

Week: One

Class: Basic Five

Topic: Speech Work: Abbreviated forms of letter, Reduction of details to telegram forms the Mail/fax – text message

Structure: Reported speech [Commands]

Reading: Teaching of new words – meaning and Comprehension

Grammar: Sentence building

Writing: Responding to a formal invitation

Dictation: Selected sentences from the passage Read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Know how to build a sentence
2. Understand the meaning of reported speech
3. Write and identify several examples of reported speech
4. Give a proper reply to a formal invitation
5. Know some new words and their meaning
5. Know how to abbreviates letter

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge: Students are familiar with forma letters

Content:

Structure: Reported speech

Direct and indirect speech

There are two ways of reporting what someone has said: either as direct speech or indirect reported speech.

Direct speech quotes the exact words spoken, while indirect speech reports what someone has said, but not in their exact words. In writing, direct speech is put in quotation marks (or inverted commas).

Example:

‘...You have measles,’ the doctor told the boy. In indirect speech, we change the present tense someone used in the original speech to the past tense. We do not use quotation marks.

Example: The doctor told the boy that he had measles.

Simple rules for indirect or reported speech

1 I, we, you, become he, she, they.

2 The present tense is changed into the past tense. Examples:

(a) can becomes could

(b) may becomes might

(c) shall becomes should

(d) are becomes were

(e) am/is becomes was

3 Words that mean nearness in time and place become words that mean distance.

(a) here becomes there

(b) now becomes then

(c) this becomes that

(d) this day becomes that day

(e) the following week becomes the following week

Direct speech Indirect speech

1 ‘My bag is heavy,’ the lady said. The lady said (that) her bag was heavy.

2 ‘I am very tired,’ the farmer said. The farmer said (that) he was very tired.

3 ‘I will come with you,’ Jaja said. Jaja said (that) he would come with me.

4 ‘You have not paid your fees,’ The principal reminded the boy (that) he the principal reminded the boy. had not paid his fees.

5 ‘I can drive,’ Mfon said. Mfon said (that) she could drive.

We change indirect speech to direct speech by simply making it the exact words of the speaker.

- 1 a) Jaja said that he was hungry. (indirect speech)
(b) 'I am hungry,' Jaja said. (direct speech)
- 2(a) Mfon said that she was listening to gospel music. (indirect speech)
(b) 'I am listening to gospel music,' Mfon said. (direct speech)
- 3 (a) He asked me if I could ride a bicycle. (indirect speech)
(b) 'Can you ride a bicycle?' he asked me. (direct speech)
- 4 (a) The electrician said that the switch was not working. (indirect speech)
(b) 'The switch is not working,' the electrician said. (direct speech)
- 5 (a) The man asked the boy how old he was. (indirect speech)
(b) 'How old are you?' the man asked the boy. (direct speech)

Evaluation:

1. What are reported speech?
2. Another name for reported speech is _____
3. Write ten examples of reported speech
4. You received a congratulatory message from your state governor recently because you have been awarded a scholarship for your secondary school education reply with an informal letter showing how grateful you are.

Week: Two

Class: Basic Five

Topic: Speech Work: Oral composition talking about Self and family

Structure: Word bank and sentences building

Reading: Teaching of new words – meanings and Comprehension

Grammar: Further practice on reading dialogue conversation on telephone as opposed to letters

Writing: Formal invitation as opposed to letters

Dictation: Selected words or sentences from the Passage read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Give an oral presentation about themselves and their families
2. Understand the concept of sentence building
3. State the differences between formal invitation and letters
4. Know new words and their meaning

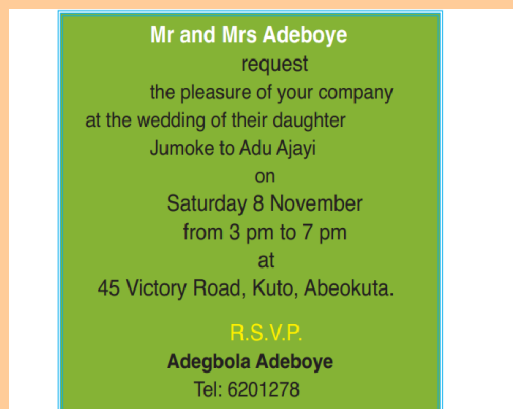
Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with letter writing and have written a good number of letters

Content:

**Writing:
letters**

Read the
the



Formal invitation as opposed to

following invitation and answer
questions

- 1 Who is the invitation from?
- 2 What is the event?
- 3 When will the event start and finish?
- 4 Where will the event take place?

Remember that a formal invitation must use formal English e.g.: ‘request the pleasure of your company’, and any decoration must also be formal. A formal invitation must give all the important information shown above.

R.S.V.P. is an abbreviation for the French for ‘Please reply’.

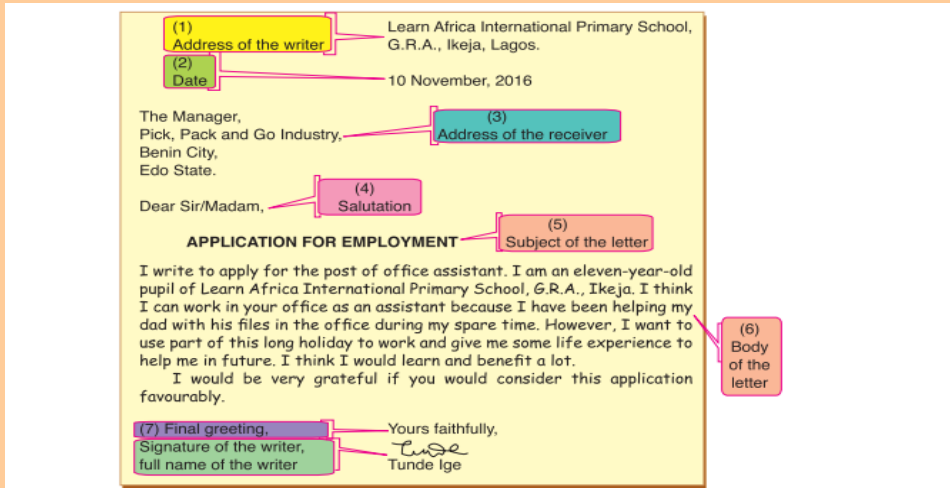
You can use informal English in an informal invitation (eg: ‘Come to my party’) and you can decorate it the way you want.

Formal letters

A formal letter is also known as an official or business letter. It is a type of letter that you write to an office or to someone you do not know very well. Some features of a formal letter are as follows:

- 1 Write your address on the top right-hand side of the page.
- 2 Place the date directly below your address.
- 3 Place the receiver’s address on the left-hand side of the page.
- 4 Give the person you’re writing to a salutation.
- 5 Write the subject of the letter in one brief topic.
- 6 Put the body of the letter in paragraphs.
- 7 Write the final salutation (closing) at the right-hand side of the page, followed by your signature and full name.
- 8 Proof read your letter to correct any spelling or grammar errors.

Here is an example of a formal letter:



Evaluation:

1. List tens new words from the comprehension read and use them in a sentence
2. What is dialogue conversation
3. What is letter writing?
4. List three features of an informal letter.

Week: Three

Class: Basic Five

Topic: Speech Work: Reported speech questions

Structure: Making and reporting request [Sentence building]

Reading: Teaching of new words – meaning and Comprehension

Grammar: Passage about self or other members Of the family, stressing the roles of individual Members of the family

Writing: Writing an informal letter

Dictation: Selected sentences/words from the Passage read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Discuss the meaning of reported speech and list some examples
2. Write a composition about themselves and families
3. List the parts of an informal letter
4. List the roles of various individual in the family

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with reported speech

Content:

Speech Work: Reported speech questions

Change these examples of direct speech to indirect speech.

- 1 'It's raining!' the children shouted.
- 2 'Our team will win the FA cup,' the captain boasted.
- 3 'The weather is too hot,' the old man complained.
- 4 'I have a happy home,' the man said.

5 'Listen attentively in class,' the teacher advised the pupils.

6 'Did you buy the book?' the teacher asked the girl.

7 'My children are eating dinner,' Mrs Babalola said.

8 'Have you seen the new teacher?' the captain asked the class.

9 'We have closed for today,' the salesman told the customer.

10 Ibe said, 'I am hungry'

Writing:- writing an informal letter

Here is an example of informal letter

Wisdom Primary School,
Oke-Fia,
Osogbo,
Osun State.
18 December, 2016.

Hi Tope,

I felt bad when your mum told me you were rushed to the hospital about three days ago. I was told you had malaria fever.

I hope the doctors are doing their best for you. I also hope you are feeling better, your high temperature subsided, and you have resumed eating well. Please take your drugs as directed by the doctor, eat well and sleep well. If you do all these, you will recover quickly and you will soon be back with us.

I should have paid you a visit, but a lot of activities are going on at school. As the Class Captain, I have been busy putting things together for the coming Literary and Debating Day.

The whole class is asking after you and they can't wait for you to return. Even in your absence, you have been selected to be one of the chief speakers at the Literary and Debating Day. This has not come to us as a surprise since you are the best English language pupil in the school. So your team is eagerly waiting for you.

Is your mum still with you in the hospital? If she is, please try to keep cheerful so as to make her happy.

With the permission of our class teacher, four of us will visit you on Thursday to see how you are doing. In the meantime, I wish you a quick recovery.

Yours sincerely,
Jibola.

Evaluation:

1.

Write a letter to your friend telling he or she about your last holiday

2. List five roles of the mother and father each in the family
3. What are reported speech
4. Write five example of reported speech

Week: Four

Class: Basic Five

Topic: Speech Work: Debate discussion on simple and Familiar topics e.g. the father is more important Than the mother in a family (Propose or oppose)

Structure: Using link words such as although because but, as comprehension

Reading: Teaching of new words – meaning comprehension

Grammar: Construction with verb – phrase Complement or with noun clause

Writing: Acknowledging receipt of letters of congratulations and sympathy

Dictation: Selected sentences/words from the Passage read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Successfully present a debate either opposing or supporting the given topic.

2. Use link words correctly in a sentence
3. Construct verb phrase complement or noun Clause
4. Give a proper response to any received letter

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with noun clause and have learnt about link words .

Content:

Structure: Using link words such as although because but, as comprehension

Linking words help you to connect ideas and sentences when you speak or write English. We can use linking words to give examples, add information, summarise, sequence information, give a reason or result, or to contrast ideas.

Here's a list of the most common linking words and phrases: Giving examples, For example, For instance, Namely

The most common way to give examples is by using for example or for instance.

Namely refers to something by name. "There are two problems: namely, the expense and the time."

Adding information: And, In addition, As well as, Also, Too, Furthermore, Moreover, Apart from, In addition to, Besides

Ideas are often linked by and. In a list, you put a comma between each item, but not before and.

Example: "We discussed training, education and the budget."

Also is used to add an extra idea or emphasis. "We also spoke about marketing."

You can use also with not only to give emphasis. "We are concerned not only by the costs, but also by the competition." We don't usually start a sentence with also. If you want to start a sentence with a phrase that means also, you can use In addition, or In addition to this...

As well as can be used at the beginning or the middle of a sentence. “As well as the costs, we are concerned by the competition.” “We are interested in costs as well as the competition.”

Too goes either at the end of the sentence, or after the subject and means as well.

“They were concerned too.” “I, too, was concerned.”

Apart from and besides are often used to mean as well as, or in addition to.

“Apart from Rover, we are the largest sports car manufacturer.” “Besides Rover, we are the largest sports car manufacturer.”

Moreover and furthermore add extra information to the point you are making.

“Marketing plans give us an idea of the potential market. Moreover, they tell us about the competition.”

Grammar: Construction with verb – phrase Complement or with noun clause

Verb phrase complements are words and phrases that complete the meaning of a verb or verb phrase. Unlike verb phrase modifiers that modify or describe a verb or verb phrase, verb phrase modifiers complete the meaning of the verb or verb phrase. Two grammatical forms can function as verb phrase complements

Evaluation:

1. What are link words?
2. List five examples of link words and use them in a sentence
3. Write five examples of verb phrase complement

Week: Five

Class: Basic Five

Topic: Speech Work: A folktale on reward and Punishment

Structure: Construction with defining relative

Reading: Teaching of new words – meaning Comprehension

Grammar: Passage illustrating reinforcing clause

Writing: Letter asking for special favors

Dictation: Selected sentences from the passage Read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Construct sentences with defining relatives
2. Define reward and punishment
3. Discuss the meaning of reinforcing clause
4. List some new words and their meaning

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students have about punishment as a reward for disobedience

Content:

Structure: Construction with defining relative

We use defining relative clauses to give essential information about someone or something – information that we need in order to understand what or who is being referred to. A defining relative clause usually comes immediately after the noun it describes.

We usually use a relative pronoun (e.g. who, that, which, whose and whom) to introduce a defining relative clause (In the examples, the relative clause is in bold, and the person or thing being referred to is underlined.):

They're the people who want to buy our house.

Here are some cells which have been affected.

They should give the money to somebody who they think needs the treatment most.[talking about an actress]

She's now playing a woman whose son was killed in the First World War.

Spoken English:

In defining relative clauses we often use that instead of who, whom or which. This is very common in informal speaking:

They're the people that want to buy our house.

Here are some cells that have been affected

Writing: Letter asking for special favor

Guidelines for writing a letter asking for special favor

1. If you need a favor from a person, don't apologize. Make the person feel honored in your letter. Tell the reader why he/she is capable of helping you. Explain your reason for requesting this favor. Be persuasive and make the request reasonable. Tell the reader that you will repay his/her kindness.
2. Make it clear to the reader why you are asking for a favor. Also, tell the reader why he/she can help you.
3. If you are asking too much from the reader, be persuasive in making the request reasonable.
4. Compliment the person but avoid flattery. Tell the reader that you are willing to repay his/her kindness.

Evaluation:

1. What is reward?
2. What is punishment?
3. What are reinforcing Clause .
4. Write a letter to your school principal asking for installation of air conditioner in your class due to heat.

Week: Six

Class: Basic Five

Topic: Speech Work: Verbal invitation to examination Success party

Structure: Passage expressing function of Objects

Reading: Teaching of new words – meanings Comprehension

Grammar: Comparing objects and people using As same as

Writing: Writing a letter of appreciation

Dictation: Selected sentences from the passage Read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Compare objects and people
2. Write a letter of appreciation to any of their family member
3. Learn new words and their meaning
4. Present a speech report

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students have learnt about comparison, how to use like to compare objects and people

Content:

Grammar: Comparing objects and people using As same as

Same means that two or more things are exactly like one another. We can use same as an adjective before a noun or as a pronoun. When we use same to compare people or things, we must use it with the:

I noticed that Richard and I were both wearing the same jacket. Not: ... were both wearing same jacket.

These two colours are not the same. This one is slightly lighter than that one.
Not: ... are not same.

The same as

Note:-The same is followed by as. It is not followed by that or than:

Does 'start' mean the same as 'begin' in English? Not: ... the same that ... or ... the same than ...

My new car is the same model as my old one. Not: ... the same model that ... or ... the same model than ...

Use of 'the same as'/'not the same as'

When you compare people or things, you can use 'the same as', or 'not the same as'. For example, 'falling asleep' means the same as, 'going to sleep'; 'reading about the African Cup of Nations is not the same as watching a match.

You can also use 'the same' or 'not the same' + noun + 'as':

1 She's the same age as me.

2 It's not the same colour as my bike.

Examples:When you compare two quantities, sizes, ages, etc, use 'as' or 'not' + adjective/adverb + 'as':

1 He's as tall as his dad.

2 The journey didn't take as long as we thought.

3 Agege is as big as Ike

Writing: Writing a letter of appreciation

A letter of appreciation is written to acknowledge the efforts of person, for the good deed or a work done, it not only shows the element of courtesy and etiquette but is a significant way to make a positive impression. Letters of appreciation are of two types: personal letter and official letters.

Tips for Writing Appreciation Letters

1. **Write your letter as soon as possible:-** Try to send the appreciation letter or email as soon as possible. For example, if you have an informational interview with a contact, send them a thank-you letter by the next day. You want the person receiving the letter to remember what you are thanking them for.

2. **Explain why you're writing the letter:-** Clearly explain what you are showing appreciation for. Especially if you dropped the ball on writing immediately and it has been a while, the person might need a reminder.

3. **Keep the letter short and focused:-** Keep your letter concise. You want to express your thanks without going on for too long. A couple of paragraphs is typically sufficient.



4. **Be sincere:-** Don't go over the top in your appreciation. Express your gratitude sincerely, but briefly. Simply state how much you value the person's help or their achievement.

5. **Proofread:-** Be sure to proofread your letter before sending it. You want to appear professional and polished, even in an appreciation letter.

6. **Consider the format:-** You might consider sending your letter in one of three formats: in a business letter format, as an email, or as a personalized thank-you letter. For more formal relationships (such as an employer or a new networking contact), consider the more professional business letter format. If you want the person to receive your letter right away, consider sending an email.

Here is an example of an appreciation letter

Evaluation:

1. Write a letter to your father appreciating him for your school fee payment.
2. Write the function of objects in your class

Week: Seven

Class: Basic Five

Topic: Speech Work: Intonation practice in connected Speech with successive using followed by a Falling at the end

Structure: Expressing consequences or causes And effects with the use of so... that

Reading: Teaching of new words – meaning Comprehension

Grammar: Expressing functions of objects

Writing: Letter of absence from school

Dictation: Selected words from the passage read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Write a letter of absence from school
2. Learn how to talk with rising and falling tone
3. Express effects with the use of so
4. Learn new words and their meaning

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with intonation.

Content:

Speech Work: Intonation practice in connected Speech with successive using followed by a Falling at the end

Stress and intonation: Strong and weak vowels

Sometimes vowels in longer words are not stressed or pronounced. These vowels are usually difficult to hear. For example, the word ‘common’ has two vowel sounds written the same way, but pronounced differently. The first ‘o’ has a clear, strong (s) stressed /ɒ/ sound, but the second ‘o’ has a weak (w) /ə/ sound. Again, the word ‘Canada’ has three vowel sounds which are written the same way – Canada. The first ‘a’ has a clear, strong sound, but the second and third have the weak sound /ə/.

Listen and repeat these sentences after your teacher.

1 Would you like to play at the village common?

2 I have to travel to Canada next week

w s w s w w s w w w s

3 Smoking is dangerous to your health.

s w w s w w w w s

4 I am very hungry.

w w s s w

5 I just can't stop praising the Lord!

w s s s s w w s

Structure: Expressing consequences or causes And effects with the use of so... that

“So that” is used as a subordinate clause to show purpose or to give an explanation. It is used to show an action producing an intended result or a cause producing an effect. In the format Sentence 1 “so that” Sentence 2, the first sentence is the action/cause and the second is the intended result/effect.

Here are some examples

1. I spoke very clearly so that everyone could understand me.
2. It was raining cats and dogs, so that the concert was cancelled.
3. He refused to give an explanation so that I should/would be punished.
4. He forgot to give an explanation, so that I was punished.

So...That

It expresses a cause and effect.

Grammar:

So + adjective/adverb + that

I was so sleepy that I couldn't keep my eyes open.

More examples

Cause: It was too windy.

Effect: We couldn't go sailing.

It was so windy that we couldn't go sailing. (windy- adjective)

Cause: My sister is very shy.

Effect: She hides behind my mother when there are strangers around.

My sister is so shy that she hides behind my mother when there are strangers around. (shy- adjective)

Cause: The dress was wonderfully designed.

Effect: I couldn't take my eyes off it.

The dress was so wonderfully designed that I couldn't take my eyes off it.(wonderfully- adverb)

Evaluation:

1. Write a letter to your school principal asking for permission to be absent from school for three days because of an illness.
2. Write five sentences using so...that to show the causes and effects of actions

Week: Eight

Class: Basic Five

Topic: Speech Work: Expressing function of objects

Structure: Use of That ‘ Who” Which” Where” and When” to introduce defining clause

Reading: Teaching of new words meaning – Comprehension

Grammar: Passage on question/response Forms

Writing: Formal and informal invitation

Dictation: Selected paragraph from the passage Read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Ask questions properly and reply
2. Discuss defining clause
3. Describe the use of That ‘ Who” Which” Where” and When” to introduce defining clause
4. List new words and their meaning

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with defining clause

Content:

Speech Work: Expressing function of objects

Definition of Object

In grammar, an object is a noun, pronoun, or noun phrase on which a verb performs an action. It falls at the end of a sentence, and is governed by a verb or a preposition. For example, in the excerpt, “My aunt opened her purse and gave the man a quarter ... It was Valentine’s Day and she had baked me a whole box of

heart-shaped biscuits” (The Amnesia, by Sam Taylor), “man” and “me” are indirect objects governed by their respective verbs “gave” and “baked.”

Types of Object

There are three types of object:

1. Direct Object:- A direct object in a sentence is directly acted upon by a subject such as, “All the actors have played their parts.
2. Indirect Object:- An indirect object in a sentence is the recipient of the action performed by the subject such as, “Pauline has passed her mother a parcel.”
3. Object of Preposition:- The object of preposition is a noun or pronoun managed by a prepositions such as, “The cat gets in their house when they are sleeping.”

Structure: Use of That ‘ Who” Which” Where” and When” to introduce defining clause

Adverbs of place (where), time (when), and manner (how)

An adverb tells us more about a verb, an adjective, or another adverb.

Examples:

- 1 She sang beautifully. (the adverb 'beautifully' modifies or gives more meaning to the verb 'sang'.
- 2 He is very happy. (the adjective 'happy' is modified by the adverb 'very')
- 3 He plays football quite well. (the adverb 'quite' modifies another adverb 'well')

Adverbs are classified according to the information they give. These are adverb of place, adverb of time, and adverb of manner.

Adverbs of place (where)

An adverb of place tells us about the place an action occurs, will occur, or has occurred; for example: here, near, outside, inside, there, somewhere, someplace.

Examples:

- 1 Kola is playing outside.
- 2 He will go there.
- 3 They live upstairs.

4 He lives somewhere in Abuja.

Adverbs of time (when)

An adverb of time tells us about the time of an action; for example: yesterday, now, then, today, before, after, next week, tonight, early, again.

Examples:

1 I will visit Lagos tomorrow.

2 The couple arrived yesterday.

3 Do it tonight.

4 She came early.

5 He played football after dinner.

Adverbs of manner (how)

An adverb of manner tells us how an action occurs, occurred, or will occur. So adverbs of manner answer the question, 'How'; for example: loudly, neatly, beautifully, fast, silently, carelessly

Examples:

1 The athlete ran fast.

2 Joans slept soundly.

3 He speaks loudly.

4 She sings tunefully.

5 The boy ate hungrily.

Evaluation:

1. What are defining clause

2. Use " that", "which" and " who" in a sentence

Week: Nine

Class: Basic Five

Topic: Speech Work: Intonation practice passage Illustrating intonation in command using initial Model verbs

Structure: Construction using verb phrase Complement with adverbial plus to (infinitive)

Reading: Teaching of new words meaning – Comprehension

Grammar: Articles

Writing: A letter of congratulation

Dictation: Selected words from the passage read

Behavioural objectives: At the end of the lesson, students should be able to;

1. Give a speech making use of falling and rising tone
2. Construct verb phrase using complement
3. Learn new words and their meaning

Instructional material/Reference material: Learn Africa Basic English Language UBE edition for primary schools

Building Background /connection to prior knowledge : Students are familiar with article and have read a good number of articles

Content:

Structure: Construction using verb phrase Complement with adverbial plus to (infinitive)

Verb phrase complements are words and phrases that complete the meaning of a verb or verb phrase. Unlike verb phrase modifiers that modify or describe a verb or verb phrase, verb phrase modifiers complete the meaning of the verb or verb phrase. Two grammatical forms can function as verb phrase complements. The two grammatical forms that can function as verb phrase complements are:

Prepositional phrase as Verb phrases

The preposition of a prepositional verb functions as a verb phrase complement. The infinitive or base form following some catenative verbs functions as a verb phrase complement. The following sections define and exemplify the two grammatical forms that can function as the verb phrase complement in English grammar.

Prepositional Phrases as Verb Phrase Complement

- 1. The child boasted about her accomplishments.*
- 2. Dinner consists of soup and biscuits.*
- 3. All citizens must fight for equality for all.*
- 4. You should hope for the best but plan for the worst.*
- 5. Our neighbors listen to terrible music.*
- 6. He can rely on me.*

One unique form of the verb phrase that contains a verb phrase complement in the form of a prepositional phrase is the Determiner + Verb + Verb Phrase Complement construction. For example:

1. the reading of the proclamation
2. the running of the bulls
3. the cutting of the cake

4. a scouring of the countertops
5. a naming of the award recipients
6. a ringing of the bell

Although some grammars consider forms such as reading and running gerunds, a more consistent approach considers the form verbs in the form of present participles. The determiner functions as a determinative, and the prepositional phrase functions as a verb phrase complement.

Verb Phrases as Verb Phrase Complements

The second grammatical form that can perform the grammatical function of verb phrase complement is the verb phrase in the form of an infinitive or base form. A verb phrase is defined as a verb plus any infinitive markers, auxiliary verbs, particles, modifiers, and complements.

1. The students have to pass the test. (infinitive)
2. She intends to attend the ceremony. (infinitive)
3. My neighbors happen to own a hot air balloon. (infinitive)
4. Grandpa can come start the fire for the barbecue. (base form)
5. He helps manages the student workers. (base form)
6. Would you come wash the dishes? (base form)

The two grammatical forms that can function as the verb phrase complement in the English language are prepositional phrases and verb phrases.

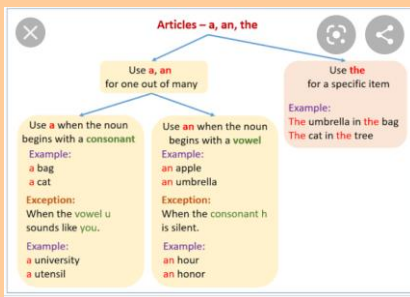
Grammar: Article

An article is a word used to modify a noun, which is a person, place, object, or idea. Technically, an article is an adjective, which is any word that modifies a noun. Usually adjectives modify nouns through description, but articles are used instead to point out or refer to nouns. There are two different types of articles that we use in writing and conversation to point out or refer to a noun or group of nouns: definite and indefinite articles.

Types of article

Definite Article

Let's begin by looking at the definite article. This article is the word 'the,' and it refers directly to a specific noun or groups of nouns. For example:



1. the freckles on my face
2. the alligator in the pond
3. the breakfast burrito on my plate

Each noun or group of nouns being referred to - in these cases freckles, alligator, and breakfast burrito - is direct and specific.

Indefinite Articles

Indefinite articles are the words 'a' and 'an.' Each of these articles is used to refer to a noun, but the noun being referred to is not a specific person, place, object, or idea.

It can be any noun from a group of nouns. For example:



1. a Mercedes from the car lot

2. an event in history

In each case, the noun is not specific. The Mercedes could be any Mercedes car available for purchase, and the event could be any event in the history of the world.

Evaluation:

1. Write five examples of verb phrase complement with adverbial
2. Write a congratulatory letter to your friend that just won a federal scholarship for his or her secondary school education