to write a full length essay on the topic

READING ASSIGNMENT

Effective English, pg 57.

B. Structure – Active and Passive Structures.



When the subject of a sentence represents the doer of an action, the verb of the predicate is in the active voice. When the subject of a sentence represents the sufferer of the action, the verb of the predicate is in the passive voice.

More often than not, verbs are used in the active, and less frequently in the passive

Examples

Active

Chike **broke** the plate

The workers **swept** the streets

Nkechi **ate** the food

Passive

The plate **was broken** by Chike

The streets **were swept** by the workers.

The food **was eaten** by Nkechi

When changing Active to Passive, the following must be noted:

- Only **transitive** verbs (i.e. verbs that receive objects can be used in the passive). This implies that the active sentence has an object that becomes the subject of the passive sentence
- The tense of the transitive verb in the active sentence determines the tense of **be** in the passive sentence.
- The preposition 'by' is introduced in the passive sentence. (not in all cases except when absolutely necessary).

Note that not all active sentences can be changed to passive because the passive form has its proper place and function in English.

Consider the following

- Sentences with transitive verb:
 - Ada travelled with Obi to Enugu
 - She slept for a whole day.
- Sentences with linking verbs.
 - He became a lawyer
 - You friend seems a very nice person.
- Sentences with special transitive verbs like the following:
 - They have a new house.
 - The new dress fits the girl.
 - She resembles her mother.

The passive form should not be seen simply as an alternative to the active form. The main reason for using the passive is used

- To give due emphasis to the verb activity rather than the active subject:

Coal is mined at Enugu.
'Things Fall Apart' was written in the 1950's
- When the doer of the action is not known.

He was killed during the war.

EVALUATION

A. Change the following sentences into the passive

- They appointed him a prefect
- The policeman is chasing the thief.
- The dentist extracted one of my teeth yesterday.



B. Write the active form(s) for each of the following:

- (i) The papers were collected by the teacher.
- (ii) A speech was made by the Chairman.

READING ASSIGNMENT

Countdown in English, pg 238 – 239.

C. Vocabulary Development – Words Associated with Cultural Entertainment

Italy is a nation that hosts unique and fascinating **events** of international **resonance** throughout the year, providing innumerable opportunities for experiencing intense emotions.

Art **exhibition**are inspired by over a thousand years of **heritage**, and events such as the Venice Biennale with its design and **contemporary** art focus, are flanked and alternative with **theatre** and **balletperformances**. For **music** lovers, the **festivals** and **operatic** seasons offered by Milan’s La Scala and the Verona Arena are unique. But that’s not all. It offers a wide range of traditional and modern cultural events, such as **literary** festivals or the many **carnivals** held, most notably in Venice, but also in many other regions, and the various historical and religious representations that fill Italy with **fantasy** and vitality throughout the year.

Italy is also a natural **filmset**. Its beautiful **scenery** makes it the perfect background for every kind of film production. From its metropolises, to its renaissance **palaces** and amazing natural landscapes.

Italy is an ensemble of art, culture, natural landscapes, **tradition**, magic..... in a word diversity. Enjoy Italy and its daily countless events!

EVALUATION

1. Find the meanings of the words written in bold
2. Find more words related to entertainment.

READING ASSIGNMENT

Countdown in English, pg 169

GENERAL EVALUATION/REVISIONAL QUESTIONS

Indicate the subordinate clause used in each of the underlined expression and state the function of each.

1. The girl wanted what I could not give her.
2. I know I must succeed.
3. The book about which so much has been said is not interesting.
4. The man behaves as though he were the boss.
5. He talked so loud that he disturbed the students reading for their examination.

WEEKEND ASSIGNMENT

Section A

1. The house is not mine; it is _____ A. my uncles B. mine uncle C. my uncle’s D. my uncle
2. As a boy, I enjoyed _____ novels A. read B. reading C. to read D. to be read
3. The manager was entrusted _____ solving the problem. A. with B. by C. for D. to
4. The artiste wore a _____ at the concert. A. silk blue beautiful dress B. beautiful blue silk dress C. blue beautiful dress D. silk dress beautiful blue \



5. If I had known in time, I would have done it _____ A. himself B. themselves C. ourselves D. myself

Section B

Test for Continuous Assessment B, Effective English, page 226

WEEK NINE

A. Structure – Making Uncountable Nouns Countable.

The focus here is to see how uncountable nouns can be made countable. Countable nouns are those we can count, they usually have singular and plural forms

Example: girl – girls
box – boxes
man – men
ox – oxen

Uncountable nouns are those that cannot be counted, and they therefore have only the singular form. Examples: sand, rice, sugar, water, soup, advice, information, furniture, equipment, blood, knowledge, etc.

Uncountable nouns can however be made countable in the following ways:

1. Using partitives

A partitive is a word or phrase that indicates a part or quantity of something as distinct from a whole. Also called noun partitive. Partitives appear before noncount nouns as well as count nouns.

Example: a piece/chunk of meat
a bottle of wine
a cube/pack of sugar.
a plate/pot of soup
a tin of milk.
a fit of anger
a glass/cup of water
a drop/pint of blood
a loaf of bread
a bar of chocolate
a piece of furniture
a clove of garlic

2. Using Quantifiers

Quantifiers like partitives are used before nouns to indicate the amount or quantity. They can be used with both countable and uncountable nouns.

Example: Step out for some fresh air
Did you bring any luggage to the hotel?
Add a little flour to the dough
We had a lot of fun on our trip



3. Using the Indefinite Article

An uncountable noun becomes countable when used with the indefinite article to suggest **a kind of**

Example:

A (kind of) { bread
clay
wine
behaviour

4. Pluralisation

(a) Singular and plural forms related in meaning

Plural Form	Meaning
Cakes	units of cakes
Foods	kinds of foods
Difficulties	instances of difficulties

(b) Singular and plural forms remarkably different in meaning.

Example

Plural Form	Meaning
Works	factories/books
Lights	camps/torches

EVALUATION

Make the following uncountable nouns countable:

mucus news petrol darkness
butter information

READING ASSIGNMENT

Countdown in English, pg 205

B. Summary – Writing Answers to Model Summary Passage – Food and Nutrition in Practice by J. Anazonwu – Bello, Effective English, pg 228.

According to the passage, food is necessary for quick recovery from ill health. Every individual must acquire knowledge of nutritional values and meal preparation

EVALUATION

Answer the questions which accompany the passage.

READING ASSIGNMENT

Effective English, pg 228

C. Vocabulary Development – Words Commonly Misspelt

Wrong Spelling	Correct Spelling
Millenium	Millennium
Delibrate	Deliberate
Priviledge	Privilege
Curiosity	Curiosity
Neccessary	Necessary



Occurence	Occurrence
Begining	Beginning
Arguement	Argument
Truely	Truly
Occassion	Occasion
Recieve	Receive
Possesion	Possession
Disatisfaction	Dissatisfaction
Dinning	Dining
Govrerment	Government
Supplementary	Supplementary
Questionaire	Questionnaire
Billionnaire	Billionaire

EVALUATION

Correct the following misspelt words

aggressive secretray believe (noun) sergaent paralell

READING ASSIGNMENT

Effective English, pg. 82

D. Writing – Semi-formal Letter

This refers to a letter written to a distant adult relative, an adult family friend, distant pen-pal or an adult acquaintance. It has a lot in common with the informal letter, but also differs from it in many respects, which makes it semi-formal.

Features of a Semi-formal Letter.

1. Only one address i.e. writer's address.
2. Salutation – This comes after the address and it depends on the level of familiarity e.g. 'Dear Uncle Wale'
3. Introduction – (Par. 1): Exchange of pleasantries and reason for writing the letter.
4. Body of the letter
Paragraph 2, 3 and 4 Here, at least three or more points are discussed. The focus should be the purpose for writing, be it to seek advice, ask for favour, show appreciation for help rendered etc.
5. Conclusion (Par. 5) Sending of greetings is allowed here.
6. Subscription: This is usually 'Yours sincerely' as it is in informal letter. No signature is required.

Note that the tone has to be respectful. Use of colloquial expressions must be limited to the barest minimum and use of slang is not allowed. The language should be direct, rather than wordy and circumlocutory as in an informal letter.

EVALUATION

You were travelling on a long journey when you got to a point midway on your journey and the vehicle in which you were travelling broke down. It was getting dark and you were anxious to get to the nearest town. Fortunately, somebody whom you had never met, came along and offered you a lift in his car.



You also put up with him or her for the night until the second day when you continued your journey and you eventually reached your destination. Write a letter of gratitude to him/her.

READING ASSIGNMENT

Countdown in English, pg 68 – 69.

GENERAL EVALUATION/REVISIONAL QUESTIONS

1. **Give the past and past participle forms of the following verbs:**

awake	find	hold	sweep
beat	forget	leave	swell
cling	freeze	shut	swing
drink	grind	sow	take
feel	hide	stand	wring

2. **Fill in the blank spaces with the correct forms of the verbs in brackets**

- The child had _____ the entire bottle before I came in (drink)
- After I told Kola of the accident, he _____ to cry (begin)
- When prices _____ consumers feel happy (fall)
- The wind has _____ away my shirt (blow)

WEEKEND ASSIGNMENT

Section A

Select the correct answers from the brackets.

- A (little/few) boys are still eating in the dining hall
- There is (few/little) water for Akin to drink: Please get (a/some) more.
- Do you know there are (less/lesser) days in February than January.
- The rain this year is (fewer/lesser) than that of last year.
- You know there is a (few/little) space we can only stay for a (few/little) minutes.
- We have (many/much) men, yet there isn't (much/many) to be done
- Just put in (little/few) salt and give me (a/some) biscuits and a (few/little) orange juice.
- Go and cook (few/some) rice and prepare (a/an) stew with the fresh fish I bought.
- You make (many/much) noise. I hope you will talk (little/less) when you finish serving the punishment.
- Sade has put into the soup (many/much) pepper. The rice even contained (much/many) stones and (much/many)salt. No wonder I couldn't eat it.

Section B

Practice 2, Effective English page 205

WEEK 10 REVISION

WEEK 11 & 12 EXAMINATION