

# ENGLISH LANGUAGE

For

Senior Secondary School

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**SS2**

**FIRST TERM NOTES ON  
ENGLISH LANGUAGE**

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# TOPIC

## PARTS OF SPEECH REVISION

### Contents:

**Revision on Parts of Speech: Nouns, Verbs, Adjectives, Adverbs, Conjunction, Verbs, Interjection, Pronoun.**

### Introduction

The indispensable aspect of a language you cannot ignore if you want to be an authority in the language are the Parts of Speech.

A part of speech is a category into which words are placed according to the functions they perform in a sentence. Every word that makes up a sentence, phrase or clause belongs to a part of speech.

### Nouns

A noun is often defined as a word which names a person, place or thing. Here are some examples of nouns: boy, river, friend, Mexico, triangle, day, school, truth, university, idea, John F. Kennedy, movie, aunt, vacation, eye, dream, j7flag, teacher, class, grammar. John is a noun because it is the name of a person; Mexico is a noun because it is the name of a place; and boy is a noun because it is the name of a thing. Noun has different forms and functions. They are either proper or Improper. Common nouns are either countable or uncountable.

## **Pronouns**

A word (one of the traditional parts of speech) that takes the place of a noun, noun phrase, or noun clause, A pronoun can function as a subject, object, or complement in a sentence. Unlike nouns, pronouns rarely allow modification.

There are different classes of Pronouns: Demonstrative, Personal, Intensive, Interrogative and Possessive.

## **Adjectives**

Adjectives are the part of speech (or word class) that modify a noun or a pronoun.

In addition to their basic (or positive) forms (for example, *big* and *beautiful*), most descriptive adjectives have two other forms: comparative (*bigger* and *more beautiful*) and superlative (*biggest* and *most beautiful*). Different types of pronoun: Qualitative, Quantitative and Denominal.

## **Verbs**

A verb is a part of speech (or word class) that describes an action or occurrence or indicates a state of being. Generally, it makes more sense to define a verb by what it does than by what it is. Just as the “same” word (rain or snow, for example) can serve as either a noun or a verb, the same verb can play a number of different roles depending on how it’s used.

Put simply, verbs move our sentences along in a variety of ways.

Types of verbs: regular and irregular, transitive and intransitive, finite and non-finite, auxiliary and lexical, dynamic and stative.

## **Adverbs**

An adverb is the part of speech (or word class) that is primarily used to modify a verb, adjective, or other adverb. Adverbs can also modify prepositional phrases, subordinate clauses, and complete sentences.

## **Prepositions**

A Preposition is a word (one of the parts of speech) that shows the relationship between a noun or pronoun and other words in a sentence.

## **Conjunction**

A conjunction is the part of speech that serves to connect words, phrases, clauses, or sentences. The common conjunctions — *and*, *but*, *for*, *or*, *nor*, *yet*, and *so* — join the elements of a coordinate structure. Types of conjunction: Subordinating and coordinating.

## **Interjection**

An Interjection is a short utterance that usually expresses emotion and is capable of standing alone. Interjections are generally considered one of the parts of speech.

In writing, an interjection is sometimes followed by an exclamation point. You might use an interjection to express surprise (Wow!), confusion (Huh?), or outrage (No!). You may use interjections in casual and in creative writing. You *should not* use interjections in formal writing, like book reports and research papers.

## **Exercise**

1. What is a noun?
2. What is a pronoun?
3. Explain what you understand by an adverb.

4. Make a sentence with an interjection.

## TOPIC

### ORACY SKILLS – PURE VOWELS, ARTICLES AND WRITING SKILL

#### Contents:

**Oracy Skills: Pure Vowels – Short vowels and Long Vowels**

**Articles: Definite and Indefinite**

**Skill Focus: Writing**

#### **A. Pure Vowels: Short and Long Vowels**

There are twelve pure vowels and eight diphthongs. Pure vowels are either short or long. Here are some examples; add more of your own.

##### **Short Vowels**

**/i/** – boxing, ring, whistle

**/e/** – net, medal, rest

**/æ/** – fans, handball, athletics, match

**/ɑ/** – hockey, volleyball

**/ʌ/** – umpire, luck

**/ʊ/** – football, push, put

**/ə/** – better, tournament, loser

##### **Long Vowels**

**/i:/** – team, arena, referee

**/ɑ:/** – pass, basketball, sparring, partner

**/ɔ:/** – ball, court, draw

**/u:/** – boot, lose, shoes

**/ɜ:/** – hurt, reserve

The symbols between the lines// represent sounds. These symbols are called phonetic symbols.

## **B. Articles: Definite and Indefinite**

There are two types of articles:the **definite article (the)** and the **indefinite articles (a, an)**. We usually use the indefinite article first to mention some person or thing. By doing that, we don't have to be clear about which particular person or thing we are referring to. When we refer to the same person or thing again, we use the definite article **the** to indicate the person or thing already mentioned.

There are times when we don't have to use any one of the articles. Such non-use of the article is given the name **zero article**, so we are actually using the zero article when we are not using an article. Having a clear understanding of the different articles enables us to choose the right articles to use.

### **Definite Article**

**The**, the definite article, is one of the most common word in English. **The** identifies a definite or particular noun that we know of because it has been mentioned. It is not about a noun that has not been mentioned beforehand or a noun that we are unaware of.

### **Examples:**

- He watched a movie. The movie was about the death of a ghost. (We are clear about which movie 'the movie' mentioned in the second sentence refers to.)
- I saw an old man with **an owl**. **The owl** was perching on his right shoulder.

We use **the**:

when there is only one such person, place or thing

- the Pope, the President of the United States, the North Pole, the earth, the sky

before names of famous buildings, etc

- the Palms, the Great Wall of China

before a singular noun that refers to a whole class or group of people or things

- the middle class, the homeless, the Americans, the Nigerians

before the special names of rivers, seas, oceans, mountain ranges, groups of islands.

- the Nile, the Red Sea, the Atlantic Ocean, the Himalayas

before certain organizations, political parties, and countries

- the United Nations, the Dominican Party, the USSR, and the UAR

before nouns such as places which we know of

- We arrived early at **the ferry terminal** for our trip to **the island**.
- We went to **the cinema**, after which we went to **the stadium** for a football match.

before abbreviations and initials of countries

- the NBC (the Nigerian Bottling Company), the CNN (the Cable News Network).
- 
- the UK, the USA and the USSR

### **Indefinite Article**

The indefinite articles **a** and **an** are used to introduce something that has not been mentioned before. The indefinite articles are not used before a plural noun. We use **a** before a word that begins with a consonant. We use **an** before a word that begins with a vowel, or a word that begins with a consonant but has vowel sound (e.g. hour, honour, etc)

We use **a**:

when we mention something for the first time

- I saw **a sheep**

before a word which begins with a consonant

- There is **a car** waiting take you to School.

before a word with a long sound of **u**

- **a university, a uniform, a useful book, a European, a unique**
- It would be **a unique** opportunity to travel to the moon.

before the word **one** because **one** sounds as if it begins with a **W** (wun)

- **a one-way street, a one-eyed monster, a one-year course, a one-week holiday**, etc
- I have **a one-way** ticket to travel from one place to another.

The indefinite article **a** also means **one**. We can use **a** or **one** as follow:

- He keeps **a/one dozen** pencils in his bag.
- I have told you **a/one hundred** times to let me be!

Sometimes, it is better to use **a** instead of **one**.

- She wiped the floor with **a mop**.
- **Better than:** She wiped the floor with **one mop**.

We can use **a** before a proper noun.

- **A Mrs Benson** called to inquire about passnownow.
- I know the event is to be aired on **a Friday** morning.

We use **an**

before a noun which begins with a vowel sound

- They say **an apple** a day keeps the doctor away.

before a singular noun (person or thing) to mean **only one** in quantity

- He's **an only Son**.

before a noun that is representative of a group, species, etc

- **An owl** has only four toes on each foot.

before a noun that begins with a silent **h**

- **an hour, an honest man, an heir, an honour, an honourable man,** etc
- It is going to close in **an hour's** time.
- I can't read your writing. Is this **an h** or what?

before abbreviations, some of which begin with a consonant

- I have **an X-ray** on my lungs.
- I saw **an UFO** hovering above my house.

### **C. Skill Focus: Writing**

Here is some advice on how to approach writing assignments

1. Make sure that you have read and understood the questions
2. Spend a little more time on choosing which one(s) to answer.  
Remember, we write best on things that we know something about.
3. Do not be afraid of doing little work in rough first. Make notes in any way you like , and even a rough plan.
4. The most common type of writing is *exposition*, in which you have to explain something: it could be the rules of a game, or how something works, or an examination of a problem. Make sure that what you write is clear and well arranged.
5. When thinking about what to write, it is helpful to think in terms of :  
Introduction – This should grab the readers' attention, and it gets you going, Development – This is the main part of your answer. It could be two or three more paragraphs long, and it includes most of what you want to say in the best possible order, Conclusion – This should round off your response in a neat conclusion.

6. Don't forget to put a neat line through any rough work. Examiners do not mark what you have crossed out – but they do respect your need to do rough work first, and even expect it.

### **Exercise**

1. What are pure vowels?
2. Differentiate between short vowels and long vowels.
3. Explain what you understand by definite and indefinite articles.
4. Write an article on any topic of your choice, putting into practice all the points raised above.

## TOPIC

### DIPHTHONGS, DETERMINERS AND WRITING SKILL

**Contents:**

**Oracy Skills: Diphthongs**

**Grammar: Determiners**

**Writing Skills: How to read and listen for gist**

**The Habit of Reading**

#### **A. Diphthongs**

A Diphthong is a type of vowel that begins as one sound, then changes into another. (Note that di – is a prefix meaning ‘two’.) E.g. in the word ‘waist’, the sound /e/ is followed by the sound /i/ to produce /ei/sound.

Sound Example

/ei/ Brain, lame

/ai/ Eye, thigh

/ɔi/ Voice, coin

/əʊ/ Bone, nose

/aʊ/ Aloud, mouth

/ie/ Ear, fear

/eə/ Hair, pair

/ʊə/ Actual, factual

## B. Grammar: Determiners

Determiners are a group of words which include articles (a, the), demonstratives (this, those), possessive adjectives (my, their), numbers (one, two), and other words (any, both) that come before a noun, follow another determiner, or begin a noun phrase.

Determiners include quantifiers, which are words or phrases used before a noun to show its quantity. Examples of quantifiers are: **all, many, much, most, one, some, a few, and a lot of**, etc.

Determiners and quantifiers are useful in letting us know more about the noun that they refer. For example, **this thing** identifies something that is close at hand; **her wig** means the wig belongs to her; **another donkey** tells of one more donkey; and **a few marbles** refers to a small number of marble.

### Definite and indefinite articles: the, a, an

The definite article **the** as a determiner can be used before singular or plural nouns such as people or things, and before countable and uncountable nouns.

We use the determiner **the**:

to refer to people or things which we know because they have already been mentioned.

- There is **a man** selling apple at the marketplace. I know **the man**; he is my uncle.
- I know there are bats in that cave. I have been to **the** cave and seen **the** bats.

to refer to a person or thing when there is only one.

- She is **the maid-servant** of my aunt.

before superlatives, words such as **first, only**, etc.

- Peacocks have **the most beautiful** feathers.

- **The first** runner up of the sprint game was given a bicycle.

before proper nouns.

- **The Robinsons** are the latest members of the ghost-hunting club.
- **The Niagara Falls** is **the** largest waterfall in the world.

We use the determiners **a/an**:

to refer to someone or things that we know nothing about as they have not been mentioned before, or they are not particular persons or things.

- She brought home **a cat**.
- There was **an explosion** in **a** nearby market.

before an uncountable noun.

- The two sisters share **a liking** for cat fish.
- He has **an unusually bad temper**.

before an action noun.

- She had **a quick glance** at me, and then looked away.
- She always has **a bath** that lasts at least **an** hour.

before a quantity.

- He uttered **a few** annoying words before leaving yesterday.
- She needs **a bit of** exercise to reduce her enormous body weight.

before a proper noun such as a person's name.

- **A Mrs Brown** visited you last week.

**Demonstratives: this/these, that/those (these and those are plural).**

**This, that, these** and **those** are called **demonstratives**. As determiners, **this** and **that** appear before singular nouns, and **these** and **those** being plurals of **this** and **that** respectively come before plural nouns.

**Examples:**

- **This colour** is not among the primary colours.
- **That hill** was shaped almost like a human head.
- **These footprints** are left by crawling baby.

Nouns need not follow these determiners if the meaning is understood.

**Examples:**

- Whose is **this**?
- Look at **that**.
- **Those** are mine.

The words – **this, that, these, those** – besides being determiners, are also used as pronouns. One good way to distinguish between them is determiner, unlike pronoun, comes before nouns.

<b>Determiner</b>	<b>Pronoun</b>
<b>This</b> rice is still hot.	<b>This</b> is a hot rice.
<b>That</b> lady is beautiful.	<b>That</b> is a very beautiful lady.
<b>These</b> apples are bad.	<b>These</b> are bad apples.
<b>Those</b> dark clouds are gathering overhead.	<b>Those</b> are dark clouds gathering overhead.

**Possessives (possessive determiners): my, your, his, her, its, our, their**

**Possessive determiners** indicate possession and we use them before the nouns.

**Examples:**

- Who broke **her** new **plate**?
- **Your dog** barks all the time

- **His** left **leg** was broken in two places in the accident.
- She misplaced **my pen**.
- **Our School** has a dinner party next week.

Quantifiers used with countable nouns

include **a, an, one, each, every, both, a couple of, a few, several, many, a number of, a large number of, and a great number of.**

### Examples:

- **An** evil monster like him has no friends.
- **One** page my text book is missing.
- **Every** girl should be given a cup of chocolate.
- **Both** donkeys are braying at the same time.
- **A couple of** people began to dance after eating.
- I think he is putting too **many** eggs in one basket.
- **A number of** her friends agreed with her that she looked fabulous in her new dress.

### Few and a few

**Few** and **a few** come before plural countable nouns. **Few** (without **a**) conveys a negative meaning of **only a small number** or **hardly any**; **a few** has a positive meaning of **having some** but **enough**.

- There were **a few** casualties in the automobile accident. (= Not many died or injured.)
- **Few** passers-by stopped to look at my paintings. (= Almost no passers-by were interested.)

### **C. Skill Focus: How to Read and Listen for Gist**

Those who read a text or listen to a talk often try to remember everything – and as a result, remember nothing. So they usually fail to recognise the main points the speaker or writer is making.

Here is some general advice on how to get the main points of what you are reading or listening to:

- Bear in mind the answer to this question: ‘What are the speaker’s (or writer’s) main points?’
- Don’t get distracted by details
- If you can identify the main points, the supporting details will often easily spring to mind
- If it helps, make brief notes. These do not need to be in complete sentences, but they should be legible: if you can’t read them, you can’t use them.

### **D. The Habit of Reading: Reading Widely**

It is very important that you develop and maintain as far as possible the habit of reading widely – books, newspapers, magazines – anything that can educate you.

Newspapers and magazines are important because they help you to keep in touch with what is going on in the world. This is very important if you want to make informed decisions about all sorts of issues that face us as citizens of the world including:

- How to lead your life
- How to decide who to vote for in an election
- What to eat and how live healthy
- How to relate to other people

Literature – novels, short stories, plays and poems – also help us to develop our own value systems with a strong moral basis, and a greater

understanding of human nature. Also we have religious materials too such as the Bible that teaches christians how to live and walk with God and the Quran which guides a muslim's way of life.

### **Exercise**

1. What is a diphthong?
2. Explain what you understand by determiners.
3. What are definite and indefinite articles?

## TOPIC

### CONJUNCTIONS, FORMAL LETTER AND POETRY

#### Contents:

Grammar: **Conjunction**

Essay Writing: **Formal Letter**

**Poetry**

#### A. Conjunctions

Conjunctions are words used as joiners. Conjunctions join related words, phrases, or clauses. A conjunction can be a word (**and, because, but, or**, etc) or a phrase (**as though, as well as, in order that, so that**). Think of them as gluing words. They glue words, phrases, and clauses together. There are three groups of conjunction:

**Coordinating conjunctions** join words, phrases, and clauses.

**Subordinating conjunctions** join only clauses.

**Correlative conjunctions** are paired conjunctions.

**Coordinating conjunctions** join words, phrases, and clauses. Examples of coordinating conjunctions are **and, but, for, nor, or, so**, and **yet**. The most commonly used of these conjunctions are **and** and **but**.

**And** connects similar ideas while **but** connects two contrasting ones. The conjunction **or** is used to show alternatives.

#### Avoiding repeating unnecessary words when using conjunctions

- You need to know what rights you have. You also need to know how to use them.
- You need to know what right you have **and** how to use them.
- You can choose the white one. You can also choose the black one.
- You can choose the white one **or** the black one.

**Subordinating conjunctions** join a subordinate clause (also called dependent clause) to an independent /main clause. Subordinating conjunctions introduce subordinate clauses that are less important than or less than equal to the main clause, although they do help in adding to the content of the main clause.

### Examples:

- The whole hen-rearing business will fail **unless we put in more capital**.
- It's urgent that something be done **before more houses are flooded with water**.
- These girls are already drunk **although they have drunk only a little**.

The above subordinate clauses are bolded and as can be seen, are introduced by subordinating conjunctions **unless, before** and **although**. They cannot stand independently as complete clauses. They have to be joined to their respective main clauses to make complete sentences

**Correlative conjunctions** as mentioned earlier are paired conjunctions, which means they do not come in single words. They come in the form of pairs of words: **either ... or; neither ... nor; both ... and; not only ... but also**, and **whether ... or**.

- You can have **either** this blue cup **or** that red cup.
- They claimed what they saw were **neither** humans **nor** spirits.
- **Both** Bobola **and** Tony like handy food so much
- I like the rainbow **not only** it is colourful **but also** it curves.
- I could not decide **whether** to eat spaghetti **or** noodles.

### **Either ... or / neither ... nor**

When using **either ... or** or **neither ... nor**, ensure that the verb agrees with the subject closer to it. This means if the two subjects are singular the verb is singular, and the verb is plural if both subjects are plural. But if

one subject is singular and the other one is plural, the verb can be singular or plural depending on the subject closer to it.

- Either John or **Johnny plays** as goalkeeper in the match.
- Neither he nor his **brother wants** to be the goalkeeper.
- Either the boys or the **girls have** to perform first.
- Neither the children nor their **parents were** late for the performance.

### **Conjunctions connect same parts of speech**

- I have a brother **and** a sister. (Noun linked to noun)
- We cried **and** laughed later. (Verb to verb)
- She is bold **and** beautiful. (Adjective to adjective)
- He often eats quickly **and** noisily. (Adverb to adverb)

### **Conjunctions connect words**

- We bathe our **dog and cat** in the same tub.
- Humans **and** Apes are mammal.
- The giraffe was **tall but skinny**.

### **Conjunctions connect phrases**

- The fisherman is **carrying a bucket full of fish and walking cheerfully along the beach**.
- They were **full of smile and happy together** as they went up to receive the awards.
- I like **watching TV and eating popcorn at the same time**.

### **Conjunctions connect clauses**

In joining clauses we leave out some words:

- We went closer. We were able to see it better.
- We went closer **and** were able to see it better.

- The zoo has two lions. It also has two tigers.
- The zoo has two lions **and** two tigers.
- Will you have a coffee? Or will you have a tea?
- Will you have a coffee **or** tea?

## **B. Essay Writing: Formal Letter**

Imagine that you have just had a new house built, and that the contractor gave you a written quality guarantee. You moved in and found that:

- the roof leaks
- the plumbing does not work well
- the plaster is cracking
- the wood on the window and door frames is warping.

With a strong, formal letter of complaint, describing these faults, and demanding that they be rectified as soon as possible.

### **Possible Plan**

#### **Paragraph 1**

Introduction: The purpose of the letter, and what you plan to do, in outline.

#### **Paragraph 2**

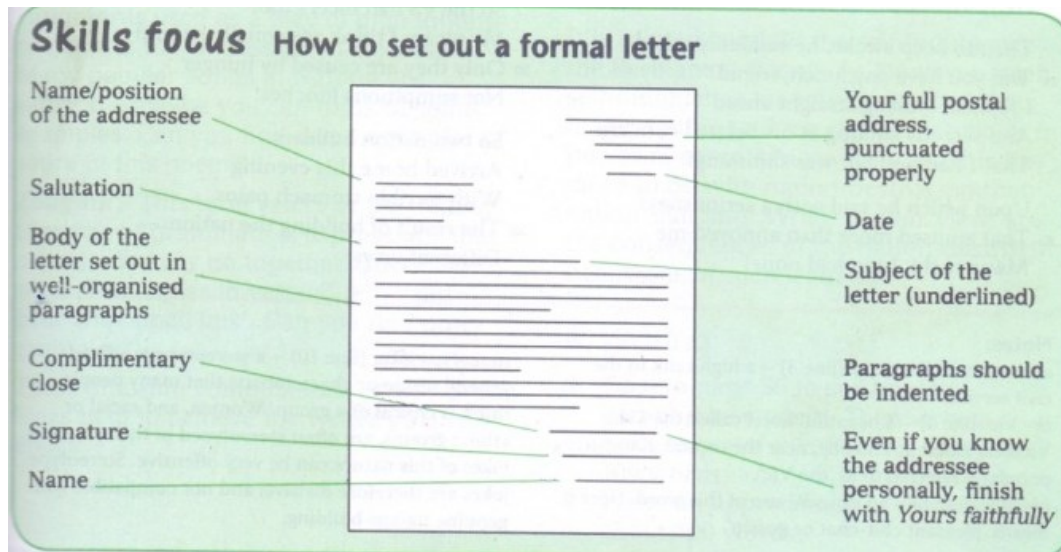
Indicate the type of house envisaged, and a brief description of the site for the building

#### **Paragraph 3**

Suggest a date for a preliminary meeting in the architect's office at Kaduna, to be followed by a meeting at the proposed site later on

#### **Paragraph 4**

State your father's willingness to pay the normal professional fees. You look forward to seeing his plans and drawings for the design.



## Formal Letter

### C. Poetry

For a short intensive read, there is nothing better than a poem. But don't spend hours on end reading poetry – that is, unless you really want to! Most people will read not more than two or three poems at a time and usually read them several times to allow actual or potential meaning to sink in. There are many kinds of poem:

**Lyric** – a poem expressing emotion

**Epic** – a very long poem telling a story

**Dirge** – a poem written to lament someone's death

**Ballad** – similar to folk tale, a ballad tells a story or legend

**Epitaph** – a poem on someone's grave

**Free verse** – a poem that follows no set rules or pattern

**Ode** – a poem expressing serious thoughts

**Sonnet** – a poem of 14 lines, usually lyrical

Many poems do not easily fit into any one category – but they all include very figurative uses of language. For example, these lines by Walter de la Mare use the heart to represent strong or deep feelings.

Not a wave breaks

Not a bird calls

My heart, like a sea

Silent after a storm that hath died,

Sleeps within me.

What do you understand by these lines?

### **Exercise**

1. Conjunctions are words used as joiners in sentences; true or false?
2. Mention and explain the three types of conjunctions you know.
3. List some examples of conjunctions that you know and use them to form sentences as practice.
4. Conjunctions can connect parts of speech; true or false?
5. Write a letter to your school principal requesting for permission to be absent from school for five days. State reasons why.
6. How many types of poetry are there in literature?

## TOPIC

### CONSONANTS; SENTENCES; VOCABULARY DEVELOPMENT

#### Contents:

Oracy Skills: Consonants

Grammar: Sentences

Vocabulary Development

#### A. Consonant

A consonant is a speech sound made by partly or completely stopping the flow of air through the mouth. Examples are [p] pronounced with the lips; [t], pronounced with the front of the tongue; [k], pronounced with the back of the tongue; [h], pronounced in the throat; [f] and [v], pronounced by forcing air through a narrow channel (fricatives); and [m] and [n], which have air flowing through the nose (nasals).

Each spoken consonant can be distinguished by several phonetic *features*.

- The manner of articulation is how air escapes from the vocal tract when the consonant sound is made. Manners include stops, fricatives, and nasals.
- The place of articulation is where in the vocal tract the obstruction of the consonant occurs, and which speech organs are involved. Places include bilabial (both lips), alveolar (tongue against the gum ridge), and velar (tongue against soft palate). In addition, there may be a simultaneous narrowing at another place of articulation, such as palatalisation or pharyngealisation.
- The phonation of a consonant is how the vocal cords vibrate during the articulation. When the vocal cords vibrate fully, the consonant is called voiced; when they do not vibrate at all, it is voiceless.
- The voice onset time (VOT) indicates the timing of the phonation. Aspiration is a feature of VOT.

- The airstream mechanism is how the air moving through the vocal tract is powered. Most languages have exclusively pulmonic egressive consonants, which use the lungs and diaphragm, but ejectives, clicks, and implosives use different mechanisms.
- The length is how long the obstruction of a consonant lasts. This feature is borderline distinctive in English, as in “wholly” [hoʊlɪ] vs. “holy” [hoʊli], but cases are limited to morpheme boundaries.
- The articulatory force is how much muscular energy is involved. This has been proposed many times, but no distinction relying exclusively on force has ever been demonstrated.

#### Examples of consonant sounds

/p/	pollute, apple, crisp	/b/	burn, absent, labor
/t/	timber, hotel, student	/d/	destroy, admire, lady
/k/	contaminate, blanket, sky	/g/	gas, global, giggle
/f/	forest, often, deaf	/v/	villagers, invest, active
/θ/	breath, author, thank	/ð/	breathe, father, bathe
/s/	species, miss, system	/z/	fertilise, reason, always
/ʒ/	measure, vision, garage	/ʃ/	machine, English, patient
/n/	national, know, dinner	/ŋ/	lung, finger, thing
/w/	when, one, quick	/l/	local, whistle, final

/r/ revenue, carrot,  
writing

/j/ youth, view, euro

## **B. Grammar: Sentences**

A **sentence** is a linguistic unit consisting of one or more words that are grammatically linked. A **sentence** can include words grouped meaningfully to express a statement, question, exclamation, request, command or suggestion.

A sentence is a set of words that in principle tells a complete thought (although it may make little sense taken in isolation out of context); thus it may be a simple phrase, but it conveys enough meaning to imply a clause, even if it is not explicit. For example, “Two” as a sentence (in answer to the question “How many were there?”) implies the clause “There were two”. Typically a sentence contains a subject and predicate. A sentence can also be defined purely in orthographic terms, as a group of words starting with a capital letter and ending in a full stop

**There are four types of sentence.**

### **1. A declarative sentence**

A declarative sentence states a fact and ends with a period / full stop

**For example:**

This food is not enough for me

I wonder what Tolu is searching for under the table.

(Remember, a statement which contains an indirect question (like this example) is not a question.)

### **2. An imperative sentence**

An imperative sentence is a command or a polite request. It ends with an exclamation mark or a period / full stop. For example: When the train is coming, wave down.

### 3. An interrogative sentence.

An interrogative sentence asks a question and ends with a question mark.

#### For example:

Who knew that dog saliva can mend a broken heart

### 4. An exclamatory sentence.

An exclamatory sentence expresses excitement or emotion. It ends with an exclamation mark.

For example: What a rough day!

#### Four Sentence Structures

The structure of sentence is determined by the number and type of clauses it contains. It falls into one of the following:

#### a) Simple Sentence

A simple sentence conveys a single idea. It has only one subject and one verb.

EXAMPLE: I want to **eat**. / The baby is **crying**. / **Look** at that girl.

The verb in each sentence is in bold.

#### b) Complex Sentence

A complex sentence has one independent clause and at least one dependent clause. The independent clause is called the main clause, and the dependent clause is called the subordinate clause. These clauses are joined by conjunctions which include: as, as if, even if, if, because, unless, etc.

EXAMPLE: **My meat is big**, let us share it. / **I will do it** if I have the time.

The main clauses are in bold; the subordinate clauses are not.

#### c) Compound Sentence

A compound sentence is composed of at least two clauses or sentences joined together by a conjunction, i.e. words like: and, but, for, nor, or, so, therefore, either ... or, neither ... nor, not only ... but also, etc., or

punctuated by a semi-colon. A compound sentence consists of at least two Independent or Main Clauses and verbs. The subordinate or dependent clause may or may not be present in a compound sentence. It is possible for a compound sentence to have three, four or more independent clauses. But commonly, it contains only two clauses.

EXAMPLE: I am fat and you are fair. (Two main clauses joined by a conjunction.)

EXAMPLE: I know what you know. (Main clause: I know; subordinate clause: what you know)

EXAMPLE: I always tell you what I know but you never tell me what you know.

The last example shows a sentence with two main clauses and two subordinate clauses.

#### d) **Compound-complex Sentence**

A compound-complex sentence has at least two independent clauses and at least one dependent clause.

EXAMPLE: Although the generator is old, it still works well, but we intend to sell it.

Dependent Clause    independent clause    independent clause

#### **Exercise**

1. What are clauses?
2. Every spoken consonant can be distinguished by some phonetic features. List and explain said features.
3. Give some examples of consonant sounds.
4. Define a sentence. What are the types of sentences that you know?
5. Oceans are either turquoise blue or light green. What kind of sentence is this? (A. Declarative B. Interrogative C. Imperative D. Exclamatory)

6. What is difference between compound and compound complex sentences?
7. Vocabulary Development: Use the options provided to fill in the blanks-

Although Nigeria is home to a wealth of bio-diversity, rich natural resources and a variety of ecosystems, it also suffers from a number of environmental (1) .... These issues are largely a result of human activities, population (2) .... and over population in urban centres.

One problem is that of soil (3) .... Excessive cultivation has resulted in the loss of soil (4).... Another problem is that of rapid deforestation. Increased cutting of timber has made in roads into forest resources, and the number of trees felled far (5) .... the number of replantings. By 1985, deforestation claimed over two thousand square kilometres of the nation's forest land. But as its forest fall, Nigeria has seen wild life populations plummet from poaching and (6) .... loss, and this has increased soil (7) .... and particularly in the north (8)....

In this regard, Nigeria's Government, in conjunction with a number of international non-governmental organisations, have been developing policies and programmes that address (9) .... development, environmentally progressive land use management techniques, and the (10) .... of water supplies.

Oil spills, the burning of toxic waste and urban air (11) .... are problems in more developed areas. In the early 1990s, Nigeria was among the 50 nations with the world highest levels of carbon dioxide (12) .... which totaled 96.5million metric tons, a per capita level of 0.84 metric tons. Water pollution is also a problem due to improper handling of (13) .... Fifty-four percent of Nigeria's fresh water is used for farming activities and 15% is used for industrial purposes. Safe drinking water is available to 78% of urban dwellers and 49% of the rural population.

The (14) .... environmental agencies are the Environmental Planning Protection Division of the Federal Ministry of Works and Housing, and the analogous division within the Federal Ministry of Industry.

A	B	C	D
Characters	Challenges	Priorities	Probabilities
Density	Disturbance	Propensity	Paucity
Pollution	Distraction	Degradation	Destruction
Maturity	Fertility	Fertile	Enrichment
Increase	Exert	Accede	Exceed
Animal	Habit	Habitat	Habitation
Irrigation	Erosion	Destruction	Desalination
Desert	Draft	Desertification	Exertion
Sustainable	Sustained	Sustenance	Suitable
Collection	Construction	Containment	Conservation
Contamination	Destruction	Pollution	Decant
Emissions	Omissions	Exertions	Immersion
Run off	Supplies	Sewers	Sewage
Priority	Vital	Principle	Principal

## TOPIC

### WORD FORMS, INFORMAL LETTER AND WRITING EXPOSITION

#### Contents:

**Grammar: Word Forms and degrees**

**Essay Writing : Informal Letter**

**Skill Focus: Writing an Exposition**

#### A. Word Forms

##### Basic Word Order

English word order is strict and rather inflexible. As there are few endings in English that show person, number, case and tense, English relies on word order to show relationships between words in a sentence.

English nouns do not have any case endings (only personal pronouns have some case endings), so it is mostly the word order that tells us where things are in a sentence, and how they interact. Compare:

The girl stares at the boy.

The boy stares at the girl.

The subject and the object in these sentences are completely the same in form. How do you know who stares at whom? The rules of English word order tell us about it.

A sentence is a group of words containing a subject and a predicate and expressing a complete thought. Word order arranges separate words into sentences in a certain way and indicates where to find the subject, the predicate, and the other parts of the sentence such as the verb, adjective, adverb, conjunction. Word order and context help to identify the meanings of individual words in a sentence.

English sentences are divided into declarative sentences (statements), interrogative sentences (questions), imperative sentences (commands,

requests), and exclamatory sentences. Declarative sentences are the most common type of sentences. Word order in declarative sentences serves as a basis for word order in the other types of sentences

### **Related To Types of Sentences**

The main minimal pattern of basic word order in English a declarative sentence is SUBJECT + PREDICATE. Examples: Bobola works. Dogs bark.

The most common pattern of basic word order in English declarative sentences is SUBJECT + PREDICATE + OBJECT, often called SUBJECT + VERB + OBJECT (SVO).

Examples:

Mr Black ate Scotch egg. – Mr Black (Subject), Ate (Verb) and Scotch egg (Object)

The baby cried for milk. – The Baby (Subject ) , Cried (Verb) and Milk (Object)

An ordinary declarative sentence containing all five parts of the sentence, for example, “Tony watched a boring movie at the theatre yesterday”, has the following word order:

The subject is placed at the beginning of the sentence before the predicate; the predicate follows the subject; the object is placed after the predicate; the adverbial modifier is placed after the object (or after the verb if there is no object); the attribute (an adjective) is placed before its noun (attributes in the form of a noun with a preposition are placed after their nouns).

### **Word Order and Verb**

Word order after the verb is usually dependent on the type of verb – Transitive verb, Intransitive verb and Linking verb.

Transitive verbs require a direct object: The baby cried yesterday, Tola ate bread, I can write.

Some transitive verbs (e.g., bring, give, send, show, tell) are often followed by two objects: an indirect object and a direct object.

Example:

He gave me the money. She sent grandpa some fruits.

Such sentences often have the following word order:

He gave the money to me. She sent some fruits to grandpa.

Intransitive verbs do not take a direct object. Intransitive verbs may stand alone or may be followed by an adverbial modifier (an adverb, a phrase) or by a prepositional object.

Examples of sentences with intransitive verbs:

She runs very fast.

He went home yesterday.

They built a big mansion.

Linking verbs (e.g., be, become, feel, get, grow, look, seem) are followed by a complement. The verb BE is the main linking verb. It is often followed by a noun or an adjective:

Examples:

He is a doctor. He is kind

## **Declarative Sentence**

Subject + predicate (+ object + adverbial modifier):

Examples:

He is home

He (Subject) is (Predicate) home (Object)

He is home everyday

He (Subject) is (Predicate) home (Object) everyday (adverbial modifier)

Anne bought five green apples.

Anne (Subject) bought (Predicate) five green apples (Adverbial modifier + Object)

### **General Questions**

Auxiliary verb + subject + main verb (+ object + adverbial modifier):

Does Jide like red apples

Does (Auxiliary verb) Jide (Subject) like (Main verb) red (adverbial modifier) apples (Object)

Do you know me?

### **Special Questions**

Question words are: Where, When, How, What, Who.

Question word + auxiliary verb + subject + main verb (+ object + adverbial modifier):

What does he want to eat?

What (Question word) does (Auxiliary word) he (Subject) want (Main verb) eat (Object)

Where does Mr Eka live?

Who is Mr Tony looking for?

### **Word order in Statements**

Statements in the form of simple sentences are divided into unextended sentences and extended sentences. There are five parts of a sentence: the subject, the predicate, the object, the attribute, the adverbial modifier. The rules of word order indicate where their place in the sentence is.

Adverbial modifiers are normally placed at the end of the sentence after the object (or after the verb, if there is no object). Attributes (adjectives, numerals, pronouns) usually stand before their nouns, and attributes in the form of nouns with prepositions are placed after their nouns.

Unextended statements have Subject and Predicate only.

E.g. Babies cry

Extended statements have Subject + Predicate + Object (+Adverbial Modifier)

E.g. She stepped on a nail

She stepped on a sharp nail.

**The position of the Subject:** This is usually at the beginning of the statement and is usually expressed by a noun or a pronoun. The subject group may include an article and an attribute.

Babies (Subject) like milk

**The position of the Predicate:** The predicate stands after the subject and is usually represented by a main verb or by the combination of an auxiliary or modal verb with a main verb. Negative forms of auxiliary verbs can be full or contracted.

Busola loves (Predicate) chocolate

**The position of the Object:** There are direct objects (without a preposition) and indirect objects (with or without a preposition). The object is placed after the main verb. If there are two objects after the verb, the word order is first the direct object, then the object with preposition.

She bought two Maths books from the store

**The position of the Attribute:** Attributes expressed by adjectives (or by pronouns, participles, numerals, nouns in the possessive case) usually stand before their nouns, i.e., before the noun in the subject, in the object, or in the adverbial modifier.

My **old** grandpa like **green** and **fresh** vegetables.

## **B. Essay Writing: Informal Letter**

### **How To Write an Informal Letter**

Even when writing an Informal letter, it is a good idea to arrange your ideas fairly clearly. Informal letters vary quite a bit in the way they are set out, but this general frame work usually works.

Introduction

Development

Conclusion

Bear in mind AMPS when writing an Informal letter. AMPS stands for Audience, Medium, Purpose and Style.

Taking AMPS into account will affect the way you write your letter.

**A (Audience):** Who are you writing your letter to? In this case, you are writing to a personal friend: your relationship with that friend has a direct impact on how you write.

**M (Medium):** In this case, a letter.

**P (Purpose):** What is your purpose? Why are you writing the letter? What is the letter for?

**S (Style):** What style of writing is therefore appropriate: semi-formal or informal?

Commard Secondary School,  
P.O. Box 39,  
Jos.

28th September 2011

Dear Chucks,

Ages since I heard from you - do hope that "no news is good news"! Very sorry to have missed you on your last visit, I had only just gone to Enugu when you arrived.

Here's your book again - many thanks. Have been feeling a bit guilty about not sending it before, but you know how it is. I liked it a lot, as you said I would. Didn't like the ending though. I still think that Ben should have escaped the heroine's lovely clutches! He really didn't deserve a fate worse than death, like marriage. Still, we know what we would have done, don't we, City Boy?

See you in the holidays. Best wishes to all your people. Don't let Lagos get you down!

Yours ever,

Sunny.

## Informal Letter

### C. Skill Focus: Writing an Exposition

#### Different ways of Writing an Exposition

There are a number of different approaches to writing an exposition. Once you have chosen a topic or a question, decide which of the patterns below is likely to be the most suitable:

1. **Description:** The essay describes a topic e.g. the building of pipelines, listing its characteristics or typical features and provides examples.
2. **Sequence:** The text simply lists events, or items of information in order - the order could be numerical or chronological.

3. **Comparison:** The text explains two different contrasting situations or things, pointing out the ways they are similar and different e.g. Farmer A whose land is suffering from soil erosion and Farmer B who has taken steps to minimise soil erosion.
4. **Cause and Effect:** The text outlines a situation, e.g. water pollution and then sets out the causes and the effects. A solution at the end would be a good idea.
5. **Problem and Solution:** The text describes a problem, e.g. deforestation and then lists one or more solutions. The text may provide advantages and disadvantages of the different solutions
6. **Mix and Match:** An expository essay could contain a combination of these different patterns.

### **Exercise**

1. What is the major function of word order in English language?
2. What are the normal positions for the subjects and predicates in sentences? Give examples.
3. Write an informal letter to your grandpa in the village telling him how much you miss him and how you cannot wait to visit him.
4. Explain the different patterns to writing an expository essay.
5. Write an expository essay on any preferred topic of your choice.

## TOPIC

### WORD STRESS, PUNCTUATION AND SPEECH WRITING.

#### Contents:

#### Word Stress

#### Grammar: Punctuation

#### Skill Focus: Speech Writing

#### Vocabulary Development: Army Word Register

### A. WORD STRESS

#### Five Syllable Stress

Let us practise some words with five syllables beginning with those having stress on the first or the second syllable. Read the following, giving the stress as indicated by the capital letters:

REgionalism

CAPitalism

NAtionalism

unCOMfortable

exAMinable

conSUMERism

afFECtionately

parTICularly

#### Rules of Stress

It is not easy to lay down rules of stress, to know in advance which syllable to stress. These guidelines will help:

1. Many words are made up of a ROOT (or 'base'), plus one or more AFFIXES (prefixes before the root, suffixes after the root). In other words, each syllable of a word is either a root or it is an affix. A root may be common to several words. For example: inform, conform, reform, formal all contain the root FORM.
2. Generally, a root carries primary stress; affixes do not. However, there are exceptions to these rules: In words with the suffix *-ation* or *-ition*, the *-a-* or *-i-* of this suffix is stressed: for example, investiGAtion, repeTition.
3. Some suffixes (e.g. *-ic*, *-ity*) cause the syllable before the suffix to be stressed. Compare eCOonomy (second-syllable stress) with ecoNOmic (third -syllable stress).

## **B. PUNCTUATION**

Punctuation is the system of signs or symbols given to a reader to show how a sentence is constructed and how it should be read.

Punctuation is used to create sense, clarity and stress in sentences. You use punctuation marks to structure and organise your writing.

We use a variety of punctuation marks, such as full stop/period, comma, question mark, brackets, etc. in our writing to separate sentences, phrases, etc., and to clarify their meaning. We need to familiarize ourselves with some basic rules in order to use these punctuation marks correctly.

### **SENTENCE ENDINGS**

Three of the fourteen punctuation marks are appropriate for use as sentence endings. They are the period, question mark, and exclamation point.

**THE PERIOD OR FULL STOP (.)** is placed at the end of declarative sentences, statements thought to be complete and after many

abbreviations. A **full stop** is placed at the end of each sentence to indicate the end of the sentence, which can be a **statement, request or command**. A full stop is not used at the end of a **phrase or subordinate clause**. Doing so does not create complete sentences.

For example:

- As a sentence ender: I am going home.
- After an abbreviation: *Her* sept. birthday came and went.

Usage of Full Stop or Period (.)

a. The period is used after most abbreviations:

**Example:** Mr., Mrs., Ms., Dr., Rev. Wed., Oct.

b. Most short versions of some specific expressions end in a period.

**Example:** A.M./a.m., P.M./p.m., p.a.

c. Only one full stop is used if a sentence ends with an **abbreviation**.

**Example:** Her biggest ambition is to successfully complete her M.A.

d. The period is used to show the **shortened** form of a word.

**Example:** Opp., mo. (Written abbreviations of 'opposite', 'month')

e. A full stop is always placed inside **quotation marks**, whether or not it is part of the quotation.

**Example:** John said, "That stray dog is not mine."

**NOT:** John said, "That stray dog is not mine".

**The question mark (?)** is used

- to indicate a direct question when placed at the end of a sentence.

E.g.: *When did Jane leave for the market ?*

- A question mark is used after a question that ends with an abbreviation.

E.g.: You said you saw the film show at about 7 p.m.?

**THE EXCLAMATION MARK (!)** is used when a person wants to express a sudden outcry or add emphasis. An **exclamation mark** is used after **interjections** or **commands**. (An **interjection** is a word or phrase used to express a strong feeling.) It expresses an emotion such as surprise, anger, fear, pain or pleasure.

1. Within dialogue: *“Holy moses!” screamed Joke.*
2. To emphasize a point: *My sister-in-law’s rants make me furious !*
3. To express an emotion: *What a complete waste of resources! / Sit over there and be quiet for an hour!*

### **THE COMMA (,)**

The comma, semicolon and colon are often misused because they all can indicate a pause in a series.

The comma is used to show a separation of ideas or elements within the structure of a sentence. Additionally, it is used in letter writing after the salutation and closing.

- Separating elements within sentences: Suzi wanted the black , green, red, pink, white and blue shoes.

Note that in a list, the final two items are linked by the word ‘and’ rather than by a comma.

- Letter Salutations: Dear Uncle Jola , Dear Miss Busola,
- Separation of two complete sentences: We went to the theatre, and we went to the beach.

The comma is useful in a sentence when the writer wishes to:

pause before proceeding

add a phrase that does not contain any new subject

separate items on a list

use more than one adjective (a describing word, like beautiful)

For example, in the following sentence the phrase or clause between the commas gives us more information behind the actions of the boy, the subject of the sentence:

The boy, who knew that his mother was about to arrive, ran quickly towards the opening door.

### **THE COLON (:)**

A colon (:) has two main uses:

The first is after a word introducing a quotation, an explanation, an example, or a series. It is also often used after the salutation of a business letter.

The second is within time expressions. Within time, it is used to separate out the hour and minute: 11:00am.

A **colon** is used before a **list** and usually after 'as follows.'

E.g.: This basket contains the following fruits: mango, pawpaw, watermelon, apple and pineapple.

It is used to separate the hour from the minutes when telling time

E.g.: 12:13am

It can be used within a heading, or descriptive title.

### **Example:**

Comedy or Reality: A man slapped his wife over lunch.

### **SEMI-COLON (;)**

The semi-colon is perhaps the most difficult sign of punctuation to use accurately. If in doubt, avoid using it and convert the added material into a new sentence.

As a general rule, the semi-colon is used in the following ways:

A **semicolon** is used to join two **sentences, independent clauses** or a **series of items** which are closely connected in meaning.

### Examples:

We leave for Ibadan at noon; the weather looks promising.

He gives up smoking; obviously, he fears contracting one of the smoking-related diseases

The semi-colon can also be used to assemble detailed lists.

### Examples:

The conference was attended by delegates from Ikeja, Lagos; Agbowo, Ibadan; Wuse, Abuja; Daura, Katsina; and Sabongari, Kano.

The semicolon (;) is used to connect independent clauses. It shows a closer relationship between the clauses than a period would show. For example: John was hurt ; he knew she only said it to upset him.

## THE APOSTROPHE (')

An apostrophe (') sometimes called inverted comma is used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters.

- The apostrophe indicates possession or ownership.

For example:

The boy's car is red, (girl is in the singular).

This shows the reader that the car belongs to the boy.

The boys' cars are green, (boys in this instance are plural, i.e. more than one boy, more than one car).

This indicates that the cars belong to the boys.

- to form **contractions** by showing the numbers or letters that have been left out.

E.g.: '89 =1989

E.g.: I am = I'm / we are = we're / he will, you're

- to form the **possessive** of a noun.

Add 's to a single noun or name: uncle's pipe; Tony's girlfriend; dog's tail; Bobola's car.

Add 's to singular noun that end in -s: actress's role; princess's lover; rhinoceros's skin.

Add 's to plural nouns that end in -s: boys' bicycles; friends' houses; books' covers

Add 's to other plural nouns: children's toys; women's clothes; men's boots.

Add 's to a person's office or shop: I'll buy the pork at the butcher's. / I'll be visiting Tom's.

Add 's only after the second name: Jack and Jill's pail; Bonnie and Clyde's loot.

- to form the plural of abbreviations: many Dr.'s; many M.D.'s; many Ph.D.'s.

## **QUOTATION OR SPEECH MARKS (“...”)**

Quotation or speech marks are used to:

To mark out speech

When quoting someone else's speech

### **For example:**

My grandma said, “Share your chocolates with your friends.”

“George, don't do that!”

“Will you get your books out please?” said Mrs Jones, the teacher, “and quieten down!”

## **HYPHEN (-)**

The hyphen is used to link words together.

For example:

- twentieth-century people
- second-class upper
- non-verbal

Generally, hyphens are used to join two words or parts of words together while avoiding confusion or ambiguity.

## **EXAMPLES**

show-down

up-to-date

There are some cases where hyphens preserve written clarity such as where there are letter collisions, where a prefix is added, or in family relations. Many words that have been hyphenated in the past have since dropped the hyphen and become a single word (email, nowadays).

## **EXAMPLES**

- co-operate
- oval-like
- anti-bomb
- post-colonial
- great-grandmother
- mother-in-law

## **HYPHENS IN NUMBERS**

Hyphen is used with compound numbers from twenty-one to ninety-nine.

## **EXAMPLES**

- Twenty-two

- seventy-five
- thirty-three
- sixty-nine

In written fractions, a hyphen is placed between the numerator and denominator except if there is already a hyphen in either the numerator or the denominator.

## **EXAMPLES**

two-thirds

one-eight

three-tenths

six-hundredths

A Hyphen is used when a number forms part of an adjectival compound

## **EXAMPLES**

Bobola has a 55-hour working week.

Busola won the 12000-metre marathon race.

Wole Soyinka was a great nineteenth-century novelist.

## **DASHES**

Dashes can be used to add parenthetical statements or comments in much the same way as you would use brackets. In formal writing you should use the bracket rather than the dash as a dash is considered less formal. Dashes can be used to create emphasis in a sentence.

## **EXAMPLES**

You may think she is a liar – she isn't.

Osas might come to the party – you never know.

## **BRACKETS ( )**

Brackets always come in pairs ( ) and are used to make an aside, or a point which is not part of the main flow of a sentence. If you remove the words between the brackets, the sentence should still make sense.

For example:

“The strategy (or strategies) chosen to meet the objectives may need to change as the intervention continues.”

## **SQUARE BRACKETS [...]**

A different set of square brackets [ ] can be used:

to abbreviate lengthy quotations

to correct the tense of a quotation to suit the tense of your own sentence

to add your own words to sections of an abbreviated quotation.

To abbreviate lengthy quotations in an essay or report

Example:

“We can define class as a large-scale grouping of people who share common economic resources that strongly influence the types of lifestyle they are able to lead. Ownership of wealth, together with occupation, are the chief basis of class differences. The major classes that exist in Western societies are an upper class [...]; a middle class [...] and a working class [...].”

## **SLASH (/)**

Many people use the slash instead of or, and etc., but this is not always helpful to the reader. There is, however, a modern convention in gender-neutral writing to use ‘s/he’.

## ELLIPSIS (...)

An ellipsis (three dots) indicates that part of the text has been intentionally been left out.

Example: List of odd numbers between 1 and 99 – 1,3,5,... 99.

## C. Skill Focus: Speech Writing

### How to Write and Deliver a Speech

In an examination, you may be required to write out a speech in full. In real life, however, speeches written out in full tend to be read aloud rather than delivered and for that reason are not as effective as they might be. The best speeches are given using notes only.

The way you write and deliver your speech will depend very much on the three key factors SAI:

1. **S for Situation:** Consider the situation in which you are giving your speech. For example, a speech in a debate may be more formal than a speech given on a less formal social occasion.
2. **A for Audience:** To whom are you speaking? A speech given to a wide cross-section of the public will be very different from a speech intended for people who have a specialized interest in the subject on which you are speaking; and both of these will be very different, again, from a speech addressed mainly to people of your age
3. **I for Intention:** What is the purpose or intention of the speech? A speech in a debate designed to persuade people will be different in tone and content from a speech given on a social occasion.

In writing your speech, consider all the main points you wish to make. If you are speaking in a debate, you should also consider the points that might be made by your opponents – and the ways in which their arguments can be countered!

## Writing a Speech

### 1. Preparation

- a) **Brainstorming:** Think about SAI and the kind of speech that may be appropriate. You may wish to jot down rough points.
- b) **Planning:** Put the rough notes you have made and other ideas into order.

### 2. Rough Draft

Write a rough draft. In general, a speech like almost any piece of writing should be organised in three parts:

- a) **Introduction:** Speeches should always start with an opening remark showing that you respect your audience – and that you in turn deserve their respect! Good ways to start a speech include an interesting quotation or a clever joke (depending on SAI)
- b) **Development:** Coherently present what you wish to say. Information should be conveyed clearly with thought connectors such as *Firstly*, *Secondly* etc. Arguments, as in a debate, should be presented clearly, logically and persuasively.
- c) **Conclusion:** Round off your speech to make you and your listeners feel good about themselves. Remember SAI

### 3. Final draft

Write out a fair copy. Do not cross out the rough draft until you have done the final draft – especially in an exam. That way, if you run out of time, your rough draft can still earn you marks!

- 4. **Final Check:** At this point, you should read out the speech to see if it sounds right. Then practise making the same speech, referring only to notes.

## Exercise

1. Write and practice about twenty words with five syllable stress.

2. Briefly discuss the three rules of stress.
3. What do you understand by punctuation?
4. How many of the punctuation marks are appropriate for ending a sentence? List and explain them.
5. What is the function of the semi colon (;)?
6. Use the options provided below to fill in the empty spaces-

### **The Register of the Army**

At the end of the civil war Nigeria's federal forces numbered well over 250,000. For a time after 1970 the numbers actually increased. (1)..... continued, while the government was reluctant to release into civil life the thousands of half-trained men with some experience of (2) ..... who would probably face employment. In 1972, the total was some 275,000, all but 12,000 of them in the army.

Today, Nigeria's armed forces number some 85,000. However, the army is now a much more effective force than it was in 1970. Despite various problems, the army is now a streamlined all (3) ..... force.

Before 1970, many of the men were semi-trained, illiterate and past (4) ..... age. Many of the officers, too, remarkable though their record and that of their men had been in the war, were unequal to the tasks of maintenance of (5) .... for idle soldiers in peacetime.

Today, many might say that the army has reached an 'optimal' size. The officer (6) ....., although gravely weakened by the diversion of middle-ranking officers to civilian duties, are on top of their jobs. Unlike the armies of many countries, Nigeria's armed forces are based on voluntary (7) ....., and have thus developed a truly professional attitude, as may be seen by the distinguished part played by Nigerian troops in several UN peace-keeping operations and ECOMOG in Sierra Leone.

The army is now based on one armoured division, two mechanised divisions, and one 'composite' division which includes an amphibious brigade. During the civil war it had (8)..... cars but not tanks. Now it has a

big tank force, with more and heavier (9) .... and anti-(10)..... guns and mortars. It also has surface-to-air missiles.

	A	B	C	D	E
1	Membership	Recruiting	Enlistment	Promotion	Operations
2	Cartridges	Tactics	Pistols	Firearm	Parades
3	Professional	Commando	Naval	Strategic	Mobilized
4	Militant	Aggressive	Military	Warfare	Combat
5	Peace	Discipline	Security	Rank	Commitment
6	Battalion	Battery	Tribunal	Corps	Barracks
7	Conscription	Enlistment	Contribution	Submission	Retreat
8	Armed	Attack	Advance	Armament	Armoured
9	Artillery	Rifles	Explosives	Shelling	Warships
10	Bombing	Defence	Ammunition	Cavalry	Aircraf

**TOPIC**  
**ARGUMENTATIVE ESSAY, ACTIVE/PASSIVE VOICE AND WORD STRESS**

**Contents:**

**Essay Writing: Argumentative Essay**

**Grammar: Active and Passive Voice**

**Oracy Skills: Word Stress**

**Figures of Speech**

**A. Skill Focus**

**How to Write an Argumentative Essay**

**I. General Approach**

Two things need to be planned out:

- a. The arguments – for and against. We call these the pros and the cons
- b. The relevant facts

The skill comes in developing your arguments, and in supporting them in a logical way by the facts.

**II. Method**

1. Make sure that you have read and understood the question. In particular, check whether you are required to develop only one side of the case, or whether you are required to consider both the pros and the cons. Usually, you will be asked to argue for or against a point of view.
2. Jot down in note form all the relevant arguments you can think of.
3. Decide which arguments seem stronger, and try to form your own opinion

4. Plan your essay. Rearrange the arguments under the headings For and Against (or Pro and Con), and jot down next to each one any relevant facts that you can think of. In your plan consider, and then demolish the arguments you disagree with first. Here is an example;

a) Introduction

b) Pros (arguments for X)

c) Cons (arguments against X; it may be that you are mentioning them in order to attack them!)

d) Conclusion

A similar plan can be used in any essay of this type. Each section may of course have more than one paragraph.

5. Write your essay. As usual, do a rough draft first, before writing your final version. In an examination, it often happens that you run out of time – and your rough draft may even be the only thing that is marked. So don't cross it out unless and until you have written your final version.

Note: Make sure you clearly cross out the one you don't want marked.

**Warning:** Read the questions!

If you fail to answer the question, you may lose a great many marks. For example, all four of the candidates scored badly. Can you see why?

**Example 1:**

**Question 1:** A number of articles have appeared in your local newspaper on the proposal that bride price should be abolished. Write your own contribution to the series.

**Candidate 1 thought:** 'Ah, a letter to a newspaper. That's easy'

**Candidate 2 thought:** 'I shall not do this question, I am all in favour of bride-price, so I can't write a composition against it'.

## Example 2:

**Question 2:** You have been chosen to speak in a debate for the motion: 'Capital punishment should be abolished'. Write your speech

**Candidate 3** wrote a speech discussing the issues – and not reaching a conclusion

**Candidate 4** wrote a fine speech in favour of corporal punishment.

## B. Grammar: Active and Passive Voice

Verbs have two voices: an **active voice** and a **passive voice**. Voice as the form of a verb shows whether the subject of the verb does the action (the active voice) or whether the action is done to it (the passive voice). Accordingly, we can write a sentence in either of the two different ways.

We can write a sentence in two different ways. We can do it by using the verb to indicate whether the subject performs an action (active voice) or receives the action (passive voice). We usually write active sentences.

The verb is in the **active voice** when the subject, which can be a person or thing **performs the action**

- Busola ate fried rice. (Subject: Busola; verb: ate; object: fried rice)

The doer of the action is Busola. The verb **ate** is in the active voice and is followed by the object.)

The verb is in the passive voice when the **action is done to the subject**.

- The fried rice **was eaten** by Busola. (Verb: eaten; subject: fried rice)

In this passive sentence, the subject is the fried rice. The subject in the active voice **Busola** now becomes the object of the verb **eaten**.

In a passive sentence, the person or thing carrying out the action (often called *the agent*) is introduced with *by*.

Examples:

The milk was opened **by** Jeff. (Jeff -The agent)

As can be seen, changing the active sentence into a passive voice causes the subject to become the object, and the object becomes the subject. The verb phrase used in the passive sentence is the verb to be followed by the past participle of the verb. The passive verb follows the tense of the active verb. For example, if the active verb is in the simple present tense, the passive verb too is in the simple present tense.

## Passive Voice and Tenses

The use of a tense in a passive sentence must be the same as that in the active voice.

### Simple present

- **Active:** The girl **scratched** the small boy.
- **Passive:** The small boy **is scratched** by the girl.

### Simple present continuous

- **Active:** Their dog **is chasing** my cat.
- **Passive:** My cat **is being chased** by their dog.

### Present perfect

- **Active:** The men **have loaded** the books into the boxes
- **Passive:** The books **have been loaded** into the boxes (by the men).

### Simple Past

- **Active:** My wife **slapped** the stubborn child.
- **Passive:** The stubborn child **was slapped** (by my wife).

### Past continuous

- **Active:** The boys **were discussing** about the home work.
- **Passive:** The home work **was being discussed** (by the boys).

### Past perfect

- **Active:** The hunter **had shot** two bears.
- **Passive:** Two bears **had been shot** by the hunter.

### Simple future

- **Active:** The children **will blow** up these balloons.
- **Passive:** These balloons **will be blown** up (by the children).

### Future continuous

- **Active:** She **will be painting** the doghouse.
- **Passive:** The doghouse **will be being painted** (by her).

### Future perfect

- **Active:** The detectives **will have caught** the suspects.
- **Passive:** The suspects **will have been caught** (by the detectives).

### Modals

- **Active:** He **should/must sell** his car.
- **Passive:** His car **should/must be sold** (by him).

## Modal continuous

- We **may be building** a giant sandcastle.
- A giant sandcastle **may be being built** (by us).

## Modal perfect

- **Active:** A suicide bomber **might/could have detonated** the bomb.
- **Passive:** The bomb **might/could have been detonated** by a suicide bomber.

## Passive Voice and Two Objects

A verb can have two possible passive voices when it takes two objects: a direct object and an indirect object. Normally, it is the indirect object (the first object that appears first in an active sentence) which becomes the subject of the passive sentence. We can however also use the direct object as the subject.

### Examples:

- **Active:** The manager showed him (indirect object) a new product(direct object). / The manager showed a new product to him.
- **Passive:** He **was shown** a new product.
- **Passive:** A new product **was shown** to him.
- **Active:** We lent Bob some money. / We lent some money to Bob.
- **Passive:** Bob **was lent** some money.
- **Passive:** Some money **was lent** to Bob.
- **Active:** Joke **gave** Dave a birthday present.
- **Passive:** Dave **was given** a birthday present by Joke.

- **Passive:** A birthday present **was given** to Dave by Joke.

### **Why do we use Passive Voice?**

We use passive voice

1. When we want to refer to an action and do not know the identity of the agent (the doer of the action).

Example: The money was stolen last night.

2. When the action is more important than the doer

Example: The man who was killed in an auto crash

3. When we want to know the doer of the action

Example: The vegetable was eaten by my grandpa

### **C. Word Stress**

#### **Words stressed on the Third Syllable**

In some five syllable words, the main stress falls on the third syllable. Those having it on the third syllable include many words ending in *-al*, *-ally*, *-ity*, and *-able* or *-ible*.

In addition, in five -syllable words, there is another syllable – usually the first – which receives secondary stress. This means that the first syllable has some stress but not as much as the third syllable.

Practise saying the following with the main stress as indicated by the capital letters. In each case, the first syllable has some stress, as indicated by the underlining in the first two examples.

interNational

agriCultural

inciDently

persoNality

oppo**r**TUnity  
popula**L**ARity  
irre**S**PONsible  
unde**S**IRable  
irre**T**RIEVable  
irre**V**OCAble  
christi**A**Nity  
justi**F**lable

### **Words stressed on the Fourth Syllable**

Many five syllable words end in the suffix *-ation*. Can you remember on which syllable the stress falls in such words? It falls on the fourth (penultimate ) syllable, i.e. the *-a-* of this suffix.

Examples:

exami**N**Ation  
administ**R**Ation  
investi**G**Ation  
communi**C**Ation

In such words, there is secondary stress on the first or second syllable:

admini**S**TRAtion  
qualifi**C**Ation

In words ending in *-ation*, the secondary stress falls on the first syllable

demon**S**TRAtion

Listen to these words and repeat. Some have four syllables, some five. Note where the secondary stress falls (as in the first two examples):

pollin**A**Tion

examinATIOn

Exercise

1. concentration
2. civilisation
3. dedication
4. consultation
5. realisation
6. qualification
7. operation
8. standardisation

But note where the main stress falls in words ending in *-able* or *-ible*.

Listen and repeat:

SENSible

disPOSable

indisPENsable

SUITable

resPONSible

indefINable

## D. Figures of Speech

A **figure of speech** is a figurative language in the form of a single word or phrase. It can be a special repetition, arrangement or omission of words with literal meaning, or a phrase with a specialized meaning not based on the literal meaning of the words.

**Alliteration** is a stylistic literary device identified by the repeated sound of the first consonant in a series of multiple words, or the repetition of

the same sounds or of the same kinds of sounds at the beginning of words or in stressed syllables of a phrase.

E.g. **Peter Piper Picked a Peck of Pickle Pepper**

**Assonance** is the repetition of vowel sounds to create internal rhyming within phrases or sentences, and together with alliteration and consonance serves as one of the building blocks of verse. Assonance does not have to be a rhyme; the identity of which depends merely on sequence of both vowel and consonant sounds. Thus, assonance is a resemblance of units that are generally less than a syllable.

E.g. on a *pr*oud *rou*nd *clou*d in wh*ite* *hig*h *nig*ht

A **climax** (from the Greek *klimax*, meaning “staircase” and “ladder”) is a figure of speech in which words, phrases, or clauses are arranged in order of increasing importance.

E.g. “...**Lost, vaded, broken, dead within an hour.**” William Shakespeare, *The Passionate Pilgrim, XIII*

**Anaphora** : This figure of speech uses a specific clause at the beginning of each sentence or point to make a statement.

E.g. “**Good night and good luck**” is an example of the beginning word being the same.

**Hyperbole** is the use of exaggeration as a rhetorical device or figure of speech. It is used in poems to create emphasis on a situation. It may be used to evoke strong feelings or to create a strong impression, but is not meant to be taken literally.

E.g. “**The bucket weighed a ton.**” Hyperbole makes the point that the bucket was very heavy, though it probably does not weigh a ton.

**Metaphor** is used to compares two things that are not alike and finds something about them to make them alike. A metaphor identifies something as being the same as some unrelated thing for rhetorical effect, thus highlighting the similarities between the two.

All the world’s a stage,  
And all the men and women merely players;

They have their exits and their entrances[...]  
—William Shakespeare, *As You Like It*, 2/7

This quotation expresses a metaphor because the world is not literally a stage.

**Simile:** In this figure of speech, two things are compared that are not really the same, but are used to make a point about each other. A simile is a figure of speech that directly compares two things through the explicit use of connecting words (such as *like*, *as*, *so*, *than*, or various verbs such as *resemble*).

E.g. **Life is like a box of chocolates**

### **Irony**

This figure of speech tries to use a word in a literal sense that debunks what has just been said.

E.g. **“Gentlemen, you can’t fight in here! This is the War Room!”**

### **Onomatopoeia**

This is the use of a word that actually sounds like what it means. Good examples include “hiss” or “ding-dong” or “fizz.” These words are meant to describe something that actually sounds very much like the word itself. This is a trick often used in advertising to help convey what something is really like.

### **Paradox**

This figure of speech completely contradicts itself in the same sentence. Famous quotes that illustrate this from George Orwell’s “1984” include: “War is peace. Ignorance is strength. Freedom is slavery.” Though we know these things aren’t true, they present an interesting paradox that makes a person think seriously about what they have just read or heard.

**Personification** is when non-human objects are given human traits.

E.g. **The tide waits for no man.**

**My car tends to give up on long hills.**

## Euphemism

A euphemism is the use of agreeable or inoffensive words to replace rude or offensive ones.

For example:

**kicked the bucket = has died**

**knocked up = is pregnant**

**letting you go = you're fired**

**lost his marbles = is mad**

## Exercise

1. Briefly describe how to write an argumentative essay?
2. Write an argumentative on any topic of your choice.
3. Explain what you understand by active and passive voices.
4. Make at least four sentences, indicating the active and passive voices.
5. Why do we use passive voice in sentences?
6. Give about twenty examples of words that are stressed on the third syllable.
7. Choose the best answer from the box below and fill in the empty spaces-
  1. If we ..... we shall say we were acting under duress. a) arrest b) are arrested c) are arresting d) were arrested
  2. His help ..... in connection with all sorts of problems. a) were requesting b) are requested c) was requested d) is requesting
  3. Sometimes an operation is necessary, and in this case a patient ..... a local or general anaesthetic. a) gives b) has given c) is given d) is giving

4. All doctors ..... to cope with emergencies a) trained b) is trained c) have been trained d) been trained

FINITE FORMS		ACTIVE	PASSIVE
PRESENT	Simple	People admire doctors for their skill	Doctors are admired for their skill
	Continuous	They are operating on the patients	The patients are being operated on
PAST	Simple	The government opened the hospital in 1980	The hospital was opened in 1980
	Continuous	By 1985 they were marketing the new product in Europe	By 1985 the new product was being marketed in Europe
PRESENT PERFECT	Simple	The health authority has appointed Dr Kalu	Dr Kalu has been appointed by the health authority
NON FINITE FORMS			
Infinitive			
PRESENT	Simple	He wants to inform the authorities	He wants them to be informed
	Continuous	He hopes to be working on his own soon	
PERFECT	Simple	They ought to have disposed of the rubbish	The rubbish ought to have been disposed of
	Continuous	The ought to have been disposing of the rubbish, but instead they were sleeping	

ing		People liked Dr Kalu attending to them	People like being attended to by Dr Kalu
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## TOPIC

### NOMINALIZATION AND SKILL FOCUS (PARAPHRASING A POEM)

#### Contents:

**Grammar: Nominalization**

**Vocabulary Development: The Human Body**

**Skill Focus: Writing Skills**

#### **A. Grammar: Nominalization**

It is useful to expand your vocabulary and one way to do this is to know how to use suffixes to form new words. A suffix is something we add to the end of a word to change its meaning or grammatical status. The use of these suffixes to change the meaning of words is called Nominalization. Many nouns are derived from other words and these words may be adjectives or verbs.

E.g.

we can add the word *-hood* to some nouns to form an abstract noun:  
man – manhood, child – childhood.

In some other cases we can add *-ship* to form an abstract noun: leader – leadership, scholar – scholarship

More commonly nouns can be formed from adjectives. The commonest way is by adding *-ness*: good – goodness, kind – kindness

In linguistics, **nominalization** is the use of a word which is not a noun (e.g. a verb, an adjective or an adverb) as a noun, or as the head of a noun phrase, with or without morphological transformation. The term can also refer specifically to the process of producing a noun from another part of speech via the addition of derivational affixes (e.g., *legalize* versus *legalization*)

A “nominalized” sentence is one in which abstract nouns perform most of the work. Abstract nouns are things you can’t touch or easily visualize (such as “analysis” or “solution”). These vague nouns contain within them a hidden verb (“analyze” or “solve”); the process of turning a word from a verb into a noun is called “nominalization.”

Two types of nominalization are found in English. One type requires the addition of a derivational suffix to create a noun. In other cases, English uses the same word as a noun without any additional morphology. This second process is referred to as zero-derivation.

### **Derivational Nominalization**

This is a process by which a grammatical expression is turned into a noun phrase. For example, in the sentence “Combine the two chemicals,” *combine* acts as a verb. This can be turned into a noun via the addition of *-ation*, as in “The experiment involved the *combination* of the two chemicals.”

Examples of nouns formed from adjectives:

- scarcity (from scarce)
- carelessness (from careless)
- kindness (from kind)
- intensity (from intense)

**Examples of nouns formed from verbs:**

- creation (from create)
- nominalization (from nominalize)
- investigation (from investigate)
- movement (from move)
- reaction (from react)

- approval (from approve)

An especially common case of verbs being used as nouns is the addition of the suffix *-ing*, known in English as a gerund.

- giving (from give)
- running (from run)
- editing (from edit)

### Zero-derivation

Some verbs and adjectives in English can be used directly as nouns without the addition of a derivational suffix. Some examples include:

#### change

- *I need a change.* (*change* = noun)
- *I will change.* (*change* = verb)

#### murder

- *The murder of the man was tragic.* (*murder* = noun)
- *He will murder the man.* (*murder* = verb)

### Forming Nouns from Adjectives

Suffix	Examples	Examples of use in sentences
-ness	Adj: Kind Noun: Kindness	My aunt is always kind My aunt shows great kindness to my friends
-dom	Adj: Free Noun: Freedom	The slave was set free The slave has regained his freedom
-ity/-ty	Adj: Scarce Noun: Scarcity	Petrol has become very scarce There is scarcity of Petrol everywhere

-ce                      Adj: Violent Noun: In war, soldiers must be prepared to be  
Violence                      violent I dislike any kind of violence

### Forming Nouns from Verbs

Suffix	Examples	Examples of use
-er	Verb: Play Noun: Player	I can play football I am a great player
-ant	Verb: Serve Noun: Servant	He served his master well I am not your servant
-(t)ion	Verb: Corrupt Noun: Corruption	Our nation is very corrupt Corruption is very widespread
-(e)ry	Verb: Rob Noun: Robbery	He robbed me of my money The robbery was done at midnight
-ment	Verb: Settle Noun: Settlement	Settle your disputes amicably The settlement was generally acceptable
-ance/-ence	Verb: Disturb Noun: Disturbance	You disturbed me last night He was arrested for disturbance of peace
-age	Verb: Cover Noun: Coverage	She always covers many topics Her coverage of that topic was poor

### Irregular Forms

angry – anger: He was never angry – He never showed anger

proud – pride: Bola is too proud – Bola is full of pride

wide – width: It is four metres wide – It is four metres in width

long – length: It is two feet long – It is two feet in length

Exercise:

**Turn the adjectives below into nouns making one sentence each**

1. deaf
2. literate
3. great
4. social
5. innocent
6. popular
7. human
8. wide
9. fertile
10. rude

**Change the following verbs into nouns and write sentences of your own with each word**

1. bribe
2. deny
3. evaluate
4. arrive
5. resemble
6. decorate
7. reject
8. betray

- 9. bless
- 10. treat
- 11. ignore
- 12. report
- 13. announce

## **B. Vocabulary Development: The Human Body**

How much do you know about the human body? The box below contains a list of organs of the body and their definitions mis-matched. Match the organ with its correct definition

- |              |    |  |
|--------------|----|--|
| 1. Heart     | a. | The strong muscular organ in which the developing baby grows inside the mother             |
| 2. Kidneys   | b. | The organ where food digestion begins to take place  |
| 3. Lungs     | c. | Organ in the chest which pumps blood through the body                                      |
| 4. Bones     | d. | A large organ in the body which helps to digest food and cleans your blood                 |
| 5. Uterus    | e. | The organ in your lower back that separates waste liquid from your blood and creates urine |
| 6. Muscles   | f. | The hard part of your body that form its frames  |
| 7. Liver     | g. | The organ inside your head that controls how you feel, think and move                      |
| 8. Spleen    | h. | The natural outer layer of the body that protects it from the outside world                |
| 9. Brain     | i. | The organ near your stomach that controls the quality of your blood                        |
| 10. Pancreas | j. | Organ that you breathe with  |

11. Stomach k. A gland that produces insulin
12. Skin l. The pieces of flesh inside your body that connect your bones together and can contract to enable movement

### C. Skill Focus: Writing Skills

Poetry: Get off this estate

'Get off this estate.'

'What for?'

'Because it is mine.'

'Where did you get it?'

'From my father.'

'Where did he get it?'

'From his father.'

'And where did he get if?'

'He fought for it.'

'Well, I'll fight you for it!'

(By Carl Sandburg)

Discussion

1. What effect does the poet achieve by writing this as a dialogue?
2. Read the skill focus section and write a paraphrase of the poem.
3. Write an appreciation of the poem, indicate what you feel about the poem – what it says to you! You can also indicate how you feel the poem manages to achieve its effect by its use of language such as rhythm, alliteration, rhyme e.t.c.

## **Skill Focus**

### **1. How to write a paraphrase of a Poem**

A paraphrase is a rewrite of a text, making the meaning clearer. Here is a possible paraphrase of the poem. The poet imagines a dialogue taking place between a landowner and a man. The landowner orders the man to get off his estate. The man questions the landowner's right to the land, and the landowner replies that he inherited it from his father. Asked where his father obtained it, the landowner says that his father fought for it. Whereupon the man says that he will fight the landowner for it too.

### **2. How to write an Appreciation**

An appreciation requires you to evaluate what the poet has written. Here is a possible appreciation of the poem. The poem achieves its effect by the use of dialogue, and by paradox. The strong, simple dialogue makes the logic of overthrowing the status quo seem simple. The man's argument runs thus: if your only right to your land is because your grandfather fought for it, then, by the same token, I can acquire your land in the same way. If I am wrong, then your grandfather was wrong and you therefore have no right to the land! The poet is enjoying the paradox that if you respect tradition, you must also respect the need for, or possibility of, change.

## **Exercise**

1. What do you understand by nominalisation?
2. Derivational nominalisation is the process by which a grammatical expression is turned into a noun phrase; true or false?
3. Write about twenty verbs and form each of them into nouns.
4. List about fifty five words that are associated with the human body.
5. Make an attempt at writing a poetry with the theme "nature"

## TOPIC

### What is Nominalization?

**Nominalisation** is the use of a word which is not a noun (e.g. a verb, an adjective or an adverb) as a noun, or as the head of a noun phrase, with or without morphological transformation. The term can also refer specifically to the process of producing a noun from another part of speech via the addition

of derivational affixes (e.g., *legalize* versus *legalization*).

Some languages simply allow verbs to be used as nouns, while others require some form of morphological transformation. English has cases of both.

Two types of nominalisation are found in English. One type requires the addition of a derivational suffix to create a noun. In other cases, English uses the same word as a noun without any additional morphology. This second process is referred to as zero-derivation.

#### Examples of nouns formed from adjectives:

- applicability (from applicable)
- carelessness (from careless)
- difficulty (from difficult)
- intensity (from intense)

#### Examples of nouns formed from verbs:

- failure (from fail)
- nominalization (from nominalize)
- investigation (from investigate)
- movement (from move)
- reaction (from react)

- refusal (from refuse)

An especially common case of verbs being used as nouns is the addition of the suffix *-ing*, known in English as a gerund.

- swimming (from swim)
- running (from run)
- editing (from edit)

It is useful to expand your vocabulary and one way to do this is to know how to use suffixes to form new words. A suffix is something we add to the end of a word to change its meaning or grammatical status. The use of these suffixes to change the meaning of words is called Nominalization. Many nouns are derived from other words and these words may be adjectives or verbs.

E.g.

we can add the word *-hood* to some nouns to form an abstract noun: man – manhood, child – childhood.

In some other cases we can add *-ship* to form an abstract noun: leader – leadership, scholar – scholarship

More commonly nouns can be formed from adjectives. The commonest way is by adding *-ness*: good – goodness, kind – kindness

In linguistics, **nominalization** is the use of a word which is not a noun (e.g. a verb, an adjective or an adverb) as a noun, or as the head of a noun phrase, with or without morphological transformation. The term can also refer specifically to the process of producing a noun from another part of speech via the addition of derivational affixes (e.g., *legalize* versus *legalization*)

A “nominalized” sentence is one in which abstract nouns perform most of the work. Abstract nouns are things you can’t touch or easily visualize (such as “analysis” or “solution”). These vague nouns contain within them a hidden verb (“analyze” or “solve”); the process of turning a word from a verb into a noun is called “nominalization.”

Two types of nominalization are found in English. One type requires the addition of a derivational suffix to create a noun. In other cases, English uses the same word as a noun without any additional morphology. This second process is referred to as zero-derivation.

### **Derivational Nominalization**

This is a process by which a grammatical expression is turned into a noun phrase. For example, in the sentence “Combine the two chemicals,” *combine* acts as a verb. This can be turned into a noun via the addition of *-ation*, as in “The experiment involved the *combination* of the two chemicals.”

### **Examples of nouns formed from adjectives:**

- scarcity (from scarce)
- carelessness (from careless)
- kindness (from kind)
- intensity (from intense)

### **Examples of nouns formed from verbs:**

- creation (from create)
- nominalization (from nominalize)
- investigation (from investigate)
- movement (from move)
- reaction (from react)
- approval (from approve)

An especially common case of verbs being used as nouns is the addition of the suffix *-ing*, known in English as a gerund.

- giving (from give)
- running (from run)
- editing (from edit)

### Zero-derivation

Some verbs and adjectives in English can be used directly as nouns without the addition of a derivational suffix. Some examples include:

#### change

- *I need a change.* (*change* = noun)
- *I will change.* (*change* = verb)

#### murder

- *The murder of the man was tragic.* (*murder* = noun)
- *He will murder the man.* (*murder* = verb)

### Forming Nouns from Adjectives

Suffix	Examples	Examples of use in sentences
-ness	Adj: Kind Noun: Kindness	My aunt is always kind My aunt shows great kindness to my friends
-dom	Adj: Free Noun: Freedom	The slave was set free The slave has regained his freedom
-ity/-ty	Adj: Scarce Noun: Scarcity	Petrol has become very scarce There is scarcity of Petrol everywhere
-ce	Adj: Violent Noun: Violence	In war, soldiers must be prepared to be violent I dislike any kind of violence

### Forming Nouns from Verbs

Suffix	Examples	Examples of use
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-er	Verb: Play Noun: Player	I can play football I am a great player
-ant	Verb: Serve Noun: Servant	He served his master well I am not your servant
-(t)ion	Verb: Corrupt Noun: Corruption	Our nation is very corrupt Corruption is very widespread
-(e)ry	Verb: Rob Noun: Robbery	He robbed me of my money The robbery was done at midnight
-ment	Verb: Settle Noun: Settlement	Settle your disputes amicably The settlement was generally acceptable
-ance/-ence	Verb: Disturb Noun: Disturbance	You disturbed me last night He was arrested for disturbance of peace
-age	Verb: Cover Noun: Coverage	She always covers many topics Her coverage of that topic was poor

### Irregular Forms

angry – anger: He was never angry – He never showed anger

proud – pride: Bola is too proud – Bola is full of pride

wide – width: It is four metres wide – It is four metres in width

long – length: It is two feet long – It is two feet in length

### Exercise

1. What is nominalisation?
2. Discuss the two types of nominalisation in English Language.
3. Turn the adjectives below into nouns making one sentence each
  1. deaf
  2. literate
  3. great

4. social
5. innocent
6. popular
7. human
8. wide
9. fertile
10. rude

11. 4. Change the following verbs into nouns and write sentences of your own with each word

1. bribe
2. deny
3. evaluate
4. arrive
5. resemble
6. decorate
7. reject
8. betray
9. bless
10. treat
11. ignore
12. report
13. announce

## TOPIC

### Vocabulary Development: Words Associated with the Human Body and Functions

How much do you know about the human body? The box below contains a list of organs of the body and their definitions mis-matched. Match the organ with its correct definition

1. **Heart** a. The strong muscular organ in which the developing baby grows inside the mother
2. **Kidneys** b. The organ where food digestion begins to take place
3. **Lungs** c. Organ in the chest which pumps blood through the body
4. **Bones** d. A large organ in the body which helps to digest food and cleans your blood
5. **Uterus** e. The organ in your lower back that separates waste liquid from your blood and creates urine
6. **Muscles** f. The hard part of your body that form its frames
7. **Liver** g. The organ inside your head that controls how you feel, think and move
8. **Spleen** h. The natural outer layer of the body that protects it from the outside world
9. **Brain** i. The organ near your stomach that controls the quality of your blood
10. **Pancreas** j. Organ that you breathe with
11. **Stomach** k. A gland that produces insulin
12. **Skin** l. The pieces of flesh inside your body that connect your bones together and can contract to enable movement

## **Exercise**

1. Write and memorise five hundred additional words that are related to the human body.
2. Write an essay about the human body system?

## TOPIC

### Relative Pronoun Defined

A **relative pronoun** is a type of pronoun that often introduces dependent (or relative) clauses in sentences. They also can stand alone as the subject or object of a sentence. There is a specific list of relative pronouns, and here they are: *who, whoever, whom, whomever, that, which, when, where, and whose*. (Sometimes, *what, which, and where* can serve as relative pronouns.)

### Why Are Relative Pronouns Important?

Relative pronouns introduce **relative clauses**, which is a group of words that has both a subject and a verb and modifies a noun in a sentence. Without the **relative pronoun**, the relative clause would not exist. In fact, the relative pronoun is a ‘clue’ word to let us know that the relative clause is beginning.

### Examples of Relative Pronouns in Sentences

Here are two examples of how relative pronouns are used in sentences. Let’s start with the simple sentence:

*The fly landed.*

Now let’s build it up with a relative clause:

*The fly that had been buzzing around Sam’s head landed on the cake.*

In this case, the relative pronoun *that* introduces the relative clause *that had been buzzing around Sam’s head*. At first, we only knew that a fly landed. Now, by adding the relative clause, we have more information about the fly. The whole clause *that had been buzzing around Sam’s head* modifies the noun and subject, *fly*.

Let’s try another:

*The girl whose leg was bruised in the soccer game is my sister.*

The subject of this sentence is the word *girl*. We know that the word *whose* is a relative pronoun. It introduces the relative clause *whose leg was bruised in the soccer game*. This relative clause modifies the subject, *girl*.

### **Words Associated with Building and Building Construction**

**ACRE:** A plot of land comprising of 43,560 sq. ft.

**ADHESIVE:** A natural or synthetic material, generally in paste or liquid form, used to fasten or glue boards together, lay floor tile, fabricate plastic laminates, etc.

**AIR-DRIED LUMBER:** Lumber that has been piled in yards or sheds for length of time. The minimum moisture content of thoroughly air-dried lumber is usually 12 to 15 percent.

**ALCOVE:** A recess opening off a wall of a larger room. Often used as a sitting area, coat room, or storage area.

**ANCHOR:** Any fastener (usually metal) used to attach parts, such as joists, trusses, posts, etc., to masonry or masonry materials.

**ANCHOR BOLT:** A threaded rod inserted in masonry construction to anchor the sill plate to the foundation.

**APRON:** Trim used under the stool on interior windows.

**ARCADE:** A series of arches supported by columns or piers to provide an open passageway.

**ARCH:** A curved structure that will support itself and the weight above its curved opening by mutual pressure.

**AREAWAY:** Recessed area below grade around the foundation to allow light and ventilation into basement window.

**AROMATIC RED CEDAR:** Similar characteristics to (Western) red cedar. Primarily used in construction for chests and closet linings for its mothproof value.

**ARRIS:** A sharp edge formed when two planes or surfaces meet. Found on edges of moldings, doors, shelves, and in cabinet construction.

**ASHPIT:** The area below the hearth of a fireplace, which collects the ashes.

**ASPHALT SHINGLES:** Composition roof shingles made from asphalt impregnated felt covered with mineral granules.

**ASSESSMENT:** The levy of a tax or charge on property, usually according to established rates.

**ASSESSOR:** A public official responsible for the evaluation of property for the purposes of taxation.

**ASSIGNEE:** A person to whom a transfer of interest is made in connection with a mortgage or contract for a home or piece of property.

**ASSIGNOR:** A person who makes an assignment for a mortgage or contract for a home or piece of property.

**ASTM:** American Society for Testing Materials.

**ATRIUM:** A central hall or open court within a structure.

**ATTACHMENT:** The legal seizure of property to require payment of a debt.

**ATTIC:** The space between the roof and the ceiling.

**ATTIC VENTILATORS:** In houses, screened openings provided to ventilate an attic space. They are located in the soffit area as inlet ventilators and in the gable end or along the ridge as outlet ventilators. They can also consist of power-driven fans used as an exhaust system. See LOUVER.

**AWNING WINDOW:** An outswinging window hinged at the top.

**BACKFILL:** The replacement of excavated earth into a trench around and against a basement foundation.

**BALCONY:** A deck projecting from the wall of a building above ground level.

**BALUSTERS:** Usually small vertical members in a railing used between a top rail and the stair treads or a bottom rail.

**BALUSTRADE:** A series of balusters connected by a rail; generally used for porches and balconies.

**BANISTER:** A handrail with supporting posts used alongside a stairway.

**BASEBOARD:** The finish board covering the interior wall where the wall and floor meet.

**BASE SHOE:** A molding used next to the floor in interior baseboards.

**BATT:** A roll or sheet of insulation designed to be installed between members of frame construction.

**BATTEN:** Narrow strips of wood used to cover joints or as decorative vertical members over plywood or wide boards.

**BATTER BOARD:** One of a pair of horizontal boards nailed to posts set at the corners of an excavation, used to indicate the desired level, also as a fastening for stretched strings to indicate outlines of foundation walls.

**BAY WINDOW:** Any window space projecting outward from the walls of a building, either square or polygonal in plan.

**BEAM:** A structural member transversely supporting a load.

**BEAM CEILING:** A ceiling in which the ceiling beams are exposed to view.

**BEARING PARTITION:** A partition that supports any vertical load in addition to its own weight.

**BEARING WALL:** A wall that supports any vertical load in addition to its own weight.

**BEECH:** A whitish to reddish brown hardwood used especially in construction for interior and exterior cabinet parts. Blends well with birch for stained kitchen cabinets and vanities.

**BENCH MARK:** A mark on some permanent object fixed to the ground from which land measurements and elevations are taken.

**BIRCH:** Hard and heavy light reddish brown hardwood. The most widely used hardwood veneer for flush doors, cabinet work, and paneling. Mill products include interior trim, flooring, sash, and trim.

**BLIND NAILING:** A method of nailing so that the nail is not visible.

**BOARD FOOT:** A method of lumber measurement using nominal dimensions of 1 in. thick, 12 in. wide, and 12 in. long, or the equivalent.

**BRICK:** A solid masonry unit composed of clay or shale. Formed into a rectangular prism while soft and burned or fired in a kiln.

**BRICK VENEER:** A facing of brick laid against and fastened to sheathing of a frame wall or tile wall construction.

**BRIDGING:** Small wood or metal members that are inserted in a diagonal position between the floor joists at midspan to act both as tension and compression members for the purpose of bracing the joists and spreading the action of loads.

**BTU (BRITISH THERMAL UNIT):** The amount of heat required to raise one pound of water one degree F.

**BUILT-UP ROOF:** A roofing composed of three to five layers of asphalt felt laminated with coal tar, pitch, or asphalt. The top is finished with crushed slag or gravel. Generally used on flat or low-pitched roofs.

**BUREAU OF LAND MANAGEMENT:** The branch of government in charge of surveying public lands.

**CARPORT:** A garage not fully enclosed.

**CASEMENT WINDOW:** A hinged window, usually metal, that opens out.

**CASING:** Molding of various widths and thicknesses used to trim door and window openings at the jambs.

**CAULKING:** A waterproof material used to seal cracks.

**CENTRAL HEATING:** A system by which the heat from a single source is distributed with ducts.

**CHAIN:** A unit of land measurement 66 ft. in length.

**CHAMFER:** A beveled edge on a board formed by removing the sharp corner. Generally used on moldings, edges of drawer fronts, and cabinet doors.

**CHASE:** A slot or continuous groove built in a masonry wall to accommodate ducts, pipes, or conduits.

**CHIMNEY:** A vertical flue for passing smoke from a heating unit, fireplace, or incinerator.

**CHIPPED GRAIN:** Wood surface that has been roughened by the action of cutting tools. Considered a defect when surfaces are to be smoothly finished.

**CHORD:** The horizontal member of a truss connecting the lower corners.

**CLEAR TITLE:** A title to property that is free of any defects.

**CLEAT:** A piece of wood, normally used in frame construction, fastened to another member to serve as a brace or support.

**COLLAR BEAM:** Nominal 1 or 2 in. thick members connecting opposite roof rafters. They serve to stiffen the roof structure.

**COMPUTER AIDED DESIGN:** Using the computer to perform drafting and design functions.

**CONCRETE:** A mixture of cement, sand, and gravel with water.

**CONDITIONS AND RESTRICTIONS:** The term used to designate any conditions to which the use of land may not be put and the penalties for failure to comply.

**CONDUCTION:** The flow of heat through an object by transferring heat from one molecule to another.

**CONDUIT, ELECTRICAL:** A pipe, usually metal, in which wire is installed.

**CONTRACT:** An agreement between a seller and purchaser. The title is withheld from the purchaser until all required payments to the seller have been completed.

**CONVECTION:** Refers to the transfer of heat by a moving fluid (liquids and gases).

**COPING:** A cap or top course of a masonry wall to protect lower areas from water penetration.

**CORBEL:** A ledge or shelf constructed by laying successive courses of masonry out from the face of the wall.

**CORE:** The inner layer or layers of plywood. The core may consist of veneer, solid lumber, or composition board.

**CORNER BRACES:** Diagonal braces at the corners of frame structure to stiffen and strengthen the wall.

**CORNICE:** The part of a roof that projects out from the wall.

**CORNICE RETURN:** That portion of the cornice that returns on the gable end of a house.

**COUNTERFLASHING:** A flashing used under the regular flashing.

**COVE:** Molded trim of a concave shape used around cabinet construction and other built-ins.

**CRAWL SPACE:** The shallow space below the floor of a house built above the ground. Generally, it is surrounded with the foundation wall.

**CRICKET:** A device used at roof intersections to divert water.

**CRIPPLE:** A structural member that is cut less than full length, such as a studding piece above a window or door.

**CROSS BRACING:** Boards nailed diagonally across studs or other boards to make framework rigid.

**CROWN MOLDING:** A decorative molding used at the top of cabinets, at ceiling corners, and under a roof overhang.

**CUL-DE-SAC:** A street or court with no outlet which provides a circular turn around for vehicles.

**CULL:** Building material (especially boards that is rejected because of defects or below usable grade.

**CUPOLA:** A small, decorative structure built on the roof of a house. It is often placed over an attached garage and may also be used for ventilating purposes.

**CURTAIN WALL:** An exterior wall which provides no structural support.

**DADO JOINT:** A groove cut across the face of a board to receive the end of another board. Often used in quality shelf and cabinet construction.

**DAMPER:** A movable plate which regulates the draft of a stove, fireplace, or furnace.

**DEAD LOAD:** All the unmovable weight in a structure and the weight of the structure itself.

**DEED:** A document indicating that the ownership of land has been transferred from one person to another.

**DIMENSION LUMBER:** Framing lumber which is 2 in. thick and from 4 to 12 in. wide.

**DOME:** A roof used over an entryway or a complete structure in the form of a hemisphere.

**DOME STRUCTURES:** Structures incorporating design elements of the geodesic dome or triangular space frames.

**DOORJAMB:** Two vertical pieces held together by a head jamb forming the inside lining of a door opening.

**DOORSTOP:** The strips on the doorjamb against which the door closes.

**DORMER:** An opening in a sloping roof, the framing of which projects out to form a vertical wall suitable for windows or other openings.

**DOUBLE GLAZING:** Making a pane of two pieces of glass with air space between and sealed to provide insulation.

**DOUBLE HEADER:** Two or more timbers joined for strength.

**DOUBLE HUNG:** Refers to a window having top and bottom sashes, each capable of movement up and down.

*DOUGLAS FIR:* A yellow to pale reddish soft wood. The leading veneer wood primarily converted into plywood and widely used in building and construction. Lumber used in general construction. Mill products used for sash, flooring, and doors.

*DOWNSPOUT:* A pipe, usually of metal, for carrying rainwater from roof gutters.

*DRESSED SIZE:* The actual size of lumber after jointing and surfacing.

*DRIP CAP:* A molding placed on the exterior top side of a door or window frame to cause water to drip beyond the outside of the frame.

*DRY WALL:* Interior covering material, such as gypsum board or plywood, which is applied in large sheets or panels.

*DRY WELL:* A pit located on porous ground, walled up with rock, which allows water to seep through; used for the disposal of rain water or as the effluent from a septic tank.

*DUCTS:* In a house, usually round or rectangular metal pipes for distributing warm air from the heating plant to rooms, or air from a conditioning device or as cold air returns. Ducts are also made of composition materials.

*DUPLEX OUTLET:* Electrical wall outlet having two plug receptacles.

*DWARF WALL:* A low wall built to retain an excavation or embankment.

*EARNEST MONEY:* A partial payment made as part of the purchase price to bind a contract for property.

*EARTH SHELTERED DWELLING:* A structure which uses soil to reduce heat loss (or gain).

*EASEMENT:* An area of a piece of property given rights to another for the purpose of placing power lines, drains, and other specified uses.

*EASTERN FIR:* A softwood similar to spruce in its general characteristics. Used for siding, moldings, and general construction.

*EAVES:* The lower portion of the roof that overhangs the wall.

*ELL*: An extension or wing of a building at right angles to the main section.

*ESCUTCHEON*: Door hardware which accommodates the knob and keyhole.

*EXCAVATION*: A cavity or pit produced by digging the earth in preparation for construction.

*EXPANSION JOINT*: A bituminous fiber strip used to separate blocks or units of concrete to prevent cracking due to expansion as a result of temperature changes.

*EXPANSIVE CLAY*: A type of soil which swells when wet and produces very high pressure against underground walls.

*FACADE*: The front elevation or face of a structure.

*FACE BRICK*: Brick of better quality used on the face of a wall.

*FACE SIZE*: The exposed width of a molded piece of lumber after installation.

*FACE VENEER*: Veneer selected for exposed surfaces in plywood. Especially selected for fancy paneling.

*FACING*: Any material attached to the outer portion of a wall used as a finished surface.

*FASCIA*: A vertical board nailed onto the ends of the rafters.

*FIBERBOARD*: A building board made with fibrous material and used as an insulating board.

*FILL*: Sand, gravel, or loose earth used to bring a subgrade up to a desired level around a house.

*FILLED INSULATION*: A loose insulating material poured from bags or blown by machine into walls.

*FIREBRICK*: A brick that is especially hard and heat-resistant; used in fireplaces.

*FIRECLAY:* A refractory mortar used to lay firebrick in the bed and walls of a fireplace.

*FIRE CUT:* The angular cut at the end of a joist designed to rest on a brick wall.

*FIRE STOP:* A solid, tight closure of a concealed space, placed to prevent the spread of fire and smoke through such a space. In a frame wall, this will usually consist of 2 by 4 cross blocking between studs.

*FIRE WALL:* Any wall designed to resist the spread of fire between sections of a house. Fire walls are commonly used between the main structure and an attached garage. Fire resistant materials are designed specifically for this purpose.

*FLAGSTONE:* Flat stone used for floors, steps, walks, or walls. *FLASHING:* Sheet metal or other material used in roof and wall construction to protect a building from water seepage.

*FLUE:* The space or passage in a chimney through which smoke, gas, or fumes ascend. Each passage is called a flue, which together with any others and the surrounding masonry make up the chimney.

*FLUE LINING:* Fireclay or terra-cotta pipe, round or square, usually made in all ordinary flue sizes and in 2 ft. lengths. Used for the inner lining of chimneys with the brick or masonry work around the outside. Flue lining in chimneys runs from about a foot below the flue connection to the top of the chimney.

*FLY RAFTERS:* End rafters of the gable overhang supported by roof sheathing and lookouts.

*FOOTING:* A masonry section, usually concrete, in a rectangular form wider than the bottom of the foundation wall or pier it supports.

*FORM, CONCRETE:* A temporary structure built to contain concrete during pouring and initial hardening.

*FOUNDATION:* The supporting portion of a structure below the first-floor construction, or below grade, including the footings.

*FRAMING, BALLOON:* A system of framing a building in which all vertical structural elements of the bearing walls and partitions consist of single pieces extending from the top of the foundation sill plate to the roof plate and to which all floor joists are fastened.

*FRAMING, PLATFORM:* A system of framing a building in which floor joists of each story rest on the top plates of the story below or on the foundation sill for the first story, and the bearing walls and partitions rest on the subfloor of each story.

*FRIEZE:* In house Construction, a horizontal member connecting the top of the siding with the soffit of the cornice.

*FROSTLINE:* The depth of frost penetration in soil. This depth varies in different parts of the country. Footings should be placed below this depth to prevent movement.

*FURRING:* The use of wood strips (or other materials) as a method of finishing the interior face of a masonry wall. Furring provides a space for insulation, helps prevent moisture transmission, and provides a level surface for paneling or other surface finishing treatment.

*GABLE:* The portion of the roof above the eave line of a double-sloped roof.

*GAIN:* (a) A recess or notch into which a door hinge fits flush with the surface. (b) Refers to the way heat is extracted from solar radiation.

*GARRETT:* An attic or unfinished part of a house just under the roof.

*GIRDER:* A large or principal beam of wood or steel used to support concentrated loads at isolated points along its length.

*GLAZING:* Placing of glass in windows or doors.

*GRADE:* The surface of the ground around a building.

*GRADE, WOOD:* A designation given to the quality of manufactured lumber.

*GRAVEL STOP:* A strip of metal with a vertical lip used to retain the gravel around the edge of a built-up roof.

*GROUT*: A plaster-like material used to seal between ceramic and other tile in kitchens, showers, and baths.

*GUSSET*: A plywood or metal plate used to strengthen the joints of a truss.

*GUTTER*: A trough for carrying off water.

*HANGER*: A metal strap used to support piping or the ends of joists.

*HARDWOOD*: Wood produced from broad-leaved trees or trees that lose their leaves. Examples include oak, maple, walnut, and birch.

*HEADER*: (a) A beam placed perpendicular to joists and to which joists are nailed in framing for chimney, stairway, or other opening. (b) A wood lintel.

*HEARTH*: The inner or outer floor of a fireplace, usually made of brick, tile, or stone.

*HEAT EXCHANGER*: A device for removing heat from water or air and transferring the heat to another medium. Baseboard convectors are water to air heat exchangers.

*HEXADOME*: One variation of the geodesic dome.

*HICKORY*: A hard and heavy brown to reddish brown hard wood. Used as face veneer for decorative interior plywood paneling and as solid lumber in special flooring applications. Pecan, a variety of the hickory family, has similar properties and construction applications.

*HIP RAFTER*: The diagonal rafter that extends from the plate to the ridge to form the hip.

*HIP ROOF*: A roof that rises by inclined planes from all four sides of a building.

*HOSE BIB*: A water faucet made for the threaded attachment of a hose.

*HOUSE DRAIN*: A horizontal sewer piping within a building, which receives waste from the soil stacks.

*HOUSE SEWER*: The watertight soil pipe extending from the exterior of the foundation wall to the public sewer.

*HUMIDIFIER*. A device, generally attached to a furnace, to supply or maintain humidity in a home.

*HUMIDSTAT*: A controlling device to regulate or maintain the desired degree of humidity in a house.

*I-BEAM*: A steel beam with a cross section resembling the letter I. It is used for long spans as basement beams or over wide wall openings, such as a double garage door, when wall and roof loads are imposed on the opening.

*IMPROVEMENTS*: Any additions to property which tends to increase its value, such as buildings, streets, sewers, etc.

*INCANDESCENT LAMP*. A lamp in which a filament gives off light when sufficiently heated by an electric current.

*INSULATING BOARD*: Any board suitable for insulating purposes: usually manufactured board made from vegetable fibers, such as fiberboard.

*INSULATION*: Materials for obstructing the passage of sound, heat, or cold from one surface to another.

*INTERIOR TRIM*: General term for all the finish molding, casing, baseboard, and cornice applied within the building by finish carpenters.

*JACK RAFTER*: A rafter that spans the distance from the wall plate to a hip, or from a valley to a ridge.

*JALOUSIE*: A type of window consisting of a number of long, thin, hinged panels.

*JAMB*: The side and head lining of a doorway, window, or other opening.

*JOIST*: A horizontal structural member which supports the floor or ceiling system.

*KILN-DRIED LUMBER*: Lumber that has been kiln-dried, generally to a moisture content of 6 to 12 percent.

*KING POST*: The central upright piece in a roof truss.

*KNEE WALL*: A low wall resulting from one-and-one-half-story construction.

*LALLY COLUMN:* A steel column used as a support for girders and beams.

*LAMINATED BEAM:* A beam made of superimposed layers of similar materials by uniting them with glue and pressure.

*LANDING:* A platform between flights of stairs or at the termination of a flight of stairs.

*LATH:* A building material of wood, metal, gypsum, or insulating board that is fastened to the frame of a building to act as a plaster base.

*LATTICE:* A framework of crossed wood or metal strips.

*LEADER:* A vertical pipe or downspout that carries rainwater from the gutter to the ground or storm sewer.

*LEASE:* A contract for the use of land for a period of years with a designated payment of a monthly or annual rental.

*LEDGER STRIP:* A strip of lumber nailed along the bottom of the side of a girder on which joists rest.

*LEGAL DESCRIPTION:* A written indication of the location and boundaries of a parcel of land. Reference is generally made to a recorded plat of survey.

*LINTEL:* A horizontal structural member that supports the load over an opening such as a door or window.

*LOOKOUT:* A short wooden framing member used to support an overhanging portion of a roof. It extends from the wall to the underside surfacing of the overhang.

*LOT:* A measured amount of property (land) having fixed boundaries.

*LOT LINE:* The line forming the legal boundary of a piece of property.

*LOUVER:* An opening with a series of horizontal slats so arranged as to permit ventilation but to exclude rain, sunlight, or vision.

*MANTEL:* The shelf above a fireplace. Also used in referring to the decorative trim around a fireplace opening.

*MAPLE:* Both hard and soft maple are generally light tan and used in construction where hardness is a major factor. Used for expensive cabinetwork, flooring, doors, and trim. Often used for interior railings, posts, and furniture.

*MASONRY:* Stone, brick, concrete, hollow-tile, concrete-block, gypsum-block, or other similar building units or materials or a combination of the same, bonded together with mortar to form a wall, pier, buttress or similar mass.

*MASTIC:* A flexible adhesive for adhering building materials.

*METAL WALL TIES:* Strips of corrugated metal used to tie a brick veneer wall to a framework.

*MILLWORK:* Lumber that is shaped to a given pattern or molded form. It includes dressing, matching, and machining. Examples include casing, base, panel door parts, and stair rails.

*MITER JOINT:* A joint made with the ends or edges of two pieces of lumber cut at a 45 deg. angle and fitted together.

*MODULAR CONSTRUCTION:* Construction in which the size of all the building materials is based on a common unit of measure.

*MOISTURE BARRIER:* A material such as specially treated paper that retards the passage of vapor or moisture into walls, and prevents condensation within the walls.

*MORTAR:* A mixture of cement, sand and water, used by the mason as a bonding agent for bricks and stone.

*MORTGAGE:* A document used to hold property as security for a debt.

*MORTISE:* A slot cut into a board, plank or timber, usually edgewise, to receive the tenon of another board, plank or timber to form a joint.

*MULLION:* A vertical bar or divider in the frame between windows, doors, or other openings.

*MUNTIN:* A small member which divides the glass or openings of sash or doors.

*NEWEL*: A post supporting the handrail at the top or bottom of a stairway.

*NOMINAL SIZE*: The size of lumber before dressing, rather than its actual size.

*NONBEARING WALL*: A wall supporting no load other than its own weight.

*NOSING*: The rounded edge of a stair tread.

*OAK, RED*: Hard and tough hardwood used for flooring, interior trim, stair treads, and railings. Popular as a face veneer plywood for paneling and cabinetwork. A rich light to medium brown in color. White oak has similar characteristics and applications.

*OAK, WHITE*: See OAK, RED.

*OC., ON CENTER*: The measurement of spacing for studs, rafters, joists, and other framing members from the center of one member to the center of the next.

*OUTLET*: Any type of electrical box allowing current to be drawn from the electrical system for lighting or appliances.

*OVERHANG*: The projecting area of a roof or upper story beyond the wall of the lower part.

*PALLET*: An inexpensive wood skid used to stack and ship construction materials such as brick or concrete block.

*PANEL*: In house construction, a thin flat piece of wood, plywood, or similar material, framed by stiles and rails as in a door or fitted into grooves of thicker material with molded edges for decorative wall treatment.

*PAPER, BUILDING*: A general term for papers, felts, and similar sheet materials used in buildings without reference to their properties or uses.

*PARAPET*: A low wall or railing around the edge of a roof.

*PARGE COAT*: A thin coat of cement plaster applied to a masonry wall for refinement of the surface or for dampproofing.

*PARTICLE BOARD*: A composition board made of wood chips or particles bonded together with an adhesive under high pressure.

*PARTITION*: A wall that subdivides spaces within any story of a building.

*PASSIVE SOLAR HEATING*: Involves capturing, storing, and using solar radiation (the sun's energy) to heat a dwelling without the use of fans or pumps to circulate the heat.

*PECAN*: See HICKORY.

*PERIPHERY*: A boundary or complete outside edge of a parcel of land or an object on a drawing.

*PHASE CHANGE MATERIAL*: A material capable of storing large amounts of heat as they change from solid to liquid. They are slow to release the stored heat and are, therefore, interesting as possible thermal mass materials.

*PIER*: A masonry pillar usually below a building to support the floor framing.

*PILASTER*: A portion of a square column, usually set within or against a wall for the purpose of strengthening the wall; also, a decorative column attached to a wall.

*PINE, PONDEROSA*: Light reddish colored softwood used especially for sash, doors, and screens in the softer grades. Harder grades are used for joists, rafters, studdings, sills, sheathing, porch columns, posts, balusters, and stair rails.

*PINE, WHITE*: Softwood of light tan color used for door, sash, interior and exterior trim, siding, and panels. Lower grades are used for sheathing, subflooring, and roofing.

*PINE, YELLOW*: Softwood of medium texture, moderately hard, and a yellow to reddish brown color. Used for joists, rafters, studding, and general construction where extra strength and stiffness are required.

*PITCH*: The slope of a roof usually expressed as a ratio.

*PLASTER*: A mortar-like composition used for covering walls and ceilings, usually made of portland cement mixed with sand and water.

*PLAT:* A drawing of surveyed land indicating the location, boundaries, and dimensions of the parcel. The recorded plat, usually sent to an appropriate governmental office or the county recorders office, also contains information as to easements, restrictions, and lot number.

*PLATE:* Sill plate is a horizontal member anchored to a masonry wall. Sole plate is bottom horizontal member of a frame wall. Top plate is top horizontal member of a frame wall supporting ceiling joists, rafters or other members.

*PLENUM SYSTEM:* A system of heating or air conditioning in which the air is forced through a chamber connected to distributing ducts.

*PLUMB:* Exactly perpendicular; vertical.

*PLYWOOD:* A piece of wood made of three or more layers of veneer joined with glue, and usually laid with the grain of adjoining plies at right angles. Almost always an odd number of plies are used to provide balanced construction.

*PORTICO:* A covered entryway attached to house, usually open on three sides and supported by posts or columns.

*POST AND BEAM CONSTRUCTION:* Wall construction consisting of posts rather than studs.

*PRECAST:* Concrete shapes which are made before being placed into a structure.

*PREFABRICATED HOUSES:* Houses that are built in sections or component parts in a plant, and then assembled at the site.

*PREFRAMED PANELS:* Fabricated panels consisting of precut lumber and plywood manufactured to standard dimensions ready for structural use.

*PRESERVATIVE:* Any substance that, for a reasonable length of time, will prevent the action of wood-destroying fungi, borers of various kinds, and similar destructive agents when the wood has been properly coated or impregnated with it.

*PURLINS:* Horizontal roof members laid over trusses to support rafters.

*QUARTER ROUND:* A small molding that has the cross section of a quarter circle.

*QUARTER-SAWED:* Lumber which has been sawed so that the medullary rays showing on the end grain are nearly perpendicular to the face of the lumber.

*QUOINS:* Stone or other building materials set in the corners of masonry sections of a house for appearance.

*RABBET:* A groove cut along the edge of a board producing an L shaped strip. Used as trim and in joint work in cabinet construction.

*RADIANT HEATING:* A method of heating, usually consisting of a forced hot water system with pipes placed in the floor, wall, or ceiling; or with electrically heated panels.

*RADIATION:* The flow of heat from a warm source through space in waves of infrared or visible light energy. Sometimes called "isolation."

*RAFTER:* One of a series of structural members of a roof designed to support roof loads. The rafters of a flat roof are sometimes called roof joists.

*RANDOM RUBBLE:* Stonework having irregular shaped units and no indication of systematic course work.

*RED CEDAR:* A reddish to dull brown softwood. The premier wood for shingles used in the United States because of its durability, ease of working, and light weight. Also used for interior and exterior trim, sash, doors, and siding.

*REDWOOD:* Light to deep reddish brown softwood. Mill products include sash, doors, blinds, siding, and trim. Extensively used for garden furniture and exterior decking.

*REGISTER:* The open end of a duct for warm or cool air; usually covered with screening.

*REINFORCED CONCRETE:* Concrete with steel bars or webbing embedded for strength.

*RETAINING WALL:* A wall which holds back an earth embankment.

*REVEAL*: The side of an opening for a window or door, between the frame and the outer surface of the wall.

*RHEOSTAT*: An instrument used for regulating electric current.

*RIDGE*: The top edge of the roof where two slopes meet.

*RIDGE BOARD*: The board placed on edge at the ridge of the roof into which the upper ends of the rafters are fastened.

*RIPRAP*: A sustaining wall or foundation of random stone to prevent erosion on an embankment.

*RISE*: In stairs, the vertical height of a step or flight of stairs.

*RISER*: Each of the vertical boards closing the spaces between the treads of stairways.

*RISER WALL*: A short wall.

*ROOF SHEATHING*: The boards or sheet material fastened to the roof rafters on which the shingles or other roof covering is laid.

*ROUGH OPENING*: A framed opening in a structure into which doors, windows, and other finished trim are set.

*RUN*: In stairs, the net width of a step or the horizontal distance covered by a flight of stairs.

*SADDLE*: Two sloping surfaces meeting in a horizontal ridge, used between the back side of a chimney or other vertical surface and a sloping roof. Also called a cricket.

*SASH*: A single light frame containing one or more lights of glass.

*SCUTTLE*: A small opening in a ceiling which provides access to an attic or roof.

*SECTION*: A rectangular area of land used in the survey system which is approximately one-mile square bounded by section lines. The section system may then be divided into halves, quarters, or smaller units. One square mile comprises 640 acres.

*SEPTIC TANK:* A concrete or steel tank where sewage is partially reduced by bacterial action.

*SETBACK:* A zoning restriction which applies to the location of the home on a lot.

*SETBACK LINES:* Lines which indicate the required distances for the location of a structure in relation to the boundaries of the property.

*SHEATHING:* The structural covering, usually wood boards or plywood, used over studs or rafters of a structure. Structural building board is normally used only as wall sheathing.

*SHED ROOF:* A flat roof, slanting in one direction.

*SHIPLAP:* Wood sheathing which is rabbeted so that the edges of the boards make a flush joint.

*SHOE MOLD:* The small mold against the baseboard at the floor.

*SIDING:* The finish covering of the outside wall of a frame building, whether made of horizontal weatherboards, vertical boards with battens, shingles, or other material.

*SILL:* The lowest member of the frame of a structure, resting on the foundation and supporting the floor joists or the uprights of the wall. The member forming the lower side of an opening, as a door sill.

*SKYLIGHT:* An opening in a roof covered by glass or plastic material to admit natural light.

*SLEEPER:* Usually a wood member embedded in concrete, as in a floor, that serves to support and to fasten subfloor or flooring.

*SMOKE CHAMBER:* The portion of a chimney flue located directly over the fireplace.

*SOFFIT:* Usually the underside of an overhanging cornice.

*SOFTWOOD:* Wood produced from coniferous trees or trees that bear cones. Most commonly used as the pines, but also includes such trees as fir, spruce, redwood, and cedar. The term has no reference to the actual hardness or softness of the wood.

*SOIL STACK:* The main vertical pipe which receives waste water from fixtures in a building.

*SOLAR COLLECTORS:* Devices for trapping the sun's energy.

*SOLAR RADIATION:* The sun's energy.

*SOLID BRIDGING:* A solid member placed between adjacent floor joists near the center of the span to prevent joists from twisting.

*SPRUCE:* Pale yellowish softwood used for general building purposes as planks, dimension stock, and joists. Millwork products include doors, sash, casing, and trim.

*SQUARE:* A unit of measure – 100 sq. ft. – usually applied to roofing material. Sidewall coverings are sometimes packed to cover 100 sq. ft. and are sold on that basis.

*STOOL:* The horizontal ledge or strip as part of the frame below an interior window.

*STRETCHER COURSE:* A row of masonry in a wall with the long side of the units exposed to the exterior.

*STUCCO:* Most commonly refers to an outside plaster made with portland cement as its base.

*STUDS:* The vertical framing members of a wall.

*SUBFLOORING:* Any material, usually 1/2 in. plywood, nailed directly to floor joists. The finish floor is attached over the subflooring.

*SUBGRADE:* A fill or earth surface upon which concrete is placed.

*SUMP:* A pit in a basement floor which collects water and into which a sump pump is placed to remove the water.

*SURVEY:* A description of the measure and marking of land, including maps and field notes which describe the property.

*SUSPENDED CEILING:* A ceiling system supported by hanging from the overhead structural framing.

**TAIL BEAM:** A relatively short beam or joist supported in a wall on one end and by a header at the other.

**TERMITE SHIELD:** A shield, usually of noncorrodible metal, placed in or on a foundation wall or other mass of masonry or around pipes to prevent passage of termites.

**TERRAZZO FLOORING:** Wear-resistant flooring made of marble chips or small stones embedded in cement and polished smooth.

**THERMAL MASS:** Materials which can store large amounts of heat such as stone, masonry, or concrete.

**THERMOSIPHONING:** Is the result of a fluid expanding and rising.

**THERMOSTAT:** Automatic device for controlling temperature.

**THRESHOLD:** A strip of wood or metal with beveled edges used over the finish floor and the sill of exterior doors.

**TITLE:** Evidence indicating the rights a person has to the ownership and possession of land.

**TOPOGRAPHY:** Usually refers to site characteristics such as contour of the land, trees, or other natural features.

**TRACT:** A specified area of land.

**TRANSOM:** A window placed above a door or permanent window which is hinged for ventilation.

**TRAP:** A U-shaped pipe below plumbing fixtures designed to create a water seal and prevent sewer odors and gases from being released into the habitable areas.

**TREAD:** The horizontal board in a stairway on which the foot is placed.

**TRIM:** The finish materials in a building, such as moldings, applied around openings (window trim, door trim) or at the floor and ceiling of rooms (baseboard, cornice).

**TRIMMER:** The longer floor framing member around a rectangular opening into which a header is joined.

**TROMBE WALL:** A popular passive solar design technique for trapping and storing the sun's energy.

**TROWELING:** The finishing operation which produces a smooth, hard surface on concrete slab.

**TRUSS:** Structural members arranged and fastened in triangular units to form a ridge framework for support of loads over a long span.

**UNDERLAYMENT:** A material placed under finish coverings, such as flooring or shingles, to provide a smooth, even surface for applying the finish.

**VALLEY:** The internal angle formed by the junction of two sloping sides of a roof.

**VALLEY RAFTER:** The diagonal rafter at the intersection of two intersecting sloping roofs.

**VENEER:** Extremely thin sheets of wood produced by slicing or rotary-cutting a log.

**VENEERED CONSTRUCTION:** Type of wall construction in which frame or masonry walls are faced with other exterior surfacing materials.

**VENT STACK:** A vertical soil pipe connected to the drainage system to allow ventilation and pressure equalization.

**WAINSCOT:** Surfacing on the lower part of an interior wall when finished differently from the remainder of the wall.

**WALL TIE:** A small metal strip or steel wire used to bind tiers of masonry in cavity-wall construction, or to bind brick veneer to the wood-frame wall in veneer construction.

**WATER CONDITIONER:** A device used to remove dissolved minerals from water to make it soft. Generally used in houses supplied by well water, which contains calcium, magnesium, and other minerals, to remove hardness that causes scale buildup in plumbing.

**WEATHERSTRIP:** Strip of metal or fabric fastened along the edges of windows and doors to reduce drafts and heat loss.

***WEEP HOLE:*** An opening at the bottom of a wall which allows the drainage of water.

***WYTHER:*** Pertaining to a single-width masonry wall.

***ZONING:*** Building restrictions which regulate size, location, and type of structures to be built in specific areas.

## TOPIC

### The unstressed vowel

One of the hardest things about spelling words with more than one syllable is managing the unstressed vowel. The unstressed vowel is the little “uh” sound we say in “weak” syllables, like the “er” in “water”, the “ar” in “liar”, the “or” in “tractor” or the “a” in “China”. It can be spelt using just about any vowel spelling.

If learners are introduced to long words too quickly, before they have grasped the major vowel spellings in one-syllable words, they can think that this vowel is an “u” sound as in “cut”.

This can make them very confused about how to spell this sound, and how to spell long words generally, since this sound seems to be everywhere in long words.

Another thing which can be really confusing when learning to spell words with more than one syllable is identifying syllable boundaries.

A syllable can be just one letter, or it can be half a dozen or more. Learners need to familiarise themselves with which patterns indicate the end of a syllable, and how to munch their way through long words just one mouthful/syllable at a time, not try to swallow words whole.

I’ve just finished my Level 7 Workbook which contains materials suitable for practising these skills. All the words in it are already “chunked” into syllables for learners, because they have little dots between syllables (often there are two possible places to put a syllable break, in which case I have used the location that is most consistent with the patterns previous workbooks have covered).

These dots take the guesswork for beginners out of where syllable boundaries are, and how many mouthfuls there are in each word. The learner’s job is first to copy the words, then write them independently, without dots, by working through the word one syllable at a time, and sounding out each syllable.

There are many spellings that don’t appear in words of one syllable which are common in longer words, like the “age” in “village”, the “y” in “silly”, the

“ture” in “future” and the “ti” in “motion” and “patient”. My Level 7 Workbook also introduces a range of these. Here’s a quick video tour of it:

## Voiced and Unvoiced Sounds

Many sounds in English go in pairs. This means that they are the same but one is “voiced” while the other is “unvoiced” (voiceless). When a sound is voiced, the vocal cords vibrate. When a sound is unvoiced, the vocal cords do not vibrate.

Why not put this to test? Put your hand to your larynx (the protruding part of your throat below your chin). Then make a long ‘mmmm’ sound. Can you feel the vibration? This is because ‘mmmm’ is a voiced sound.

Then still with your hand on your larynx, make a ‘ssss’ sound. There is no vibration. This because ‘ssss’ is an unvoiced or voiceless sound.

The pairs of unvoiced and voiced sounds in English are listed below.

Unvoiced	Voiced
/s/	/z/
/k/	/g/
/p/	/b/
/f/	/v/
/t/	/d/
/θ/	/ð/
/ʃ/	/ʒ/
/tʃ/	/dʒ/

The /θ/ and /ð/

These are two different sounds, both represented in spelling by ‘th’. Many Nigerians find them difficult because they are not found in Nigerian languages.

Examples of the /θ/ sound

think, thank, thief, thirty, bath, breath, pathway

Examples of the /ð/ sound

northern, that, there, the, smooth, breathe, bathe

### **Oral Skills: Vowel Sounds**

The central vowel /ə/

This short sound is very common, It only occurs in unstressed syllables (ones said with almost no force). It is the vowel you normally hear in these common words: a, an, the, and, but, of. When you have to make this sound, your mouth should NOT be wide open.

Read the following words and phrases aloud. The unstressed syllables are shown in italics, and all contain /ə/:

*a*gain     *a*bout     *a*lone             *a*way

*T*eacher *M*other     *T*ailor             *N*eighbour

*a*n egg     *t*he book     *a* glass *o*f water

*a*t  
school     *a*t home     *P*oor *b*ut  
   *h*appy

Note that when *the* comes before another word beginning with a vowel, the sound is no longer /ə/ but /i/. Say the following:

He mixed the eggs together and poured them into the oil.

Vowel sounds present a considerable challenge to non-native speakers. Spoken English has an unusually high number of vowel sounds – from 5 written vowels (a, e, i, o, u) we produce 19 vowel sounds

## Types of Vowel Sounds

A vowel sound is made by shaping the air as it leaves the mouth. There are four types of vowel in English:

- - - Short monothongs (2, 3, 4, 7, 10, 12 in the diagram)
    - Long monothongs (1, 6, 8, 9, 11 in the diagram)
    - Diphthongs (13 – 19 in the diagram)
    - Weak vowels (1, 2, 5 , 9 in the diagram)

The /i/ and /i:/ sounds

We are going to revise the two sounds above.

Listen to these two lists of words and repeat:

/i:/            /i/

Eat    It

Feel    Fill

Heap    Hip

Sheep    Ship

Leaves    Lives

Seat    Sit

Beat    Bit

He's    His

Least    List

Many learners of English need to distinguish between these sounds properly. The problem lies with the /i/ sound of the words in column 2. Many Nigerian languages do not have this sound. So let us compare the two sounds. the /i:/ of the words in column 1 is generally quite long and

your tongue muscles are very tense or strained as you say it. In contrast, the /i/ of the column 2 words is usually short. Your tongue is brought near the top of your mouth, but your tongue muscles are quite lax as you say it; there is no tension in them. When you say /i/, your mouth is slightly more open than when you say /i:/.

Spelling: /i:/

The /i:/ sound is usually spelled as 'ee' or 'ea' but in some other ways als. Read the following:

*need, meet, chief, police, green, please, piece, machine, meat, these, believe, deceive.*

Spelling: /i/

The following words all contain the /i/ sound, which is usually spelled 'i'. Say them:

*is, quick, little, did, which, bitter, this, with, politics, fit, give, Philip*

When a word is spelled with 'i ...e' the sound of 'i' is usually /ai/, but the following words should be said with /i/.

*river, driven, favourite, genuine, promise.*

There are some unusual spellings of /i/, which we find in some very common words. Say the following:

*busy, business, minute, women, pretty*

This sound is very often found in unstressed syllables where the spelling is '-ed', '-ied', '-et', '-age', '-ess', '-ies', '-ing', and '-y'. Say the following:

*wanted, carries, market, manage, useless, ended, ladies, bucket, going, quickly, village, married*

Sounds /s/ and /z/

The /s/ and /z/ sounds are another unvoiced – voiced pair: /s/ unvoiced and /z/ voiced. Although /s/ should not be a problem but some Nigerians have difficulty with /z/.

Now pronounce these words

/s/          /z/

Sink          Zinc

Cease        Seize

Police        Please

Price         Prize

Note that the usual spelling of /s/ is 's' or 'ce' and the usual spelling of /z/ is z. However, 's' in spelling often has a /z/ sound, not an /s/ sound, especially at the end of a word.

Pronounce the following words, giving 's' at /z/ sound.

his those was rains years names

knees sings praise bodies feeds dogs

Sometimes a word can be spelt in one way but have two different pronunciations – one with /s/, one with /z/. And sometimes, though two words may have nearly the same sound or spelling, one contains /s/ while the other contains /z/

Read the following words or phrases line by line, carefully noting the difference

/s/                  /z/

Used to            To use

A close friend    To close

A fine house      To house

Advice             To advise

Decease            Disease

The rain ceased    They seized their  
bags

Loose talk

Don't lose your  
money

A diploma  
course

Cause and effect

Practice:

1. spare

a. stomach

b. usual

c. busy

d. zone

2. please

a. sixth

b. ignorance

c. neighbors

d. police

3. miss

a. sugar

b. simple

c. sham

d. realize

4. tease

a. vest

b. zip

c. crisis

d. sir

## Exercise

1. Explain what you understand by an unstressed vowel.
2. Differentiate between voiced and unvoiced sounds.
3. How many voiced and unvoiced sounds are there in English language? (A. Eight B. Sixteen C. Twelve D. fourteen)
4. From the words lettered A to D, choose the word that has the same sound

1. health

a. their

b. threaten

c. father

d. further

2. rather

a. seventh

b. enthusiasm

c. southern

d. path

Solution

1. b. threaten

2. c. southern

## TOPIC

### Plural Forms of Noun and the Rules Guiding them

In English, we form the plurals of nouns by adding **-s** to the singular. Examples are given below.

Boy -> boys

Girl -> girls

Book -> books

There are several exceptions to this rule. Nouns ending in **-s**, **-sh**, **-ch** and **-x**, form their plurals by adding **-es** to the singular.

Examples are:

Box -> boxes

Class -> classes

Branch -> branches

Brush -> brushes

Watch -> watches

Most nouns ending in **-o**, generally form their plurals by adding **-es**.

**Examples are:**

Mango -> mangoes

Hero -> heroes

Potato -> potatoes

Volcano -> volcanoes

Some singular nouns ending in **-o**, form their plurals by simply adding **-s**.

**Examples are:**

Piano -> pianos

Photo -> photos

Stereo -> stereos

Dynamo -> dynamos

Nouns ending in a **consonant + -y**, form their plurals by changing that **-y** into **-i** and adding **-es**.

Baby -> babies

Lady -> ladies

City -> cities

Story -> stories

Most nouns ending in **-f** or **-fe** form their plurals by changing **-f** or **-fe** into **v** and adding **-es**.

Leaf -> leaves

Life -> lives

Thief -> thieves

Knife -> knives

There are several exceptions to this rule and the following nouns form their plurals by simply adding **-s**.

### **Examples**

Roof -> roofs

Proof -> proofs

Dwarf -> dwarfs

Belief -> beliefs

A few nouns form their plurals irregularly. Examples are given below.

Man -> men

Woman -> women

Tooth -> teeth

Mouse -> mice

Some nouns have the singular and the plural alike. Examples are: **swine, sheep, deer**

The nouns **dozen, score, pair, hundred** and **thousand** do not have a plural form when they are used after a number.

The car cost me **five thousand** dollars. (NOT ... five thousand dollars)

### Exercise

1. In English language, the regular way to show the plural form of a noun is to add---? (A. r, B. ch C. s D. rh)
2. Explain the exceptions to the common way of showing the plural forms of nouns.
3. What is the plural for the following words *swine, sheep, and deer*? **Explain your answer.**

## **TOPIC: Speech Work (Oral): Making a Toast during Celebration; Reading to Summarize an Argument**

When friends and family come together to celebrate, the festivities may include raising glasses for an uplifting toast. If delivering the toast falls to you, some advance preparation will help you create a memorable start to the celebration. In other words, when you make a toast, you can turn a simple occasion into a festive, memorable event.

Please note that toasting is a tradition of goodwill. Words are spoken and a drink is taken as an expression of welcome, or in honor of a person, group or occasion. Toasting is also important to have in your business skill set. You may be in a situation where you want to welcome someone new to a company or group, welcome an important visitor, bid a colleague goodbye, or launch a new idea or announce a new service.

Follow these toasting etiquette tips to mark the occasion with plenty of goodwill-

**Contemplate Your Words: While eloquent toasts may look like they are off-the-cuff, it takes planning to communicate a thoughtful message. Organize your thoughts, formulate a draft and practice your delivery. Ask a friend for honest feedback.**

**Make it Short and Sweet: A successful toast is both brief and heartfelt. From welcoming your guests to the party to a short description of your guest of honor's best qualities, a considerate comment will be appreciated and well received when it is executed simply and concisely.**

**Your Host Has First Priority: Often, but not always, the host will initiate the first toast. The host may also opt to delegate the task to someone else. Only then is it appropriate for guests to deliver subsequent toasts, and preferably not after a "Welcome" toast.**

**Raise a Glass With Cheer: Before proposing a toast, look around and make sure everyone's glass is full, whether it's with champagne, sparkling water or non-alcoholic punch. This task may be impossible to do in a large crowd, but it's a polite gesture to give advance notice of an upcoming toast in a small group.**

**Remember 5 Simple Steps: Stand up, smile and make eye contact, raise your glass and say something sincere, take a sip of your drink, be seated and continue to enjoy the party or meal.**

**Show Respect to Your Host: Even if you are not close friends with the individual being toasted, or disagree with the sentiments of the person toasting the other person, raise a glass to participate in the toast. Refusing to partake in a toast is impolite and makes fellow guests feel uncomfortable. Keep your private issues separate from the occasion.**

### **Reading to Summarise an Argument**

- Read the original passage or text very carefully.
- Use a pencil to highlight or underline what you take to be the main point of the original text, or make notes in the margins or on another sheet of paper.
- If you're summarizing an entire essay, outline the writer's argument.
- Now tell your audience what the original source argued.

## Writing an Argument Summary

### **Part 1- Introduce the writer or speaker, the text, and the central claims.**

In \_\_\_\_\_ (type of text) \_\_\_\_\_, \_\_\_\_\_ (title of text) \_\_\_\_\_, \_\_\_\_\_ (author's first and last name) \_\_\_\_\_, \_\_\_\_\_ (information about the author) \_\_\_\_\_, \_\_\_\_\_ (verb such as claims, asserts, argues) \_\_\_\_\_ that \_\_\_\_\_ (paraphrase or quote the central claim and sub-claims if applicable) \_\_\_\_\_.

### **Part 2: Explain how the author develops or advances the argument.**

\_\_\_\_\_ He/she \_\_\_\_\_ (supports/develops) \_\_\_\_\_ this claim by first \_\_\_\_\_ (explain what the author is doing: verb) \_\_\_\_\_. Then, \_\_\_\_\_ (explain what the author does next) \_\_\_\_\_. \*include prepositional phrases like "toward the end of the text" in order to add variety to your writing.

### **Part 3: State the author's purpose in writing the text.**

\_\_\_\_\_ (author's last name)'s purpose is to \_\_\_\_\_ in order to \_\_\_\_\_ (what does the author want the audience to do or feel as a result of this work?)

### **Part 4: Describe the intended audience and the author's relationship to the audience.**

\_\_\_\_\_ (He/She) \_\_\_\_\_ establishes \_\_\_\_\_ (describe the tone) \_\_\_\_\_ for \_\_\_\_\_ (what is the relationship between the author and his/her audience?) \_\_\_\_\_

### **Part 5: Explain the significance of this work**

This work is significant because \_\_\_\_\_.

## **Exercise**

1. Briefly describe how to make a toast during gatherings.
2. Now practice how to toast with your friends. Gather a few friends and act it out.
3. How do you summarise any given text?
4. Now read any preferred passage of your choice and summarise it.

## TOPIC

### What are Modifiers in English Language?

Modifiers are words, phrases or clauses which function as adjectives or adverbs to describe a word or make its meaning more specific. In grammar, modifiers are optional elements in phrase structure or clause structure. They are called modifiers because they modify (change the meaning of) another element in the structure, on which it is dependent. Typically modifiers can be removed without affecting the grammar of the sentence. Examples of modifiers discussed below-

#### Examples of Modifiers

**Modifiers As Adjectives:** When a modifier is an adjective, what it does is to modify a noun or a pronoun as you can see in the examples below-

Lee caught a small **mackerel**. (Here, the adjective *small* modifies the noun *mackerel*.)

Lee caught a small **mackerel**. (Don't forget that articles (i.e., *the*, *an*, and *a*) are adjectives too. Here, *a* modifies the noun *mackerel* as does *small*.)

Lee caught another **one**. (Here, the adjective *another* modifies the pronoun *one*.)

#### Modifiers As Adverbs

When a modifier is an adverb, it modifies a verb, an adjective, or another adverb. Examples are seen below-

Lee accidentally **caught** a small whelk. (Here, the adverb *accidentally* modifies the verb *caught*.)

Lee caught an incredibly **small** mackerel. (Here, the adverb *incredibly* modifies the adjective *small*.)

Lee supposedly **accidentally** caught a small whelk. (Here, the adverb *supposedly* modifies the adverb *accidentally*.)

### **A Modifier Can Be a Phrase or a Clause**

Don't forget that phrases and clauses can play the roles of adjectives and adverbs too. For example-

Lee caught a **mackerel** smaller than a Mars bar. (This is an adjective phrase modifying the noun *mackerel*.)

Lee caught a **mackerel** of tiny proportions. (This is a prepositional phrase functioning as an adjective. It modifies the noun *mackerel*.)

Lee caught a **mackerel** which was smaller than a Mars bar. (This is an adjective clause modifying *mackerel*.)

When alone, Lee **tried** to catch mackerel. (This is an adverbial phrase (of time) modifying the verb *tried*.)

When we left him alone, Lee **set up** his rod to catch mackerel. (This is an adverbial clause (of time) modifying the verb *set up*.)

### **Exercise**

1. Explain what you understand by modifiers in English language.
2. Give some examples of modifiers as adjectives and adverbs.
3. How can a modifier be a phrase or a clause?
4. Give some examples of modifiers as either phrases or clauses.

## TOPIC

### What is a Complex Sentence?

In traditional grammar, a *complex sentence* is a sentence that contains an independent clause (or main clause) and at least one dependent clause. Put differently, a complex sentence is comprised up of a main clause with one or more dependent clauses joined to it with an appropriate conjunction or pronoun.

The complex sentence is conventionally regarded as one of the four basic sentence structures in English. The other structures are the simple sentence, the compound sentence, and the compound-complex sentence.

### Examples and Observations

In the complex sentence *John left when his sister arrived*, the clause *when his sister arrived* is a dependent clause because it is preceded by the word *when*, which is a subordinating conjunction. Dependent clauses are not complete sentences; they cannot stand alone as a complete sentence. For example, \**When his sister arrived* cannot stand alone. Dependent clauses must be attached to independent clauses in order to form a complete sentence. In the complex sentence above, *John left* is the independent clause.”

- Martina laughed when her mother dropped a pie upside down on the floor.
- “Because he was so small, Stuart was often hard to find around the house.”
- “I learned a valuable lesson about cheating after I changed a mark on my report card in the third grade.”
- “If a man does not keep pace with his companions, perhaps it is because he hears a different drummer.”
- “He was like a cock who thought the sun had risen to hear him crow.”

- “[W]hen my brother got his pants leg caught on the top of a high fence and hung upside down, weeping and muttering curses because his pants were newly torn and Mother would spank him for sure, no angel was with him.”
- “The Scarecrow and the Tin Woodman stood up in a corner and kept quiet all night, although of course they could not sleep.”
- “Although volume upon volume is written to prove slavery a very good thing, we never hear of the man who wishes to take the good of it by being a slave himself.”

### **Types of Complex Clauses: Relative Clauses and Adverbial Clauses**

“A **complex sentence** has a main clause, and one or more subordinate clauses, which come in various kinds. One kind is a relative clause, as in the [bold] parts of *Jack knew the kid **who shot Kennedy***. They can be piled up as in *Jack’s the guy **who shot the kid who killed Kennedy***. . . . One more common kind of subordinate clause is an adverbial clause, often stating when, how, why, or if something happened, as in the [bold] parts of these sentences: ***If John comes**, I’m leaving*, or *He left **because he felt ill***. None of the examples just given were particularly exotic, and they could all easily have occurred in conversational speech. All were, in a technical sense, complex sentences, because they contained subordinate clauses.”

### **Positioning Clauses in Complex Sentences**

Dependent clauses cannot be sentences on their own. They depend on an independent clause to support them. The independent clause in a complex sentence carries the main meaning, but either clause may come first.

## Four Features of Complex Sentences

**Complex sentences** are traditionally divided into two basic types:

- (i) Sentences including coordinate clauses, and
- (ii) sentences including subordinate clauses. The former consist of two (or more) clauses that are functionally equivalent and symmetrical, whereas the latter consist of two (or more) clauses that constitute an asymmetrical relationship: a subordinate clause and a matrix clause do not have equal status and equal function. I suggest that prototypical subordinate clauses carry the following features: they are

- (i) syntactically embedded
- (ii) formally marked as a dependent clause
- (iii) semantically integrated in a superordinate clause and
- (iv) part of the same processing and planning unit as the associated matrix clause.

### Exercise

1. What is a complex sentence? Give some examples to further explain your answer.
2. List and discuss the types of complex clause that you know.
3. Can a dependent clause form a sentence on its own? YES/NO
4. Discuss the four features of a complex sentence.

## TOPIC

### How to Paraphrase Poems

When you paraphrase a poem, use your own words to explain the major ideas line-by-line. Paraphrasing isn't the same as explicating or analyzing a poem. The goal is to rephrase the ideas in your own words without evaluating or addressing the author's hidden messages or underlying themes. A paraphrased poem is a literal translation in regular prose without rhyme or meter.

#### Creating a Literal Translation of Dramatic Works

Read the entire work of art once or twice. This will enable you to get a broad perspective of the storyline; the characters and setting. Then, break the it down word-by-word, phrase-by-phrase or line-by-line to paraphrase. Read a line or a stanza, look away from the poem and think about what the author is literally saying. **Translate the words by restating them in a new way**, using common, everyday language, Use language that that you might use when talking to a teacher or an adult. Do not use slangs and clichés and focus on the literal meaning of the words.

#### Avoid Replacing Words with Synonyms

**Don't just replace all the important words with synonyms.** You might use synonyms occasionally to identify important terms, but exchanging the author's original words for synonyms isn't paraphrasing. Consider ways to rearrange the words and substitute your own words to get across the same meaning.

An effective paraphrase might state, "It's a cold December night, and the trees outside my window are barren. The moon casts shadows of the bare tree branches onto my bedroom floor, and the shadows resemble ghosts." The poem is about a man who expresses his sadness about the death of his lover as a raven pecks ominously at his window. Poe wants readers to associate death with the haunting coldness of winter.

## Expand the Text with Details

**When** paraphrasing a poem, expand the lines and stanzas by using full sentences to explain the poet's ideas. This is important because poets often condense their ideas to make them fit within the meter and rhythm of the poem. When you paraphrase, fill in pieces that the author hints at but doesn't fully explain in detail.

## Use the Same Point of View

Maintain the same point of view as the poet. Your paraphrase should parallel the poet's voice, tone and overall mood. For example, when paraphrasing, "Two roads diverged in a yellow wood, And sorry I could not travel both..." by Robert Frost, you might say, "I had a hard time choosing between two paths in the colorful autumn forest. I wish I could have taken both routes to see where they'd take me." Frost wants readers to understand that life presents choices, and at any given time, you'll have to choose which path to take. In this example, you should maintain the first-person point of view throughout your entire paraphrase.

## Structure: Phrasal Verbs with Two Particles

Someone may put a question to you 'What time did you *get up* this morning?' "Get up" is an example of phrasal verb meaning 'to rise' (from one's bed). Here are some more examples- I *put on* my sleek jeans. What if he didn't *turn up*.

## What then is a Phrasal Verb?

A phrasal verb is a verb followed by a preposition or an adverb; the combination creates a meaning different from the original verb alone.

### Example :

To **get** = to obtain                      I need **to get** a new battery for my camera.

To **get together** = to meet      Why don't we all *get together* for lunch one day?

Phrasal verbs are part of a large group of verbs called “multi-part” or “multi-word” verbs. The preposition or adverb that follows the verb is sometimes called a *particle*.

Phrasal verbs and other multi-word verbs are an important part of the English language. However, they are mainly used in spoken English and informal texts. They should be avoided in academic writing where it is preferable to use a formal verb such as “to postpone” rather than “to put off”.

### **Points to Note about Phrasal Verbs**

1. The verb consists of two words sometimes three e.g give in
2. The first word is short very commonly used word such as go, come, get, run, put, take e.t.c.
3. The second and (third) word is another short familiar word such as up, to, down, in, out, off e.t.c. Such words maybe regarded to as prepositions or adverb: here we will call the particles.
4. The separate words are not always a clear guide to the meaning of a phrasal verb as a whole. The meaning can however be inferred from the context just like any other word. What is the meaning of *turn up*?
5. Use your dictionary to find three phrasal verbs. A good dictionary contains examples.

Read the following paragraph and find out four phrasal verbs. Can you work out what they mean.

I first came across Chinua Achebe's novel 'Things Fall Apart' when I was teaching in Passnow Secondary School in Nigeria. At one stage, I heard he was going to give a lecture at the university – but sadly, the visit was called off at the last minute.

Ever since then, I have eagerly bought a copy of each of his novels as soon as they came out.

As an avid reader of his novels, I was very upset when the news came through of his road accident. It was a great relief to all of us to hear that he had come through, although badly injured.

### Exercise

1. In a few paragraphs, explain the best way to paragraph a poem.
2. What do you understand by a phrasal verb?
3. List and explain the features of phrasal verbs.
4. Fill the gaps with suitable phrasal verbs from the options given in the table below.

### With Come

Phrasal Verb	Meaning	Example
Come about	Happen, develop	How did the strike come about?
Come across	Find	If you come across a pen, it's mine.
Come by	Obtain	How did you come by this jotter?
Come in	To be received (income)	I have 50,000 naira coming in monthly
Come forward	To be identified	The detectives are appealing to witnesses to come forward
Come off	<ul style="list-style-type: none"> <li>a. To stop being connected</li> </ul>	<ul style="list-style-type: none"> <li>a. Your button is coming off</li> </ul>

	<ul style="list-style-type: none"> <li>• b. To happen</li> <li>• c. To succeed</li> </ul>	<ul style="list-style-type: none"> <li>• b. Do you think the election will come off</li> <li>• c. Tolu tried but his joke didn't quite come off</li> </ul>
Come on	<ul style="list-style-type: none"> <li>• a. As a word of encouragement</li> <li>• b. To make progress</li> <li>• c. To begin</li> </ul>	<ul style="list-style-type: none"> <li>• a. Come on it's not far now!</li> <li>• b. How is your school work coming on</li> <li>• c. I think I have a bit of malaria coming on</li> </ul>
Come out	To appear, to emerge	His new book is coming out soon
Come round	<ul style="list-style-type: none"> <li>• a. To visit</li> <li>• b. To change opinion</li> <li>• c. To happen as usual</li> <li>• d. To regain consciousness</li> </ul>	<ul style="list-style-type: none"> <li>• a. When are you coming round to our house</li> <li>• b. In the end, they came around to our point of view</li> <li>• c. Your birthday comes around soon, doesn't it?</li> <li>• d. After a few minutes, he gradually came around</li> </ul>
Come through	<ul style="list-style-type: none"> <li>a. To arrive</li> <li>b. To survive</li> </ul>	<ul style="list-style-type: none"> <li>a. The news has just come through</li> <li>b. She nearly died but managed to come through</li> </ul>
Come to	<ul style="list-style-type: none"> <li>a. To regain consciousness</li> </ul>	<ul style="list-style-type: none"> <li>a. I think she is coming to life</li> <li>b. What is the world coming</li> </ul>

	b. To reach a state. c. To add up	to? c. The bill comes to 1000naira
<b>With Call</b>		
Call at	To visit	The train calls at enugu
Call back	To ring again	I'll call back later if she is busy
Call by	To visit	Do you mind if I call next Friday?
Call for	a. To require b. To demand	a. That calls for the strongest action by the teachers b. The farmers called for better prices
Call in	To telephone	He called in to say he was sick
Call off	To cancel	They called off the match because of injury
Call on	a. To visit b. To formally request	a. Let's call on Tony this evening b. The UN called on both parties to cease fire
Call out	To announce	The teacher called out their names
Call up	a. To telephone b. To make something appear	a. Bobola called up last night b. Joke called up the page from the website

1. The handle of the door \_\_\_\_\_ when I was trying to use it.
2. It's difficult to say how much this terrible situation \_\_\_\_\_
3. He never warns people before he \_\_\_\_\_
4. I fainted when I \_\_\_\_\_ there was no one to be seen
5. The government \_\_\_\_\_ everyone concerned to negotiate

6. I'm in the middle of a difficult sum. Could you ask him to \_\_\_\_ later
7. A new syllabus \_\_\_\_ some years ago
8. It's not a direct flight - it \_\_\_\_\_ Abuja on the way
9. I was amazed: I never thought that the plan they had developed would \_\_\_\_\_
10. I think that my work in English is \_\_\_\_\_very well.

# **SECOND TERM NOTES ON ENGLISH LANGUAGE**

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## SECOND TERM

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WEEK	POSSESSIVE APOSTROPHE

## TOPIC

### **Introduction to Possessive Apostrophe: What is it all about?**

The Possessive Apostrophe is all about making a statement of ownership. In other words, the apostrophe shows the possessive of nouns; e.g you belong to me, this belongs to that. There are four ways to use the apostrophe to show ownership or belonging as you shall see shortly.

The apostrophe may be the most abused punctuation mark in the English language. A quick glance at street signs, advertisements, and store marquees will demonstrate that almost no one seems to know how to use this mark properly.

The apostrophe has two, and only two, uses: to show possession and to indicate the omission of letters or numbers. To further illustrate this point, let us examine some of the rules that dictate when apostrophes should be used and where they should be placed in a word.

### **Common Rules on how to use Possessive Apostrophe**

Possessive common nouns are common nouns or pronouns that own other nouns. Apostrophes are used to indicate this possession in the following ways:

- If the noun does not end in -s (in most cases this means it is singular), add -'s.

Here are two examples:

The bike's handlebars were bent in the crash.

The boy's sister traveled by bus to meet us.

- If the noun is singular and ends in -s, add -'s, as in the following examples:

My boss's job at the bank was eliminated due to budget cuts.

The class's average grade was impressive.

- If the noun is plural and ends in -s, add only an apostrophe.

The clowns' shoes protruded from the windows of the Volkswagen.  
Both bananas' peels had turned brown.

- If the noun is plural and does not end in -s, add -'s.

The children's play received a standing ovation.

The geese's precise formation in the sky impressed the pedestrians.

Some words or phrases are awkward to pronounce when the apostrophe is added ("geese's precise formation," for example). An author always has the option of rewriting the sentence to avoid this problem ("The precise formation of the geese...").

- If multiple nouns jointly own another noun, use an apostrophe only on the final noun listed. In this sentence, one car belongs to both the man and the woman.

The man and woman's car was badly damaged.

- If multiple nouns each possess another noun individually, each noun should have an apostrophe. In this sentence, there are two separate motivations, each owned by a different person.

The student's and the teacher's motivations were in conflict.

- If a compound noun owns another noun, add the apostrophe only to the last element.

My sister-in-law's love of shopping knows no limits.

The president-elect's agenda proposed no major policy changes.

- If an indefinite pronoun (a noun that refers to no specific person or thing) owns a noun, add -'s.

Someone's car is parked in the loading zone.

Does anybody's key fit this lock?

## **Proper Nouns and Apostrophes**

Possessive proper nouns are the capitalized names of specific persons, places, or things. We recommend following the same rules for

apostrophe use on proper nouns as you would on common nouns. For example:

- If the name does not end in -s, add -'s.

Sally's hair was blond and curly.

The Boston Globe's editorial page is popular.

- If the name ends in -s and the pronunciation is not terribly awkward, add -'s.

Robert Burns's poetry is difficult to understand.

Charles Dickens's novels contain an astonishing number of characters.

There are a few exceptions to this rule, of course. One common deviation occurs when only an apostrophe is added to proper nouns that end in -s: Jesus, Moses, and Greek names of more than one syllable ending in -es.

In Sunday school, we studied Jesus' nativity and Moses' parting of the Red Sea.

Sophocles' plays make one wonder what kind of relationship he had with his parents.

### **When not to use an Apostrophe**

The most common apostrophe error is the addition of an apostrophe where one is not needed. We have found apostrophes in some pretty strange places. The following are some of the most frequently made errors:

- Do not use an apostrophe in the possessive pronouns *whose, ours, yours, his, hers, its, or theirs*.
- Do not use an apostrophe in nouns that are plural but not possessive, such as CDs, 1000s, or 1960s.
- Do not use an apostrophe in verbs. Apostrophes sometimes show up in verbs that end in -s, such as marks, sees, or finds.

Some apostrophe mistakes involve the confusion of two words that sound the same but have different meanings.

- Confusion of its and it's. *Its* is a possessive pronoun, while *it's* is a contraction of *it is*.

The dog pulled on its leash.

I just realized it's time to go!

- Confusion of your and you're. *Your* is a possessive pronoun, while *you're* is a contraction of you are.

Don't forget your umbrella.

You're the worst dancer I've ever seen.

- Confusion of whose and who's. *Whose* is a possessive pronoun, while *who's* is a contraction of who is.

Whose turn is it to take out the trash?

I wonder who's going to play Aderopo.

### **Comprehension: Reading to Grasp main Points**

Getting the main idea of a story or text is often a terribly difficult skill for students. But using the tips listed below could be of immense help-

1. *Identifying the key words of a sentence*
2. *Identifying key words or topic of a paragraph*
3. *Identifying the topic sentence of a paragraph*
4. *Recognizing the explicitly stated point of a paragraph*
5. *Inferring the main idea of a sentence*
6. *Inferencing the main idea of a paragraph*
7. *Inferring relationships among ideas in related paragraphs from longer selections*

### **Exercise**

1. What is possessive apostrophe?
2. Explain the rules on how to use possessive apostrophe.
3. What are possessive proper nouns? Give examples.

4. When is it inappropriate to use

## TOPIC

### What is a Paragraph?

A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic. Almost every piece of writing you do that is longer than a few sentences should be organized into paragraphs. This is because paragraphs show a reader where the subdivisions of an essay begin and end, and thus help the reader see the organization of the essay and grasp its main points.

Paragraphs can contain many different kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point. It might describe a place, character, or process; narrate a series of events; compare or contrast two or more things; classify items into categories; or describe causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristics. One of the most important of these is a topic sentence.

### What is a Topic Sentence?

Every well-organized paragraph must have a well-developed single controlling idea which is typically expressed in a sentence called the *topic sentence*. A topic sentence has several important functions: it substantiates or supports an essay's thesis statement; it unifies the content of a paragraph and directs the order of the sentences; and it advises the reader of the subject to be discussed and how the paragraph will discuss it. Readers generally look to the first few sentences in a paragraph to determine the subject and perspective of the paragraph. That's why it's often best to put the topic sentence at the very beginning of the paragraph. In some cases, however, it's more effective to place another sentence before the topic sentence—for example, a sentence linking the current paragraph to the previous one, or one providing background information.

## **The Need for Coherence**

In a coherent paragraph, each sentence relates clearly to the topic sentence or controlling idea, but there is more to coherence than this. If a paragraph is coherent, each sentence flows smoothly into the next without obvious shifts or jumps. A coherent paragraph also highlights the ties between old information and new information to make the structure of ideas or arguments clear to the reader.

Along with the smooth flow of sentences, a paragraph's coherence may also be related to its length. If you have written a very long paragraph, one that fills a double-spaced typed page, for example, you should check it carefully to see if it should start a new paragraph where the original paragraph wanders from its controlling idea. On the other hand, if a paragraph is very short (only one or two sentences, perhaps), you may need to develop its controlling idea more thoroughly, or combine it with another paragraph.

## **Reading to Understand...**

1. Read with a purpose.
2. Skim first.
3. Get the reading mechanics right.
4. Be judicious in highlighting and note taking.
5. Think in pictures.
6. Rehearse as you go along.
7. Stay within your attention span and work to increase that span.

Also look out for the for transitional terms. Some of them have been indicated below, with special focus on their roles in the paragraph structures. This will help you understand just how important it is to look out for them-

**To show addition:** again, and, also, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next, too

**To give examples:** for example, for instance, in fact, specifically, that is, to illustrate

**To compare:** also, in the same manner, likewise, similarly

**To contrast:** although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, though, yet

**To summarize or conclude:** all in all, in conclusion, in other words, in short, in summary, on the whole, that is, therefore, to sum up

**To show time:** after, afterward, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while

**To show place or direction:** above, below, beyond, close, elsewhere, farther on, here, nearby, opposite, to the left (north, etc.) **To indicate logical relationship:** accordingly, as a result, because, consequently, for this reason, hence, if, otherwise, since, so, then, therefore, thus

### **Register: Words Associated with Press**

The media: radio, television, newspapers, the Internet, and magazines, considered as a group: can be followed by a singular or plural verb

Medium: A way of communicating information and ideas, especially to a lot of people, for example newspapers or television

Mass Media: newspapers, television, radio etc that communicate news and information to large numbers of people

coverage: Used to the amount of attention that television, radio, and newspapers give to something, or the way in which something is reported

The Limelight: A situation in which you are getting a lot of interest and attention from the newspapers, television etc

overexposure: A situation in which someone or something appears so much in newspapers, on television, on the radio etc that people lose interest

Fanfare: information in newspapers and on television and radio intended to make people interested in someone or something

voice: A person, newspaper, organization etc that expresses a particular idea or that represents the opinions of a particular group

Saturation Coverage: A situation in which every newspaper, television company etc is reporting an event

The Glare of Publicity/The Media etc: Attention from newspapers and television, especially when you do not want it

### **Structure: Punctuation Marks**

Punctuation marks are basic composition of a language. One must be very careful when using punctuation marks because a message can be misinterpreted if there is a flaw in the use of punctuation marks. Here is a list of punctuation marks and their different functions

**FULLSTOP/PERIOD (.)**: This is used:

1. At the end of a sentence or a declarative statement

#### **Examples**

I am a girl.

That is where he lives.

2. After an abbreviation

#### **Example**

Jan. Feb.

**COMMA(,)**: The comma is used in the following ways:

1. After a transitional phrase (e.g. However, it is...)

2. After an interjection (e.g. Yes, I know...)
3. Before a conjunction (e.g. ...the end, but only when...)
4. To replace brackets (e.g. Simon, the last man, saw...)
5. In lists (e.g. egg, milk and butter)
6. With a long subject (e.g. A, B and C, are required...)
7. With numbers (e.g. 2,232)
8. Separation of two complete sentences (e.g., We went to the movies, and we went to the beach)

### **THE SEMICOLON (;) :**

1. It is used to connect two independent clauses (e.g., He cried; he knew she hurt him intentionally)

### **A COLON (:)**

1. The first is after a word introducing a quotation, an explanation, an example, or a series.
2. It is also often used after the salutation of a business letter.
3. Time – It is used to separate out the hour and minute. (e.g., 17:35)

### **Dash (–) It is used to:**

1. To extend a sentence (e.g. ...one trait – bravery.)
2. To replace brackets (e.g. Simon – the last man – saw...)

### **Hyphens (-)**

1. In compound adjectives (e.g. Two-seater bus)
2. in compound nouns (e.g. Cooking-oil)

3. In prefixes (Ex-President)

### **Brackets [], Braces {} and Parentheses()**

**Brackets []** are the squared off notations ([]) used for technical explanations. Your Dictionary uses them when you look up word definitions. At the bottom of each definition page, brackets surround a technical description of where the word originated.

**Parenthesis ()** are curved notations used to contain further thoughts or qualifying remarks. However, parentheses can be replaced by commas without changing the meaning in most cases. For example: John and Jane ( who were actually half brother and sister ) both have red hair.

**Braces {}** are used to contain two or more lines of text or listed items to show that they are considered as a unit. They are not commonplace in most writing, but can be seen in computer programming to show what should be contained within the same lines.

### **Apostrophe, Quotation Marks and Ellipses**

1. An apostrophe (') is used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters.

#### **Examples**

That is Hanifah's dog

2. Omission of letters from a word: An issue of nat'l importance.

**Quotations marks ( "" )** are a pair of punctuation marks used primarily to mark the beginning and end of a passage attributed to another person and repeated word for word. They are also used to indicate meanings and to indicate the unusual or dubious status of a word.

#### **Example**

I quote "This is a grievous matter"

## **Exclamation Mark !**

The *exclamation mark* or *exclamation point* is a punctuation *mark* usually used after an interjection or *exclamation* to indicate strong feelings or high volume (shouting), and often *marks* the end of a sentence.

## **Examples**

Hey, look there!

Drop that object immediately!

## **Exercise**

1. What is a paragraph?
2. One of the most important characteristics of a paragraph is that it must have a—? (A) A topic sentence (B) Sentences (C) Be lengthy (D) Be well written
3. What is a topic sentence?
4. Explain what you understand by the need for coherence when writing paragraphs.
5. Describe explain how to read to understand.
6. List and define twenty words that are associated with journalism.

## TOPIC

### What is a Formal Letter?

A formal letter is an official letter. It is a letter written for official reason. A formal letter is written for different purposes such as the listed below-

- **To make a complaint**
- **Request for something**
- **To make an inquiry**
- **Apply for a Job**
- **As a Proposal**
- **Reference**
- **Formal Invitation**

### **When writing a Formal letter, there are strict rules you must follow!**

You must be mindful of your use of grammar when writing a formal letter as abbreviations, slang and codes are not allowed, examples are Nov, Don't, gimme, e.t.c.

You have to go straight to the point when writing a formal letter, keep it simple and short and also avoid all unnecessary friendly chat and casualness.

When writing a formal letter, you must be conscious of the arrangement from the addresses and dates; to the salutation and heading; down to the introduction; body and conclusion; and then closing and signature:

**Your Address and date:** This should be written at the top right corner of the page.

**Recipient's Address:** This is the address of the receiver of the letter, it should be written at the left hand side after the date.

**Salutation:** letter Dear Sir/Ma/Madam

**Heading:** This carries the reason you are writing the letter in one sentence, it should be in capital letters, if not, it should be underlined. It is the subject of the formal letter. Note: If the subject is not written in capitals, it should be underlined in a formal letter

**Example:** Application for the post of a Clerk or APPLICATION FOR THE POST OF A CLERK

**Body:** In a formal letter, the first paragraph should be introductory while the second paragraph should convey whatever it is you want to get across, in details.

**Conclusion:** The last paragraph of a formal letter should be conclusive, a summary of what you've been writing about. If it is a letter of complaint, the summary could be some suggestions on how to handle it, if it's a letter of proposal, you may conclude by writing what that you're expecting a positive reply.

**Name and Signature:** In a formal letter, this should be written at the left side after the conclusion with your names.

27 Tute Avenue,  
Lusaka,  
ZAMBIA.

August 6, 2009

The Manager,  
Five Hearts Restaurant,  
P.O. Box 002233,  
Lusaka,  
ZAMBIA.

Dear Sir,

Owing to the very poor service that I received on the 1st of August at your restaurant, Five Hearts, I wish to air my complaints. I was unhappy with the staff's attitude and also the quality of food.

Firstly, the staff portrayed a large amount of incompetence and a bad attitude towards customers. No one attended to me for about ten minutes, and when the waiter finally showed up, he showed a severe lack of interest. He had to take my order three times, but even so, he still brought me the wrong food!

Secondly, the service was very slow. It took nearly an hour for my food to be fully prepared. What made matters worse was that after waiting for so long, the waiter brought the wrong food and he had to take it back.

Thirdly, the food itself was of very poor quality. It was quite cold and tasteless. Immediately I reached home, I suffered from very bad diarrhea which lasted for two days.

All these things considered, I feel I need to be compensated. In addition, I demand that you improve the service at Five Hearts restaurant or shut it down as the service being offered is hazardous to the health of your customers. If you do not do either of these, I will report it to the authorities myself.

Please contact me at the address above or the following email address: [dude@zedmail.zm](mailto:dude@zedmail.zm) I would love to hear from you as soon as possible.

Yours Faithfully,

*Mude Mude*  
Dude Mude

## Structure: Types of Sentences

There are four types of sentences in the English language include which include-

- Declarative sentence
- Imperative sentence
- Interrogative sentence
- Exclamatory sentence

Please note that using these different types of sentences and punctuation enables students to vary the tone of their writing assignments and express a variety of thoughts and emotions.

A **declarative sentence** simply makes a statement or expresses an opinion. In other words, it makes a declaration. This kind of sentence ends with a period.

### Examples of this sentence type:

“I want to be a good writer.” (makes a statement)

“My friend is a really good writer.” (expresses an opinion)

An **imperative sentence** gives a command or makes a request. It usually ends with a period but can, under certain circumstances, end with an exclamation point.

### Examples of this sentence type:

“Please sit down.”

“I need you to sit down now!”

An **interrogative sentence** asks a question. This type of sentence often begins with who, what, where, when, why, how, or do, and it ends with a question mark.

### **Examples of this sentence type:**

“When are you going to turn in your writing assignment?”

“Do you know what the weather will be tomorrow?”

An **exclamatory sentence** is a sentence that expresses great emotion such as excitement, surprise, happiness and anger, and ends with an exclamation point.

### **Examples of this sentence type:**

“It is too dangerous to climb that mountain!”

“I got an A on my book report!”

Learning about the different types of sentences and punctuation will help students become better writers by enabling them to convey various types of information and emotion in their writing.

### **Exercise**

1. Define a formal letter and explain some of the reasons why people write them.
2. Briefly describe a formal letter, with special emphasis on the rules guiding its construction.
3. List and explain the types of sentences that you know.
4. An imperative sentence can either end with a full stop or an exclamation sign; true or false?
5. Give examples of the different types of sentences that you know.

## TOPIC

### Summary Writing

Summaries are a brief explanation of a story or piece of writing. You will need to include only the main idea and supporting facts. You can include some other things, but do not re-write the story. Below are tips to guide you when answering summary questions-

**1. Skim the piece:** Don't take any notes this time — just take in the bare minimum to wrap your mind around the basic plot of the book or article. You'll be able to concentrate on the smaller things later.

- 1. Read the piece thoroughly:** In order to write an accurate summary, you must understand what you're reading. Try reading with the author's purpose in mind.
- 2. Outline the article.** This serves as the skeleton of your summary. Write down the support points of each section, but do not go into minor detail. It'll benefit you to write it in your own words now; that will save you time translating later. If you can't get around copying from the original, put quotation marks around it. Only do this with incredibly important sentences that cannot be reworded.
- 3. Start with a clear identification of the work.** This automatically lets your readers know your intentions and that you're covering the work of another author. Clearly identify (in the present tense) the background information needed for your summary: the type of work, title, author, and main point. Example: *In the featured article "Five Kinds of Learning," the author, Holland Oates, justifies his opinion on the hot topic of learning styles — and adds a few himself.*

#### Types of Pronouns:

Traditional grammars define pronouns as "small words that take the place of other words, phrases, and clauses." Pronouns in English more specifically take the place of nouns, noun phrases, and noun clauses as well as some other grammatical forms. English pronouns may be further

classified into more specific categories: personal pronouns, indefinite pronouns, demonstrative pronouns, interrogative pronouns, and relative pronouns.

**Personal Pronouns:** The first type of pronoun in the English language is the personal pronoun. Personal pronouns are pronouns that refer to specific antecedents. The English personal pronoun system includes four types of pronouns: subject pronouns, object pronouns, possessive pronouns, and reflexive pronouns. Personal pronouns express person and number in English. The English personal pronouns are:

- I, me, mine, myself
- we, us, ours, ourselves
- you, yours, yourself, yourselves
- he, him, his, himself
- she, her, hers, herself
- it, it, its, itself
- they, them, theirs, themselves

For example:

- *I* bought *him it* to give to *her*.
- *You* need to wash the dishes *yourself*.
- *She* finished *them* for *us* yesterday.
- *Mine* and *his* are on the table next to *yours* and *hers*.

For more information about personal pronouns, see The English Personal Pronoun System.

**Indefinite Pronouns:** The second type of pronoun in the English language is the indefinite pronoun. Indefinite pronouns are pronouns that refer to unspecified antecedents. Some indefinite pronouns are also referred to as impersonal pronouns. Indefinite pronouns express number in English. The English indefinite pronouns are:

- singular indefinite *-one* pronouns
- singular indefinite *-body* pronouns
- singular indefinite *-thing* pronouns
- other singular indefinite pronouns
- plural indefinite pronouns
- singular/plural indefinite pronouns
- you, yours, yourself, yourselves
- they, them, theirs, themselves

For example:

- *Nobody* left *anything* for you.
- *Both* are for *neither*.
- *Somebody* called about *something* last night.
- *They* say *you* should always wash *your* hands before eating.

For more information about indefinite pronouns, see [The English Indefinite Pronoun System](#).

**Demonstrative Pronouns:** The third type of pronoun in the English language is the demonstrative pronoun. Demonstrative pronouns are pronouns of literal and figurative distance that provide additional information about the proximity of the word, phrase, or clause replaced by the pronoun. Demonstrative pronouns express number and deixis in English. The English demonstrative pronouns are:

- this
- that
- these
- those

**For example:**

- *This* is more important than *that*.
- Give me *those*.
- *These* give me a tummy ache.
- We talked about *this* and *that* yesterday.

For more information about demonstrative pronouns, see The English Demonstrative Pronoun System.

**Interrogative Pronouns:** The fourth type of pronoun in the English language is the interrogative pronoun. Interrogative pronouns are pronouns used to ask questions. Some interrogative pronouns are technically interrogative adverbs. Interrogative pronouns express number in English. The English interrogative pronouns are:

- who
- whom
- what
- which
- whose
- how (interrogative adverb)
- why (interrogative adverb)
- where (interrogative adverb)
- whoever
- whomever
- whatever
- whichever
- whosoever

For example:

- *Who* stole the cookie from the cookie jar?

- *Which* did you give to *whom*?
- You are vacationing *where*?
- *Whatever* do you mean?

For more information about interrogative pronouns, see The English Interrogative Pronoun System.

**Relative Pronouns:** The fifth type of pronoun in the English language is the relative pronoun. Relative pronouns are a type of subordinating conjunction that introduce adjective, or relative, clauses. Some relative pronouns are technically relative adverbs. Relative pronouns express number in English. The English relative pronouns are:

- who
- whom
- that
- which
- whose
- when (relative adverb)
- where (relative adverb)
- why (relative adverb)

For example:

- The man *who* brought the cake is my brother.
- The painting, *which* you vehemently hate, just sold for millions.
- I am not a fan of the cookies *that* you baked.
- Tell me the reason *why* you are late.

For more information about relative pronouns, see The English Relative Pronoun System.

Pronouns are words that take the place of nouns, noun phrases, noun clauses, and other grammatical forms. The five types of pronouns in

the English language are personal pronouns, indefinite pronouns, demonstrative pronouns, interrogative pronouns, and relative pronouns.

### **Speech Work: Rhyme Scheme**

Rhyme scheme is the pattern of rhyme that comes at the end of each verse or line in poetry. In other words, it is the structure the end words of a verse or line that a poet needs to create when writing a poem. Several poems are written in free verse style. Some other poems follow non-rhyming structures, paying attention only to number of syllable.

### **Types of Rhyme Scheme**

There are a number rhyme schemes used in poetry; however, some of the popular are:

- **Alternate rhyme:** It is also known as ABAB rhyme scheme, it rhymes as “ABAB CDCD EFEF GHGH.”
- **Ballade:** It contains three stanzas with rhyme scheme of “ABABBCBC” followed by “BCBC.”
- **Monorhyme:** It is a poem in which every line uses the same rhyme scheme.
- **Couplet:** It contains two line stanzas with “A, A,” rhyme scheme that often appears as “A,A, B,B, C,C and D,D...”
- **Triplet:** It often repeats like a couplet, uses rhyme scheme of “AAA.”
- **Enclosed rhyme:** It uses rhyme scheme of “ABBA”
- **Terza rima rhyme scheme:** It uses tercets, three lines stanzas. Its interlocking pattern on end words follow: Aba bcb cdc ded and so on...
- **Keats Odes rhyme scheme:** In his famous odes, Keats has used a specific rhyme scheme, which is “ABABCDECDE.”
- **Limerick:** A poem uses five lines with rhyme scheme of “AABBA.”

- **Villanelle:** A nineteen-line poem consisting of five tercets and a final quatrain is villanelle and uses rhyme scheme of “A1bA2, abA1, abA2, abA1, abA2, abA1A2.”

### Example of Rhyme Scheme from Literature

Let us take a few examples of most widely used rhymes schemes in literature, which include:

*The people along the sand (A)*  
*All turn and look one way. (B)*  
*They turn their back on the land. (A)*  
*They look at the sea all day. (B)*  
*As long as it takes to pass (C)*  
*A ship keeps raising its hull; (C)*  
*The wetter ground like glass (D)*  
*Reflects a standing gull. (D)*

*(“Neither Out Far nor in Deep” by Robert Frost)*

This is ABAB pattern of rhyme scheme in which each stanza applies this format. For instance, in the first stanza, “sand” rhymes with the word “land” and “way” rhymes with the word “day.”

### Exercise

1. The following are tips on how best to read and answer a comprehension passage except—? (A) Skimming through the passage (B) Reading the piece thoroughly (C) Outlining the article (D) Arranging the paragraphs
2. List and explain the types of pronouns that you know.
3. Give examples of demonstrative pronouns and use them in sentences.
4. Which of these is not an example of interrogative pronoun? (A) That (B) Who (C) Whom (D) Whatever

5. What is a rhyme scheme? Give examples to further explain your answer.

## TOPIC

### Contents:

**Grammar: Reported Speech**

**Oracy: Rhymes**

**Vocabulary Development**

### A. Grammar: Reported Speech

Look and compare the following short texts, which have been adapted from the reading passage of this unit. In both cases the person narrating the story is a man whose name we do not know.

#### A. Direct Speech

'There is no water anywhere, 'my wife said.' 'According to the radio, the pipes have burst.'

#### B. Indirect or Reported Speech

My wife says/said that there is no water anywhere. According to the radio, the pipes have burst.

In A we are given the direct speech of the man's wife – the very words that came out of her mouth are quoted by her husband.

B has exactly the same meaning as A. However, the words that came out of the woman's mouth are no longer being quoted, but reported by her husband. So B is an example of reported speech.

Indirect speech is indicated

- a reporting verb – said, stated etc.
- the conjunction that (beginning a clause containing the report)
- the absence of quotation marks
- other changes to be discussed

In order to see what changes are required, look at the examples in the table below.

### **Indirect speech or reported speech: 'short time later' reporting**

A	B
Ojo's original statement (spoken to, or in the presence of Dele)	Dele's report (a short time later)
'I hate amala.'	Ojo says/said he hates amala
'I am now preparing for my accountancy exam.'	Ojo says/said he is now preparing for his accountancy exam
'I went to Ibadan last week to see my parents.'	Ojo says/said he went to Ibadan last week to see his parents
'I shall/will never accept these conditions.'	Ojo says he will never accept these conditions

Note:

In ordinary conversation we do not narrate like A – we do not say "I hate amala," says Olu.' Instead we narrate like B. We use indirect or reported speech and say, 'Olu says that he hates amala.'

Narrating A is normally found only in novels and short theories, where we want to show the exact words of characters in the story.

### **Reported Speech: 'Long time later'**

Now compare reported speech version B with reported speech version C.

### **A. Direct Speech**

'There is no water anywhere,'my wife said.' 'According to the radio, the pipes have burst.'

### **B. Reported Speech**

My wife says/said that there is no water anywhere. According to the radio, the pipes have burst.

### **C. Reported Speech**

My wife said that there was no water anywhere. According to the radio, the pipes had burst.

What differences between B and C do you notice?

As you can see, the tenses are different: the *is* of B becomes the *was* in of C; *have* in B becomes *had* in C. What is the reason for these differences.

In B, the time of the man's narration is a 'short time later' report of the event. In C, the time of the man's narration is a 'long time later' report of the event.

1. 'You are wasting all the water,'said my wife.
2. My wife said that I was wasting all the water

Which of these is an example of reported speech and which is an example of reported speech? Does the reported speech example show 'short time later' or 'long time later' reporting?

Can you explain why this is so

### Reported speech: 'Long time later' reporting

A	B	Comment
Ojo's original statement (spoken to, or in the presence of Dele)	Dele's report (a long time later)	Comment (changes made, other than changing /to <i>he</i> )
'I hate amala.'	Ojo said he hated amala	Present simple (habit) – Past simple
'I am now preparing for my accountancy exam.'	Ojo said that he was preparing for his accountancy exam	Present continuous (description) Past – Continuous: my – his, now – then
'I went to Ibadan last week to see my parents.'	Ojo said he had gone to Ibadan the previous week to see his parents	Past simple – Past Perfect, last week – the previous week our – their
'I shall/will never accept these conditions.'	Ojo said that he would never accept these conditions	shall/will – would, these – those
'I may fly to Port Harcourt next month.'	Ojo said that he might fly to Port Harcourt the following month	may – might, next month – the following month

### Rhyme

A rhyme is a repetition of similar sounds (or the same sound) in two or more words, most often in the final syllables of lines in poems and songs. The word "rhyme" may also be used as a *pars pro toto* ("a part (taken) for the whole") to refer a short poem, such as a rhyming couplet or other brief rhyming poem such as nursery rhymes.

A rhyme occurs when two or more words have similar sounds. Typically, this happens at the end of the words, but this isn't always the case.

## Perfect rhymes

Perfect rhymes can be classified according to the number of syllables included in the rhyme, which is dictated by the location of the final stressed syllable. It is sometimes called exact, full or true, this rhyme is the typical rhyme where the ending sounds match. Examples are cat and hat, egg and beg, ink and pink, boo and true, soap and dope

- **single:** a rhyme in which the stress is on the final syllable of the words (*rhyme, sublime*)
- **double:** a rhyme in which the stress is on the penultimate (second from last) syllable of the words (*picky, tricky*)
- **dactylic:** a rhyme in which the stress is on the ante-penultimate (third from last) syllable. One example is Aristophanes and cacophonies

## General rhymes

In the general sense, *general rhyme* can refer to various kinds of phonetic similarity between words, and to the use of such similar-sounding words in organizing verse. Rhymes in this general sense are classified according to the degree and manner of the phonetic similarity:

- **syllabic:** a rhyme in which the last syllable of each word sounds the same but does not necessarily contain stressed vowels. (*cleaver, silver, or pitter, patter*, the final syllable of the words *bottle* and *fiddle* are /l/, a liquid consonant.) Rhyming the last syllable, this is also called tail or end rhyme.
- **imperfect (or near):** a rhyme between a stressed and an unstressed syllable. (*wing, caring*). Also referred to as half, slant, approximate, off, and oblique, this rhymes the final consonants but not the vowels or initial consonants. Examples are bent and rant, quick and back.
- **weak (or unaccented):** a rhyme between two sets of one or more unstressed syllables. (*hammer, carpenter*)

- **semi-rhyme:** a rhyme with an extra syllable on one word. Examples are mend and ending, rye and buying, lick and pickle. (*bend, ending*)
- **forced (or oblique):** a rhyme with an imperfect match in sound. This is an imperfect rhyme because the sounds do not quite match. Sometimes these are called half, approximate, near, off, or slant rhymes. Examples are lap and shape, fiend and mean, one and thumb.
- **assonance:** matching vowels. (*shake, hate*) Assonance is sometimes referred to as slant rhymes, along with consonance.
- **consonance:** matching consonants. (*rabies, robbers*)
- **half rhyme (or slant rhyme):** matching final consonants. (*Roxie', Lexie*)
- **pararhyme:** all consonants match. (*tell, tall*)
- **alliteration (or head rhyme):** matching initial consonants. (*ship, short*)

### Identical rhymes

Identical rhymes are considered less than perfect in English poetry; but are valued more highly in other literatures such as, for example, *rime riche* in French poetry.

Though homophones and homonyms satisfy the first condition for rhyming—that is, that the stressed vowel sound is the same—they do not satisfy the second: that the preceding consonant be different. As stated above, in a perfect rhyme the last stressed vowel and all following sounds are identical in both words.

Identical rhyme – This is rhyming a word with itself, but often refers to a different meaning. An example is in Emily Dickinson’s “Because I Could not Stop for Death.”

*We paused before a House that seem  
A Swelling of the Ground—*

*The Roof was scarcely visible—  
The Cornice—in the Ground.*

If the sound preceding the stressed vowel is also identical, the rhyme is sometimes considered to be inferior and not a perfect rhyme after all. An example of such a “super-rhyme” or “more than perfect rhyme” is the “identical rhyme”, in which not only the vowels but also the onsets of the rhyming syllables are identical, as in *gun* and *begun*. Punning rhymes such as “bare” and “bear” are also identical rhymes. The rhyme may extend even farther back than the last stressed vowel. If it extends all the way to the beginning of the line, so that there are two lines that sound identical, then it is called a “holorhyme” (“For I scream/For ice cream”).

### **Eye rhyme**

Eye rhymes or sight rhymes or spelling rhymes refer to similarity in spelling but not in sound where the final sounds are spelled identically but pronounced differently. Examples in English are *cough*, *bough*, and *love*, *move*.

### **Mind rhyme**

Mind rhyme is a kind of substitution rhyme similar to rhyming slang, but it is less generally codified and is “heard” only when generated by a specific verse context. For instance, “this sugar is neat / and tastes so sour.” If a reader or listener thinks of the word “sweet” instead of “sour”, then a mind rhyme has occurred.

### **Classification by position**

Rhymes may be classified according to their position in the verse:

- **Tail rhyme** (also called end rhyme) is a rhyme in the final syllable(s) of a verse (the most common kind).

- **Internal rhyme** occurs when a word or phrase in the interior of a line rhymes with a word or phrase at the end of a line, or within a different line. The rhyming happens within a line of poetry. This example is from Edgar Allan Poe's "The Raven."  
*Once upon a midnight dreary, while I pondered, weak and weary,  
Over many a quaint and curious volume of forgotten lore,*
- **Off-centered rhyme** is a type of internal rhyme occurring in unexpected places in a given line. This is sometimes called a misplaced-rhyme scheme or a spoken word rhyme style.
- **Broken rhyme** is a type of enjambment producing a rhyme by dividing a word at the line break of a poem to make a rhyme with the end word of another line.
- **Cross rhyme** matches a sound or sounds at the end of a line with the same sound or sounds in the middle of the following (or preceding) line.
- **Feminine rhyme** – Also referred to as double, triple, multiple, extra-syllable, extended, this has different beginnings of the words, but rhymes latter syllables. Examples include backing and hacking, tricky and picky, moaning and groaning, generate and venerate.
- **Head rhyme** – Also called alliteration or initial rhyme, this has the same initial consonant at the beginning of the words. Examples are blue and blow, sun and sand, merry and monkey.
- **Light rhyme** – Rhyming of syllable where one is stressed and the other is not. Examples include frog and dialog, mat and combat.
- **Macaronic rhyme** – This rhymes words from different languages. Examples are villa and manilla, amore and favor, sure and kreatur, lay and lei, sitar and guitar.
- **Masculine rhyme** – In this rhyme, the stress is on the final syllable in both words. Examples include support and report, dime and sublime, divulge and bulge.
- **Perfect rhyme** – .

- **Rich rhyme** – In this case, the words are pronounced the same but have different meanings, like homonyms. Examples include raise and raze, break and brake, vary and very, lessen and lesson.
- **Scarce rhyme** – This refers to words that have very few other words that rhyme with them. Examples are lips and whisp, oceanless and motionless.
- **Syllabic** – Rhyming the last syllable, this is also called tail or end rhyme. Examples include beaver and silver, dancing and prancing.
- **Wrenched rhyme** – This is an imperfect rhyme which rhymes a stressed with an unstressed syllable. Examples are caring and wing, lady and a bee.

A rhyme scheme is the pattern of rhyming lines in a poem.

## **Vocabulary Development: Insurance**

### **Exercise**

1. What is the 'long time later' reported version of the following examples of direct speech? Make any person you like the speaker of the original words and make yourself the person addressed.

1. 'I refuse to accept defeat.'
2. 'I can't stand reggae that isn't played by Jamaicans.'
3. 'We sit for our examinations next month.'
4. 'I have to study for the whole of this weekend.'
5. 'My father drove to Benin yesterday.'
6. 'I was waiting for the bus when the accident happened.'
7. 'I shall never forgive you.'
8. 'I may not be a genius but I know how to behave.'
9. 'You may never see me again.'
10. 'I might have known that you would never do such a wicked deed.'

2. Briefly explain the major differences between direct and indirect speech.

3. Use the words provided in the box below to fill in the empty spaces-

Insurance is a method of (1) \_\_\_ people against sudden and unexpected loss. For example, the owner of a house can (2) \_\_\_ his house against the risk of fire. How does he do this?

	A	B	C	D	E
1	preventing	prevention	prohibiting	protecting	protection
2	insulate	insure	assure	insures	assures
3	proposal	proposition	policy	premium	proportion
4	particles	particulars	data	knowledge	known
5	agent	corporation	outfit	office	company
6	positioned	found	placed	situated	situation
7	assessed	inferred	guessed	assured	assumed
8	policy	cost	premium	bill	quoted
9	issured	assured	insured	ensured	enquired
10	statement	hydrant	policy	proposal	proof
11	occurrence	happening	event	incident	accident
12	dependencies	dependants	defendants	appendages	survival

<b>13</b>	<b>in favor of</b>	<b>towards</b>	<b>regarding</b>	<b>against</b>	<b>about</b>
<b>14</b>	<b>occured</b>	<b>incurred</b>	<b>cured</b>	<b>inherited</b>	<b>acquired</b>
<b>14</b>	<b>kinship</b>	<b>disturb</b>	<b>disaster</b>	<b>problem</b>	<b>hardship</b>

First of all, he has to obtain a (3) \_\_\_\_ form from the insurance company and set out all the (4) \_\_\_\_\_. The representative of the (5) \_\_\_\_\_, the insurer has (7) \_\_\_\_\_ all this, he has to decide if he wishes to insure the house or not. He works out the (8) \_\_\_\_\_ the man will have to pay.

When the man has paid this, he is (9) \_\_\_\_\_ with a (10) \_\_\_\_\_. This document is an agreement setting out what the house is insured against and for how long. It is possible to insure one's life so that in the (11) \_\_\_\_\_ of one's death, money will be paid to one's (12) \_\_\_\_\_.

The amount that has to be paid, monthly or yearly, depends on the risk involved. A man aged 25 would have to pay less than a man aged 65.

It is possible to insure (13) \_\_\_\_\_ almost anything. In some countries, it is even possible to insure against having twins, so that the expense (14) \_\_\_\_\_ in having an extra baby in addition to the one expected will not result in financial (15) \_\_\_\_\_.

## TOPIC

### Contents:

**Structure: Pronouns (Demonstrative, Interrogative and Possessive)**

**Oral English: /s/, /ts/ – Contrasting Consonants**

**Skill Focus: How to approach summary tasks**

### A. Structure: Pronouns (Demonstrative, Interrogative and Possessive)

#### Demonstrative Pronouns

A determiner that points to a particular noun or to the noun it replaces.

There are four demonstratives in English: the “near” demonstratives *this* and *these*, and the “far” demonstratives *that* and *those*. A *demonstrative pronoun* distinguishes its antecedent from similar things. We use them to indicate the person, thing or place referred to. When a demonstrative precedes a noun, it is sometimes called a *demonstrative adjective*.

#### Examples

**This** is the boy who took my pen

**That** is the man whose car was stolen last week

**Those** are the pins Mr Kadri was looking for

**Interrogative Pronouns** A term in traditional grammar for a pronoun that introduces a question.

In English, *who*, *whom*, *whose*, *which*, and *what* commonly function as interrogative pronouns. (When immediately followed by a noun, *whose*, *which*, and *what* function as determiners.) **Interrogative pronouns** are

used in asking questions. There are five of them, all of which begin with **wh-**: **who**, **whom**, **whose**, **which**, **what**. **Who** is used for people while **which** and **what** are used for things. These pronouns do not have gender.

**Using Who:**

*Who* are you?

Who is at the door?

**Using Which:**

Which of the bags is yours?

Which do you prefer?

**Using Whom:**

Whom are you looking for?

Who do you intend to see?

**Using Whose:**

Whose cat is this?

**Who** is the subject pronoun while **whom** is the object pronoun. See the following sentences:

**'Case' examples:**

**Subjective case**

- **Who** took my note?
- **Which** do i buy?
- **What** caused her illness?

**Possessive case**

- **Whose** dog is barking?
- **Which** of the author's books have you read?
- **What** does he want today?

## Objective case

- **Whom** did you borrow that pencil from?
- **Which** pen did you take?
- **What** have you planned to do this summer?

## Possessive Pronouns

A pronoun that can take the place of a noun phrase to show ownership (as in “This phone is *mine*”).

The *weak* possessives (also called possessive determiners) function as adjectives in front of nouns. The weak possessives are *my, your, his, her, its, our, and their*.

In contrast, the *strong* (or *absolute*) possessive pronouns stand on their own: *mine, yours, his, hers, its, ours, and theirs*. A possessive pronoun never takes an apostrophe.

The **possessive pronouns** are the possessive forms of personal pronouns. We use the personal pronouns in the possessive case to express possession. A possessive pronoun is able to stand on its own as subject, object, etc.

Possessive pronouns	
Singular	Plural
mine	ours
yours	yours
his	theirs
hers	theirs

Examples:

The red apple is **mine**. The green one is **yours**

**His** meat is bigger than **ours**

Possessive pronouns can be used as either subject or object:

- **Yours** has green spots. (Subject)
- Your pencil is sharper than **mine**. (Object)

We do not insert an apostrophe in possessive pronouns (especially, **yours, his, hers, its, ours, theirs**) that express ownership.

- This piece of chicken is **yours**. (**Not:** This piece of chicken is **your's**.)
- It is licking **its** paw. (**Not:** It is licking **it's** paw.)
- **Whose** books are these? (**Not:** **Who's** books are these?)

## **B. Oral English: Sounds /s/ and /ts/**

**/s/**

send, simple, song, system, street, lost, kiss, release

**/ts/**

pizza, Mozart, Nazi, waltz

## **Contrasting Consonants**

**[f] – [v]**

feel – veal; ferry – very; fan – van; fast – vast; few – view; fine – vine;  
focal – vocal;

infest – invest; refuse – reviews; rifle – rival; often [‘ofən] – oven  
[‘əvən]; off [of] – of [əv];

safe – save; leaf – leave; knife – knives; half – halves; loaf – loaves;  
shelf – shelves; wolf – wolves;

life (n.) [laif] – lives (n.) [laivz] – live (adj.) [laiv] – live (v.) [liv] – lives  
(v.) [livz];

[f] – [v]: fine voice; first variant; five visitors; flight vehicle; fade from  
view; fair visibility; few reviews; fully developed; feel very sad; find Vicky;

[v] – [f]: very funny; every Friday; prevent fighting; invest funds; movie fans; veil of fog; river flow; heavy traffic; vain efforts; love affair; alive and safe;

### **[sh] – [zh]**

mission – vision; expression – explosion; special – casual;

machine [mə'shi:n] – regime [rei'zhi:m], [rə'zhi:m];

rush [rəʃ] – mirage [mi'ra:ʒ]; cache [kæʃ] – collage [kə'la:ʒ];

marsh [ma:rʃ] – massage [mə'sa:ʒ], ['mæsa:ʒ];

rash [ræʃ] – garage [gə'ra:ʒ], ['gæriʃ];

[sh] – [zh]: official decision; special measures; sensual pleasure; ancient treasures;

[zh] – [sh]: casual inspection; usual conditions; visual perception; measure pressure;

### **[ch] – [j]**

cheap – jeep; chin – gin; chest – jest; chunk – junk; chain – Jane; choke – joke;

rich – ridge; batch – badge; match – Madge; search – surge; touch – judge;

[ch] – [j]: cherry jam; cheap jewelry; change jobs; choose the jury; watch strangers; search engine;

[j] – [ch]: just a child; German teacher; gentle touch; jump over a ditch; large branch; huge lunch;

## **C. Skill Focus: How to approach summary tasks**

Some summary texts are not easy. Here is a good way to approach it

1. Survey the article, paying particular attention to such features as:

- the title

- the illustrations and any captions
- the sub-headings

Try to get a good general overview of what the article is about. Do not worry about any words you do not understand.

2. Read the questions and make sure you understand them

3. Read the text. Mark in pencil, or make a note of the lines that seem to you to be particularly relevant to the questions.

4. Draft answers to the questions using your own words as far as possible.

5. Check your answers against the questions and re-draft as necessary.

### **Exercise**

1. Explain what you understand by a demonstrative pronoun and mention the four types of it that you know.
2. Give seven examples of contrasting consonants that you know.
3. Briefly explain how to summarise an article.

## TOPIC

### Contents:

#### Report Writing

#### Oracy Skills: Stress on Two Syllable words

### A. Report Writing

A report is written for a clear purpose and to a particular audience. Specific information and evidence are presented and analyzed, and further applied to a particular issue.

A report is a piece of informative writing that describes a set of actions and analyses any results in response to a specific brief. A quick definition might be: "This is what I did and this is what it means." You may be given an assignment which is not called a report but shares many of the same features; if so, aspects of this guide will be helpful.

Essentially, a report is a short, sharp, concise document which is written for a particular purpose and audience. It generally sets out and analyses a situation or problem, often making recommendations for future action. It is a factual paper, and needs to be clear and well-structured.

Also, a report or account is any information on work usually through writing of the speech made with the specific intention of relaying information or recounting certain events in a widely presentable form.

Written reports are documents which present focused contents to a specific audience with features such as graphics, images, voice or specialized vocabulary in order to, persuade that specific audience to under take an action.

Examples of reports are: scientific reports, re-communication reports, white papers, annual reports, work place reports, investigation reports, progress reports, credit report etc.

A report is a systematic, well organised document which defines and analyses a subject or problem, and which must always be:

accurate  
concise  
clear  
well structured

### **Elements of a good Report**

Reports may contain some or all of the following elements:

- A description of a sequence of events or a situation;
- Some interpretation of the significance of these events or situation, whether solely your own analysis or informed by the views of others, always carefully referenced of course
- An evaluation of the facts or the results of your research;
- Discussion of the likely outcomes of future courses of action;
- Your recommendations as to a course of action; and
- Conclusions.

Not all of these elements will be essential in every report.

What makes a good/bad report?

Here are some of the most common complaints about reports:

- Badly structured
- Inappropriate writing style
- Incorrect or inadequate referencing
- Doesn't answer the brief
- Too much/too little/irrelevant material
- Expression not clear
- Doesn't relate results to purpose

- Unnecessary use of jargon
- How can you make sure your report does what it's meant to do, and does it well?

## **Structure of a Report**

Here are the main sections of the standard report writing format:

- Title Section – If the report is short, the front cover can include any information that you feel is necessary including the author(s) and the date prepared. In a longer report, you may want to include a table of contents and a definitions of terms.
- Summary – There need to be a summary of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report. Some people will read the summary and only skim the report, so make sure you include all the relevant information. It would be best to write this last so you will include everything, even the points that might be added at the last minute.
- Introduction – The first page of the report needs to have an introduction. You will explain the problem and show the reader why the report is being made. You need to give a definition of terms if you did not include these in the title section, and explain how the details of the report are arranged.
- Body – This is the main section of the report. The previous sections needed to be written in plain English, but this section can include jargon from your industry. There needs to be several sections, with each having a subtitle. Information is usually arranged in order of importance with the most important information coming first. If you wish, a “Discussion” section can be included at the end of the Body to go over your findings and their significance.
- Conclusion – This is where everything comes together. Keep this section free of jargon as most people will read the Summary and Conclusion.

- Recommendations – This is what needs to be done. In plain English, explain your recommendations, putting them in order of priority.
- Appendices – This includes information that the experts in the field will read. It has all the technical details that support your conclusions.

## Uses of Reports

- It is used to display the result of an experiment investigation or inquiry.
- It is used in business education government science and other fields
- It is useful in keeping track up of important information.

## Difference between Essays and Reports

<b>Essays</b>	<b>Reports</b>
Argumentative and idea-based	Informative and fact-based
Semi-structured	Formally structured
Not written with a specific reader in mind (except the marker)	Usually written with a specific purpose and reader in mind
Written in single narrative style throughout	Written in style appropriate to each section
Usually do not include sub-headings	Always include section headings
Usually do not include bullet points	Often use bullet points
Usually no tables or graphs	Often includes tables or graphs
Offer conclusions about question	Offer recommendations for action

## B. Oracy Skills: Stress on Two Syllable Words

Sometimes, however, more than one syllable in a word carries stress. This applies even to many two syllable words. Say the following:

fourTEEN    sarDINE    unCLEAR

aMEN        sixTEEN    re-DO

bamBOO    hulLO      PERfume (fume – Secondary Stress)

BOOKcase    outWIT    ex-WIFE (WIFE – Primary Stress)

pre-PAID    dareSAY    first-CLASS

Each syllable of each of these words carries some stress. One sign of it is that no syllable in any of the words has the vowel /ə/ (which is always unstressed). However, the syllables shown in capitals, above are stressed more than the others. We call the stress of this one (in Capital) **Primary Stress** and the stress of the other one **Secondary Stress**.

Another way of showing this stress pattern is to use stress marks, like this: 'fourteen' can be shown as |four-teen. This indicates that the first syllable is slightly stressed – but the main stress falls on the other syllable.

### Noun and Verb Pairs

In English, there are certain words that can be either a verb or a noun, depending on the stress. for example,

Nigeria has many EXports – Noun

Nigeria exPORTS many goods – Verb

When such words are nouns, the first syllable is stressed; when they are verbs, the second syllable is stressed. Listen, and then repeat these words:

Verbs	Nouns
to imPORT	IMport
to reCORD	REcord

to inCREASE      INcrease

to obJECT        OBject

to surVEY        SURvey

Now read out some of the words above in random order.

### **Exercise**

1. Define a report and succinctly describe how to write it.
2. List and discuss the elements of a report.
3. Discuss the structure of a report.
4. List some of the uses of a report

## TOPIC

### Contents:

#### Writing Skills: Writing of Minutes

#### Intonation

### A. Writing of Minutes

Writing of minutes can save time and money. Good minutes are concise and to the point, but at the same time, they do not leave out critical information. Succinct minutes that capture the purpose of the meeting and its agreed outcomes are a record that can be referred back to and be used for follow up purposes later.

Sometimes meeting ends up having to repeat the meeting. It is important to capture the essence of the meeting, including details such as:

- decisions made (motions made, votes, etc.)
- next steps planned
- identification and tracking of action items

Minutes are a tangible record of the meeting for its participants and a source of information for members who were unable to attend. In some cases, meeting minutes can act as a reference point, for example:

- when a meeting's outcomes impact other collaborative activities or projects within the organization
- minutes can serve to notify (or remind) individuals of tasks assigned to them and/or timelines

#### Tips for Effective Minutes

- Date and time of the meeting

- Location of the meeting
- Names of the meeting participants and those unable to attend (e.g., “regrets”)
- Acceptance or corrections/amendments to previous meeting minutes
- Meeting Agenda
- Topics
- Decisions made about each agenda item, for example:
  - Actions taken or agreed to be taken
  - Next steps
  - Voting outcomes – e.g., (if necessary, details regarding who made motions; who seconded and approved or via show of hands, etc.)
  - Motions taken or rejected
  - Items to be held over
  - New business
  - Next meeting date and time
  - People Responsible
  - Deadline
- Adjournment of meeting
  - **Tips that might help your note taking:**
  - **Create an outline** – Having an outline (or template) based on the agenda makes it easy for you to simply jot down notes, decisions, etc. under each item as you go along. If you are taking notes by hand, consider including space below each item on your outline for your hand-written notes, then print these out and use this to capture minutes.

- **Check-off attendees as they enter the room** – If you know the meeting attendees, you can check them off as they arrive, if not have folks introduce themselves at the start of the meeting or circulate an attendance list they can check-off themselves.
- **Record decisions or notes on action items** in your outline as soon as they occur to be sure they are recorded accurately
- **Ask for clarification if necessary** – for example, if the group moves on without making a decision or an obvious conclusion, ask for clarification of the decision and/or next steps involved.
- **Don't try to capture it all** – you can't keep up if you try to write down the conversation verbatim, so be sure to simply (and clearly) write (or type) just the decisions, assignments, action steps, etc.
- **Record it** – literally, if you are concerned about being able to keep up with note taking, consider recording the meeting (e.g., on your smart phone, iPad, recording device, etc.) but be sure to let participants know they are being recording. While you don't want to use the recording to create a word-for-word transcript of the meeting, the recording can come in handy if you need clarification.

In contrary, avoid the following

- Don't skip writing minutes just because everyone attended
- Don't describe all 'he said', she said details
- Don't include any information that will embarrass anyone.
- Minutes are the official record of an organization. It is important that they are accurate since they are the legal record of the proceedings and actions of the organization.

## B. Intonation

**Intonation** is variation of spoken pitch that is not used to distinguish words; instead it is used for a range of functions such as indicating the attitudes and emotions of the speaker, signalling the difference between statements and questions, and between different types of questions, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction.

**Intonation** is the melody or music of a language. It refers to the way the voice rises and falls as we speak. How might we tell someone that it's raining?

*It's raining, isn't it? (or 'innit,' perhaps)*

*Intonation is the music of the voice. As we speak, our voices are constantly changing from one pitch to another. Intonation often tells us more about the feelings and attitude of the speaker than the actual words they choose. Below, the word 'really' shows the different attitudes through the different tones used, even though the same word is used. The stressed syllable in a »tone group with the main pitch glide is called the nucleus, and below are the main nuclear tones of English. Listen and compare them with an American speaker who was asked to express the same emotions.*

"This time the film was really good!"

In most statements that we make, there is a tone.

A: I can't come on ↓TUESday

But different meanings – criticism, defensiveness, tentativeness and many others – can be conveyed by combining a falling with a rising tone. For example:

B: I can't come on ↓ TUES ↑ day.

As the arrows show, the voice falls on TUES – and rises slightly on – day.

B is trying to say that he/she can come on another day, but may also sound scornful of A, who has suggested Tuesday.

This combination of tones is sometimes called the *falling-and-rising tone*, or simply the *fall-rise tone*. Here are some more examples:

I can't ↓ STAND this type of ↑ music. (implying strong criticism)

Don't give her that present ↓ ↑ DAY! (implying that A should give it to her another day, but also implying that A's idea of giving it to her today is stupid).

English rising intonation is a rather complicated phenomenon. It can express various emotions, such as non-finality, incompleteness, question, surprise, doubt, hesitation, interest, request and suggestion, politeness, readiness to continue the conversation, lack of confidence, and even insecurity.

### **Standard Patterns**

Rising intonation is used in general questions, in introductory phrases (at the beginning of the sentence), in the first part of alternative questions (before "or"), in the second part of tag questions (see explanation below), in direct address, and in enumerating items in a list.

#### General Questions

Have you read this /BOOK?

Are you ready to /LEAVE?

#### Introductory Statement

When I was walking in the /PARK, I saw a couple of interesting  
\BIRDS

#### Command

\STOP it! Sit \DOWN.

#### Exclamatory Sentence

What a wonderful sur\PRISE!

## Meaning of Falling and Rising Intonation

Falling intonation is used for asking and giving information in normal, quiet, unemphatic style. At the same time, falling intonation conveys certain emotions, such as completion, finality, confidence. Falling intonation sounds more categorical, confident, and convincing than rising intonation.

You \LIVE here, /DON'T you? (The speaker thinks you live here but isn't sure and asks for confirmation.)

Rising intonation is quite difficult to describe in words. When we speak, our voices do much more than rise or fall. The sentence may start higher or lower; stressed syllables may be stronger or weaker, higher or lower, louder or quieter, quicker or slower; the unstressed syllables may remain at the same level as the stressed syllable before them or go higher or lower. And the voices are different too. All these factors interact in intonation.

If we use our optimum pitch level and assign it a number "2", then a "1" signifies a lower pitch and a "3" signifies a higher pitch. The word optimum assumes that you are using the pitch that is best for your vocal mechanism.

The numbers 1, 2, and 3 are used below to indicate the pitch level to be used when saying each question. Number 2 relates to your optimum pitch, the pitch level from which you rise or fall. Each number relates to a syllable in each sentence.

### Questions types:

1. **Yes/No Questions** -Simply, these are questions to which a yes or no answer is given as a reply. The following questions are written in syllables. Therefore, a two syllable word like "go-ing" is separated by a hyphen, to reflect the two syllables in the word.

- Are you go-ing? 2 2 2 3
- Did he stop at the store? 2 2 2 2 2 3
- Is he leav-ing now? 2 2 2 2 3

2. **WH Questions** –These questions begin with a question word such as “who”, “what”, “where”, “when”, “why”, or “how”. These questions are characterized by a rising intonation on the syllable or word just before the last syllable or word.

- Where is he go-ing? 2 2 2 3 2
- How will he get there? 2 2 2 3 2
- When is the par-ty? 2 2 2 3 2

4. **Tag Questions** –These questions consist of a statement followed by a question. The question is a request for clarification and expresses uncertainty and a response from the listener. There are two common patterns of intonation with tag questions.

5. Pattern 1 (Say the tag question with rising intonation)

He was-n’t rea-dy, was he? 2 2 2 3 2, 2 3 (rising intonation)

She isn’t com-ing, is she? 2 2 2 3 2, 2 3

He has a lot of mo-ney, does-’nt he? 2 2 2 2 2 3 2, 2 2 3

Pattern 2 (Say the tag question with falling intonation)

He was-n’t rea-dy, was he? 2 2 2 3 2, 3 1

She isn’t com-ing, is she? 2 2 2 3 2, 3 1

He has a lot of mo-ney, does’nt he? 2 2 2 2 2 3 2, 3 2 1

4. **Choice Questions** – In these questions, a listener is asked to pick one of the choices given. There are two patterns, which vary depending upon when the choices are limited to those given (one or the other) or not.

Pattern 1- The choices are restricted to those listed.

Would you like rice or po-ta-toes? 2 2 2 3 (rising) 2 2 3 1

Pattern 2- The choices are not restricted.

Would you like rice or po-ta-toes? 2 2 2 3 (rising) 2 2 3 3  
(If you don’t like either of these, I can offer you something else.)

## **Exercise**

1. What is minute writing?
2. Briefly discuss the tips that can help you write notes.
3. Define what you understand by intonation.
4. What do you understand by rising and falling tones?

## TOPIC

### Content:

#### Grammar: Kinds of Adverbs

#### Adverbs

An adverb is a part of a speech which can be added to a verb to modify its meaning. Usually, an adverb tells you when, where, how, in what manner, or to what extent an action is performed. Many adverbs end in /y particularly those that are used to express how an action is performed. Although many adverbs end in /y, some others do not. Example fast, never, well, most, least, more, less, now, for and there.

#### Sentence Drill

1. Anita placed the vase carefully on the shelf

The word carefully is an adverb, it shows how the vase was placed.

2. Timileyin walks gracefully

The word gracefully is an adverb. It modifies the verb to walk

3. Samuel runs fast

The word fast is an adverb. It modifies the verb to run

4. You can set your watch by him. He always leaves at 5 o'clock

The word always is an adverb. It qualifies the verb to leave.

5. She sometimes helps us

The word sometimes is an adverb. It qualifies the verb to help

6. I am the only person in the world who can walk quickly

The word quickly is an adverb. It modifies the verb walk

7. The dinner guests arrived early

The word early is an adverb it modifies the verb to arrive.

## **Types of Adverbs**

Although there are thousands of adverbs, each adverb can usually be grouped in one of the following groupings, headings and categories.

### **1. Adverb of time**

Example: Press the button now (now indicates Adverb of time)

I have never been to his house (never indicates Adverb of time)

I tell him daily (daily indicates adverb of time)

### **2. Adverb of place**

Example: I did not put it there (there indicates Adverb of place)

Green vegetables grow everywhere (Everywhere indicates Adverb of place)

### **3. Adverb of manner**

Example: He passed the exam easily

Tope Alabi sings well

### **4. Adverb of degree**

Example: That is the highest I have ever jumped

He boxed more cleverly

### **5. Adverb of Condition**

There are three types of conditional clauses. In each case, the second clause (the main clause) is a consequence of the first (the *if* or conditional clause).

#### **Type 1**

This type asks or talks about an event in the future that is quite possible. For example:

**If Jane agrees to marry me, we shall/will get married as soon as possible**

Note:

1. the verb of the *if*-clause uses the present tense.
2. the modal verb in the main clause is *will* (Or *shall* if the subject is *I* or *we*)
3. if there is less certainty about the consequence (i.e. the relationship between the clauses), use *may* (Table 11.1)

**Table 11.1 if-clauses. Type 1 open**

1. Both events possible	2. First event possible, the second doubtful	3. First event possible, but the second very doubtful
If Jane agrees to marry me, we shall get	If Jane agrees to marry me, we may get married at the end of the year	If Jane agrees to marry me, we might get married at the end of the year

**Type 2**

With this kind of *if*-clause the speaker talks about a situation that he or she thinks is unlikely to happen, now or in the future.

**Table 11.2 Type 2 If-clauses: Imagined consequences now**

**These events are possible – but unlikely:**

**If Jane agreed to marry me, we would/might get married next year**

Note:

1. The verb in the *if*-clause is in the past simple tense, even though an unlikely event now or in the immediate future is referred to.

2. The modal verb in the main clause is would (or might, if the speaker is less certain)

### **Type 3**

This type of conditional sentence talks about an imagined situation in the past. It is sometimes called the 'impossible' type of conditional – because the situation never happened!

**If i had married Jane,**

**I would have been much happier.**

**(Implied: But I didn't marry Jane.)**

Note:

1. The verb in the *if*-clause is the past perfect tense
2. In the main clause, the verb uses would or sometimes might

### **Exercise**

1. What is an adverb?
2. List and discuss the various types of adverb that you know
3. Complete the following sentences with any suitable words.
  1. If he had apologised for his bad behaviour, I \_\_\_\_
  2. If they \_\_\_\_ an inspection of the building, there might not have been a fire
  3. If it \_\_\_\_ so heavily last year, the crops might not have been ruined
  4. If my father had come last Saturday, he \_\_\_\_ us out for a drive

5. In the following passage, the numbered gaps indicate missing words. Against each number in the list following the passage, four choices are offered in columns lettered A to D. For each question, choose the word that is the most suitable to fill the numbered gap in the passage

## Rumour

The whole class was amazed at the rumour that John was leaving school at the end of term, and that he was not going to sit his exams. 'I don't believe it', said Garba. 'If he left school now, he (1) \_\_\_ his exams – but he (2) \_\_\_ to have his head examined'.

'I (3) \_\_\_ believe it either', said Ambrose. 'He is our most brilliant student. If he (4) \_\_\_ now, he will miss his chance of going to study medicine at Ibadan university next year.'

'And he (5) \_\_\_ able to act in the play we (6) \_\_\_ at Christmas', added Mary. 'Trust you to think of that!' said Daniel. 'He's the hero in the play and you're the heroine! Anyway', he added slyly, if he (7) \_\_\_ goodbye to us all of a sudden, it's not likely that you and he would end up getting married, as well expect.'

'I disagree,' said Peter. 'If he left to start a business and the business (8) \_\_\_ well, he (9) \_\_\_ soon be able to afford the bride-price!'

'If I listened to people like you (10) \_\_\_ never get any work done!' said a quiet voice.

Everyone turned round. John was sitting in the corner, looking up from his physics book. 'Your conditions are both unlikely and unlikeable!' said John

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>1</b>	will miss	missing	would miss	would not miss
<b>2</b>	would need	needed	will need	does not need
<b>3</b>	wouldn't	don't	shouldn't	won't
<b>4</b>	left	leaves	may leave	would leave
<b>5</b>	won't be	shan't be	wouldn't be	isn't
<b>6</b>	would produce	are producing	produced	have produced

7	says	had said	said	is saying
8	goes	is going	had gone	went
9	might	will	may	shall
10	I'll	I'd	I may	I can

### What does it mean to read for critical evaluation?

Critical reading is the process of reading that goes beyond just understanding a text. To read for critical evaluation, a reader must apply certain processes, models, questions, and theories that result in enhanced clarity and comprehension. In other words, there is more involved, both in effort and understanding, in a critical reading than in a mere “skimming” of the text. What is the difference? If a reader “skims” the text, superficial characteristics and information are as far as the reader goes. A critical reading gets at “deep structure” (if there is such a thing apart from the superficial text!), that is, logical consistency, tone, organization, and a number of other very important sounding terms.

Critical reading involves:

- carefully considering and evaluating the reading
- identifying the reading’s strengths and implications
- identifying the reading’s weaknesses and flaws
- looking at the ‘big picture’ and deciding how the reading fits into the greater academic context (the understandings presented in other books and articles on this topic)

### Tips on how to read for Critical Evaluation

1. **Previewing:** *Learning about a text before really reading it.*

Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the head notes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation.

2. **Contextualizing:** *Placing a text in its historical, biographical, and cultural contexts.*

When you read a text, you read it through the lens of your own experience. Your understanding of the words on the page and their significance is informed by what you have come to know and value from living in a particular time and place. But the texts you read were all written in the past, sometimes in a radically different time and place. To read critically, you need to contextualize, to recognize the differences between your contemporary values and attitudes and those represented in the text.

3. **Questioning to understand and remember:** *Asking questions about the content.*

As students, you are accustomed (I hope) to teachers asking you questions about your reading. These questions are designed to help you understand a reading and respond to it more fully, and often this technique works. When you need to understand and use new information though it is most beneficial if you write the questions, as you read the text for the first time. With this strategy, you can write questions any time, but in difficult academic readings, you will understand the material better and remember it longer if you write a question for every paragraph or brief section. Each question should focus on a main idea, not on illustrations or details, and each should be expressed in your own words, not just copied from parts of the paragraph.

4. **Reflecting on challenges to your beliefs and values:** *Examining your personal responses.*

The reading that you do for this class might challenge your attitudes, your unconsciously held beliefs, or your positions on current issues. As you read a text for the first time, mark an X in the margin at

each point where you feel a personal challenge to your attitudes, beliefs, or status. Make a brief note in the margin about what you feel or about what in the text created the challenge. Now look again at the places you marked in the text where you felt personally challenged. What patterns do you see?

**5. Outlining and summarizing:** *Identifying the main ideas and restating them in your own words.*

Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading selection. Whereas outlining reveals the basic structure of the text, summarizing synopsis a selection's main argument in brief. Outlining may be part of the annotating process, or it may be done separately (as it is in this class). The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas and examples. The main ideas form the backbone, the strand that holds the various parts and pieces of the text together. Outlining the main ideas helps you to discover this structure. When you make an outline, don't use the text's exact words.

Summarizing begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. Whereas outlining depends on a close analysis of each paragraph, summarizing also requires creative synthesis. Putting ideas together again — in your own words and in a condensed form — shows how reading critically can lead to deeper understanding of any text.

**6. Evaluating an argument:** *Testing the logic of a text as well as its credibility and emotional impact.*

All writers make assertions that they want you to accept as true. As a critical reader, you should not accept anything on face value but to recognize every assertion as an argument that must be carefully evaluated. An argument has two essential parts: a claim and support. The claim asserts a conclusion — an idea, an opinion, a judgment, or a point of view — that the writer wants you to accept. The support includes reasons (shared beliefs, assumptions, and values) and evidence (facts, examples, statistics, and authorities) that give readers the basis for

accepting the conclusion. When you assess an argument, you are concerned with the process of reasoning as well as its truthfulness (these are not the same thing). At the most basic level, in order for an argument to be acceptable, the support must be appropriate to the claim and the statements must be consistent with one another.

**7. Comparing and contrasting related readings:** *Exploring likenesses and differences between texts to understand them better.*

Many of the authors we read are concerned with the same issues or questions, but approach how to discuss them in different ways. Fitting a text into an ongoing dialectic helps increase understanding of why an author approached a particular issue or question in the way he or she did.

## TOPIC

### Introduction to Sequence of Tenses

The verb in the subordinate clause changes its tense in accordance with the tense of the verb in the main clause. This principle chiefly applies to adverb clauses of purpose and noun clauses.

**Below are the basic rules associated with sequence of tenses-**

**Rule 1:** If the verb in the **principal clause is in the present or the future tense**, the verb in the subordinate clause may be in any tense, depending upon the sense to be expressed.

He says that he is fine.

He says that he was fine.

He says that he will be fine.

He will say that he is fine.

He will say that he was fine.

He will say that he will be fine.

**Rule 2:** If the tense in the **principal clause is in the past tense**, the tense in the subordinate clause will be in the corresponding past tense.

He said that he would come.

He told me that he had been ill.

I knew that he would not pass.

We noticed that the fan had stopped.

There are, nevertheless, a few exceptions to this rule.

A **past tense in the main clause may be followed by a present tense** in the subordinate clause when the subordinate clause expresses some universal truth.

Copernicus proved that the earth moves round the sun.

The teacher told us that honesty is the best policy.

He told me that the Hindus burn their dead.

A subordinate clause expressing place, reason or comparison may be in any tense, according to the sense to be expressed.

He didn't get the job because his English isn't good.

A fishing village once existed where now lies the city of Mumbai.

If the subordinate clause is an adjective clause, it may be in any tense as is required by the sense.

Yesterday I met a man who sells balloons.

Yesterday I met a man who sold me a balloon.

**Rule 3:** Note that when the subordinate clause is introduced by the **conjunction of purpose that**, the following rules are observed.

We use **may** in the subordinate clause when the main clause is in the present tense. We use **might** in the subordinate clause when the main clause is in the past tense.

I study that I may pass.

I will study that I may pass.

I studied that I might pass.

We eat that we may live.

He ate that he might not die.

**Rule 4:** If the principal clause is in the future tense, we do not use future tense in subordinating clauses beginning with **when, until, before, after** etc.

I will call you when dinner is ready. (NOT I will call you when dinner will be ready.)

I shall wait until you return. (NOT I shall wait until you will return.)

**Rule 5:** Expressions such as **as if, if only, it is time and wish that** are usually followed by past tenses.

I wish I was a bit taller.  
It is time we started working.  
He talks as if he knew everything.

### **Exercise**

1. Explain what you understand by reading for critical evaluation.
2. Critical reading involves the following except—? (A) Carefully considering and evaluating the reading (B) Identifying the reading's strengths and implications (C) Identifying the reading's weaknesses and flaws (D) Reading for grammatical alignment
3. Briefly discuss the tips on how to effectively for critical evaluation.
4. Discuss the rules associated with sequence of tenses.

## TOPIC

### **Introduction to Possessive Apostrophe: What is it all about?**

The Possessive Apostrophe is all about making a statement of ownership. In other words, the apostrophe shows the possessive of nouns; e.g you belong to me, this belongs to that. There are four ways to use the apostrophe to show ownership or belonging as you shall see shortly.

The apostrophe may be the most abused punctuation mark in the English language. A quick glance at street signs, advertisements, and store marquees will demonstrate that almost no one seems to know how to use this mark properly.

The apostrophe has two, and only two, uses: to show possession and to indicate the omission of letters or numbers. To further illustrate this point, let us examine some of the rules that dictate when apostrophes should be used and where they should be placed in a word.

### **Common Rules on how to use Possessive Apostrophe**

Possessive common nouns are common nouns or pronouns that own other nouns. Apostrophes are used to indicate this possession in the following ways:

- If the noun does not end in -s (in most cases this means it is singular), add -'s.

Here are two examples:

The bike's handlebars were bent in the crash.

The boy's sister traveled by bus to meet us.

- If the noun is singular and ends in -s, add -'s, as in the following examples:

My boss's job at the bank was eliminated due to budget cuts.

The class's average grade was impressive.

- If the noun is plural and ends in -s, add only an apostrophe.

The clowns' shoes protruded from the windows of the Volkswagen.  
Both bananas' peels had turned brown.

- If the noun is plural and does not end in -s, add -'s.

The children's play received a standing ovation.  
The geese's precise formation in the sky impressed the pedestrians.

Some words or phrases are awkward to pronounce when the apostrophe is added ("geese's precise formation," for example). An author always has the option of rewriting the sentence to avoid this problem ("The precise formation of the geese...").

- If multiple nouns jointly own another noun, use an apostrophe only on the final noun listed. In this sentence, one car belongs to both the man and the woman.

The man and woman's car was badly damaged.

- If multiple nouns each possess another noun individually, each noun should have an apostrophe. In this sentence, there are two separate motivations, each owned by a different person.

The student's and the teacher's motivations were in conflict.

- If a compound noun owns another noun, add the apostrophe only to the last element.

My sister-in-law's love of shopping knows no limits.

The president-elect's agenda proposed no major policy changes.

- If an indefinite pronoun (a noun that refers to no specific person or thing) owns a noun, add -'s.

Someone's car is parked in the loading zone.

Does anybody's key fit this lock?

## **Proper Nouns and Apostrophes**

Possessive proper nouns are the capitalized names of specific persons, places, or things. We recommend following the same rules for

apostrophe use on proper nouns as you would on common nouns. For example:

- If the name does not end in -s, add -'s.

Sally's hair was blond and curly.

The Boston Globe's editorial page is popular.

- If the name ends in -s and the pronunciation is not terribly awkward, add -'s.

Robert Burns's poetry is difficult to understand.

Charles Dickens's novels contain an astonishing number of characters.

There are a few exceptions to this rule, of course. One common deviation occurs when only an apostrophe is added to proper nouns that end in -s: Jesus, Moses, and Greek names of more than one syllable ending in -es.

In Sunday school, we studied Jesus' nativity and Moses' parting of the Red Sea.

Sophocles' plays make one wonder what kind of relationship he had with his parents.

### **When NOT to use an Apostrophe**

The most common apostrophe error is the addition of an apostrophe where one is not needed. We have found apostrophes in some pretty strange places. The following are some of the most frequently made errors:

- Do not use an apostrophe in the possessive pronouns *whose, ours, yours, his, hers, its, or theirs*.
- Do not use an apostrophe in nouns that are plural but not possessive, such as CDs, 1000s, or 1960s.
- Do not use an apostrophe in verbs. Apostrophes sometimes show up in verbs that end in -s, such as marks, sees, or finds.

Some apostrophe mistakes involve the confusion of two words that sound the same but have different meanings.

- Confusion of its and it's. *Its* is a possessive pronoun, while *it's* is a contraction of *it is*.

The dog pulled on its leash.

I just realized it's time to go!

- Confusion of your and you're. *Your* is a possessive pronoun, while *you're* is a contraction of you are.

Don't forget your umbrella.

You're the worst dancer I've ever seen.

- Confusion of whose and who's. *Whose* is a possessive pronoun, while *who's* is a contraction of who is.

Whose turn is it to take out the trash?

I wonder who's going to play Aderopo.

### **Comprehension: Reading to Grasp main Points**

Getting the main idea of a story or text is often a terribly difficult skill for students. But using the tips listed below could be of immense help-

1. *Identifying the key words of a sentence*
2. *Identifying key words or topic of a paragraph*
3. *Identifying the topic sentence of a paragraph*
4. *Recognizing the explicitly stated point of a paragraph*
5. *Inferring the main idea of a sentence*
6. *Inferencing the main idea of a paragraph*
7. *Inferring relationships among ideas in related paragraphs from longer selections*

# **THIRD TERMS NOTES ON ENGLISH**

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## THIRD TERM

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## WEEK 1

### What is Speech Writing?

**Speech writing** is the art of **writing** a **speech** for public presentation. There are certain things you need to keep in mind – flow, the ability of the audience to understand you, who your audience is, time limits, and being able to get your point across the first time through.

### Tips on how to Write Perfect Speeches

#### *Pick Your Main Ideas*

Don't try to put too many ideas into your speech. Research shows that people remember very little from speeches, so just give them one or two ideas to hang onto. Remember, you only have one minute for your speech!

#### *Write Like You Talk*

Remember that you're writing a speech, not an essay. People will hear the speech, not read it. The more conversational you can make it sound, the better. So try these tips:

- Use short sentences. It's better to write two simple sentences than one long, complicated sentence.
- Use contractions. Say "I'm" instead of "I am" "we're" instead of "we are."
- Don't use big words that you wouldn't use when talking to someone.
- You don't have to follow all the rules of written English grammar. "Like this. See? Got it? Hope so." Your English teacher might be horrified, but people don't always talk in complete sentences with verbs and nouns. So try to write like people talk.
- Always read your speech aloud while you're writing it. You'll hear right away if you sound like a book or a real person talking!

### ***Use Concrete Words and Examples***

Concrete details keep people interested. For instance, which is more effective? A vague sentence like “*Open play spaces for children’s sports are in short supply.*” Or the more concrete “*We need more baseball and soccer fields for our kids.*”

### ***Get Your Facts Together***

You want people to believe that you know what you’re talking about! So you’ll need to do some research. For instance, let’s say your big issue is the environment. You promise to pass a law that says all new cars must run on electricity, not gas. That will cut down on air pollution! But it would help if you had a few facts: How much bad air does one car create each year? How many new cars are sold in the U.S. every year? So how much will pollution be cut every year? Use the library or the Internet to do research. Your new policy proposal will sound really strong if you have the facts to back it up.

There are many issues you can talk about at your inauguration. How do you pick one? A good idea is to look inside yourself and find out what you feel very deeply about. Maybe it’s the environment. Or maybe you care about stopping war. Or you feel passionate that all schools should have more art and music classes. Or you feel that downloading music on the Internet should be free! Your issue should reflect who you are and what you care about.

### ***Persuade With a Classic Structure***

In a speech where you’re trying to persuade someone, the classic structure is called “Problem-Solution.” In the first part of your speech you say, “*Here’s a problem, here’s why things are so terrible.*” Then, in the second part of your speech you say, “*Here’s what we can do to make things better.*” Sometimes it helps to persuade people if you have statistics or other facts in your speech. And sometimes you can persuade people by quoting someone else that the audience likes and respects.

## ***Simplify***

After you've written a first draft of your speech, go back and look for words you can cut. Cutting words in the speech can make your points more clear. One speechwriter for a U.S. Senator has a sign above her desk that says: "*Fewer Words = Clearer Point.*" It helps her remember to always simplify a speech by cutting out words.

## **Register: Vocabulary Associated with Banking**

APR: Annual percentage rate: the percentage that a bank makes you pay in interest when you borrow money from it, calculated over a period of one year

Balance: The amount of money you have in your bank account

Bank balance: The amount of money that you have in your bank account

Bank draft: An order to pay someone that is sent from one bank to another bank, usually in a different country

Banker's draft: A bank draft

Banking: The work done by banks and other financial institutions; the activity of paying money into or taking money out of a bank account

Bank rate: The rate of interest that banks use to calculate how much interest to charge on money they lend to each other rather than to their customers

Bank statement: A document that shows all the money that went into or out of your bank account during a particular period of time

Base rate: The rate of interest that banks use to calculate how much interest to charge on money they lend to their customers

BIPS: Bank Internet payment system: an electronic system for making payments by moving money directly into a bank account over the Internet

Bond: The money that you borrow; a mortgage

Borrower: Someone who borrows money from a bank

**Cardholder:** Someone who owns a credit card or debit card for buying things with

**Cashback:** Money from your bank account that you can get from a shop when you pay for goods with a debit card

**CHIPS:** Clearing house interbank payment system: an electronic system for making international payments in dollars and for changing money from one currency to another

**Collateral:** Property that you agree to give to a bank if you fail to pay back money that you have borrowed

**Commission:** An extra amount of money that you have to pay to a bank or other organization when they provide a service for you

**Credit:** An arrangement to receive goods from a shop or money from a bank and pay for it later; an amount of money that you add to an account. An amount of money that you take out of an account is a debit

**Credit limit:** The maximum amount of money that a customer can borrow using a particular credit card account

**Credit line:** An amount of money that a person or company can borrow from a bank or other financial institution

**Credit rating:** Financial information about someone that a bank or shop uses for deciding whether to lend them money or to give them credit

**Credit transfer:** A payment made directly from one bank account to another

**Debit:** An amount of money taken from a bank account

**Deposit:** An amount of money that you pay into a bank account

**Depositor:** Someone who pays money into a bank

**Direct debit:** An order to a bank to regularly pay money from your account to a person or organization

**Direct deposit:** An arrangement in which your salary is always put directly into your bank account

**Discount rate:** The rate of interest that a central bank charges another bank that borrows from it

EFTPOS: Electronic funds transfer at point of sale: a system of paying for goods by moving money by computer from the customer's bank account to the account of the company or person they have bought from

Interest: Business money that a person or institution such as a bank charges you for lending you money; money that you receive from an institution such as a bank when you keep money in an account there

Interest rate: The percentage that an institution such as a bank charges or pays you in interest when you borrow money from it or keep money in an account

Internet banking: A system that allows you to use the Internet to communicate with your bank, check your account, pay bills etc

Lending rate: A percentage that a bank charges a customer who borrows money

Money market: Business activities in which banks and other financial institutions make money by lending money to other organizations

Mortgage: A legal agreement in which you borrow money from a bank in order to buy a house. You pay back your mortgage by making monthly payments

Overdraft; An agreement with your bank that allows you to spend money when you have no money left in your account; the amount of money that someone owes their bank because they have used this agreement

Overdrawn: If you are overdrawn, or if your bank account is overdrawn, you owe your bank money that you have spent when there was no money in your account

Passbook: small book showing the amounts of money that you put into and take out of your account in a building society

### **Grammar: Inflectional Prefixes**

English has eight inflectional affixes. They are affixes which have a grammatical function but do not change the class of a word. They always follow derivational affixes.

The word “king” can combine with the derivational affix -dom to create the word “kingdom.” Though both words are nouns, they differ in meaning. One refers to a monarch and the other to a territory which a monarch rules over. However, the plural “kings” has an inflectional affix. The words “king” and “kings” only differ in number. Though “king” and “kingdom” are both nouns, many derivational affixes change the class of a word. For example, the word “windy” is composed of the noun “wind” and the affix -y. When the noun combines with the derivational affix -y, the result is the adjective “windy.”

The eight inflectional affixes of English are the third person singular present -s, the past tense marker -ed, the continuous marker -ing, the past participle -en, the plural marker -s, the possessive marker -’s, the comparative suffix -er and the superlative suffix -est. Here are examples with the eight affixes:

1. She loves hockey.
2. He waited patiently.
3. They are watching TV.
4. I haven’t eaten lunch yet.
5. The children ate all their vegetables.
6. Peter’s car is new.
7. Peter’s car is newer than mine.
8. Peter has the newest car here.

### **Exercise**

1. What is speech writing?
2. List and explain the elements of a good writing a good speech.
3. Write and define the words that are associated with the banking sector.
4. What are inflectional prefixes? Give examples.
5. Write a speech to be read before the Governor of your state, telling him the challenges you and your fellow students face in school and the need for him to help ameliorate them.

## WEEK 2

### Contents:

#### Clause: Subordinate

#### Skill Focus: How to do a WASSCE Examination

#### Writing Skill: Argumentative Essay

#### Clause: Subordinate and Insubordinate

A subordinate clause (or dependent clause) is a clause that cannot stand alone as a complete sentence because it does not express a complete thought.

A **subordinate clause** is a group of words, which include a finite or non-finite verb. The subordinate clause cannot stand independently as it is not complete as a statement, and thus remains a dependent clause. It has to join the main or independent clause to complete a sentence.

A group of words that has both a subject and a verb but (unlike an independent clause) cannot stand alone as a sentence because something about it implies that there is more to come. On its own, a subordinate clause is left hanging, its meaning incomplete. It must be combined with an independent clause in order to form a complete sentence. It is also known as *a dependent clause*.

Each of the following shows a subordinate clause (in bold) that is a part of another clause, which is the main clause. Both clauses together form a complete sentence.

- Everyone says **that you are his girl friend**.
- **When it started raining**, all of us sat beneath the mango tree.
- I love noodles **but it has to be cooked dry**

## Types of Subordinate Clause

The subordinate clause comes in different forms as follow:

1. Adverbial Clause
2. Noun Clause
3. Relative Clause
4. Non-finite Clause

### Adverbial Clause

The **adverbial clause** contains a subject and a verb. It adds extra information about the time, place, manner, etc to a sentence, and modifies the verb. As a dependent clause, it cannot stand on its own and must connect to the main clause or an independent clause to form a complete sentence. The adverbial clause may come before or after the main clause. When it comes before the main clause, a comma is used to separate the two clauses. When it comes after the main clause, no comma is necessary. The adverbial clause usually begins with a **conjunction**.

#### Example:

He gave me money **before he left**

The husband slept on the couch **because his wife was angry**

### Types of Adverbial clause

**Clause of Time:** This clause shows when something happens. Conjunctions used include **after, as, as long as, as soon as, before, since, so long as, until, when**.

E.g. Look left and right **before you leap**

**Clause of Place:** This clause shows where something is or happens. Conjunctions used include **anywhere, everywhere, where, wherever**

E.g. **Everywhere I go**, Tolu goes with me

**Clause of manner:** This clause shows the way something is done. Conjunctions used include as, like

E.g. He treats his friend **like family**

**Clause of Purpose:** This clause shows the purpose/reason for doing something. Conjunctions used include **so that, in order that/to**

E.g. He added milk to the custard **so that it can be creamy**

**Clause of Condition:** This clause shows a possible situation. Conjunctions used include **even if, if, in the event that, in case, only if, unless**

- **If he were not such a wasteful spender**, he would be a millionaire today.

**Clauses of contrast** – This clause shows clear differences: ‘this thing’ is exactly the opposite of ‘that thing’.

Conjunctions used include **whereas, while**

- The wife is fat and short, **while the husband is skinny and tall.**

## **Noun Clause**

A noun clause is a group of words that include a subject and a verb, and it functions as a noun. A noun clause is a subordinate clause, which means it is not a complete statement. As a dependent clause, it must connect to an independent clause (main clause). Noun clauses usually begin with words such

as **how, that, what, whatever, when, where, which, who, whoever**, and **why**. The most common word among them is **that**.

E.g. He told me **that he stole the pen**

Noun clauses can be the subject, object, object of preposition, complement, etc. The noun clauses in the following examples are in bold.

- **That the sisters are quadruplets** is amazing. (Subject)
- We don't know **what poems she often writes**. (Object)
- The book is **where the history of passnownow was first published**. (Object of preposition)
- He is **what we would call a gentle man**. (Complement)

## Relative Clause

A relative clause is never a complete statement as it is a dependent clause. It tells us something extra about the noun that it describes. The position of the noun is immediately before the relative clause. The relative clause is introduced by a relative pronoun, which is one of the following: **that, which, who, whom, whose**.

**Example:** My old aunt is a spinster.

Let us have additional information about my old aunt.

- My old aunt is a spinster. She showed me a photo of her new boyfriend.

## Non-Finite Clause

There are three types of non-finite clauses.

### a) To-infinitive clause

In this clause, the verb comes after the word **to**.

- He gave up his job **to travel to london**.

### b) -ing clause

In this clause, we use the **verb + - ing**.

- He is a spoilt child **being the only one in the family**.
- You are the only one capable of **providing the solution**.

### **c) Past participle clause**

In this clause, we use the past participle form of the verb.

- Bola said she would like to be a teacher **when asked what she would like to be when she grows up**.

### **Skill Focus: How to do a WASSCE Examination**

1. Read the question carefully – In English, and in all subjects. If you misunderstand the question, you may score very low marks.

2. Remember, in English:

- Summary questions require answers in brief but complete sentences.
- compositions that are too short are penalised. Remember this especially if you choose the letter writing option.
- Compositions that are too long may not be penalised – but you penalise yourself. If you realise that your work is approaching the maximum number of words, bring it to as neat close as you can and start the next question.
- The English examination recommends the amount of time allocated to each section. Try to stick to it – a watch on your desk will help you.
- Don't spend too much time on questions that carry only one or two marks. If you don't the answer, go swiftly on to the next question. You can always come back to any you have missed out.
- Don't hesitate to do rough work. In English, this should always be crossed out after you have finished the question.
- Take care to present your work reasonably well. Examiners are only human, and get irritated by poor handwriting. They are less inclined

to hand out marks if they have to work harder to decipher your writing!

- Take care to check your work. In English especially, marks are lost through careless spelling and punctuation.

## **Argumentative Essay**

An argumentative essay is a type of writing that requires a writer to defend its position on a topic using evidence from personal experience, literature, historical example and research to support his or her point.

### **How to write an argumentative essay**

1. Understanding: there is need to understand how to structure and write an argumentative essay.
2. There is need to present relevant evidence that support your argument.
3. There is need to convince the audience on a particular stand you take.

### **Examples of argumentative essay**

1. Games and violence
2. Is money an effective motivator at work
3. Entertainment and prostitution
4. Death penalty for children
5. Good and bad teachers

### **Exercise**

1. Differentiate between subordinate and in subordinate clauses; what are their major differences?

2. What are the types of subordinate clause that you know?
3. Define what you understand by adverbial clause.
4. In the statement “look left and right before you leap”, what type of adverbial clause is used? (A) Adverbial clause of place (B) Adverbial clause of time (C) Adverbial clause of purpose (D) Adverbial clause of manner
5. What is noun clause?
6. A relative clause is never a complete statement as it is a dependent clause; true or false?
7. Write an argumentative essay on any topic or your choice.

## WEEK 3

### What are Conditional Clauses?

Conditional Clauses (also known as Conditional Sentences or *If Clauses*) are used to express that the action in the main clause (without *if*) can only take place if a certain condition (in the clause with *if*) is fulfilled. There are three types of Conditional Clauses as you shall see below-

#### Conditional Sentence Type 1

**It is possible and also *very likely* that the condition will be fulfilled.**

**Form:** *if*+ Simple Present, will-Future

Example: If I find her address, I'll send her an invitation.

#### Conditional Sentence Type 2

**It is possible but *very unlikely*, that the condition will be fulfilled.**

**Form:** *if*+ Simple Past, Conditional I (= would + Infinitive)

Example: If I found her address, I would send her an invitation.

#### Conditional Sentence Type 3

**It is *impossible* that the condition will be fulfilled because it refers to the past.**

**Form:** *if*+ Past Perfect, Conditional II (= would + have + Past Participle)

Example: If I had found her address, I would have sent her an invitation.

## **Vocabulary Development: Words Associated with Printing and Publishing**

**Asset:** Computing an item of text or media that has been put into a digital form that includes the right to use it

**Backlist:** List of all the books that a company has published in the past that are still available

**Bibliography:** A list of books, articles etc that have been published on a particular subject

**Compilation:** The process of compiling a book using different pieces of information or facts

**Copyright:** The legal right to have control over the work of a writer, artist, musician etc. If you own the copyright on something, it is your intellectual property, and other people must pay you to broadcast, publish, or perform it

**Copyright:** To obtain or claim the copyright of the work of a writer, artist, musician etc

**Copyright :**Controlled or protected by copyright

**Digital rights management:** A way of controlling access to copyrighted material for content in digital formats

**DRM: Digital rights management:** control over the ways in which material used in digital formats can be used, for example making sure that people cannot copy or change it

**Edit:** To make a book or document ready to be published by correcting the mistakes and making other changes

**Edition:** A set of copies of a book that are published at the same time. A new edition of a book is different in some way from the edition before. A set of copies that are exactly the same as the set before is called a reprint

**ISBN: International Standard Book Number:** an individual number given to every book that is published

Manuscript: Writer's original pages of a book, article, or document before it is published

Posthumous: Published after a writer's death

Press: Machine used for printing newspapers, books, or magazines

Printing: The number of copies of something such as a book or newspaper that are printed at one time

Printing Press: A machine that is used for printing newspapers, books, magazines etc

Print Run: The number of copies of a book or magazine that are printed and published at one time

Publication: The process of producing a book, magazine etc for people to buy

Reprint: An occasion when a book is reprinted

Rights: The legal authority to publish a book, play, film, piece of music etc or to use it for a performance or production

Series: Set of books, documents etc that are published with the same design in order to show that they belong to the same group

In Print: Book, magazine etc that is in print is still available to buy from its publisher

In the public domain: Something such as a book, play, or piece of software that is in the public domain can be used by anyone and is not protected by copyright (=a law that gives only one person the right to produce, sell, or use something)

Out of print: Book, magazine etc that is out of print is no longer being published

## Exercise

1. Explain what you understand by conditional clause and give examples to explain your answer.
2. In the sentence “It is possible but *very unlikely* that the condition will ever be fulfilled” the type of conditional clause used is— — — — ?  
(A) Conditional Sentence Type 2 (B) Conditional Sentence Type 1  
(C) Conditional Sentence Type 3 (D) None of the above
3. List and explain about one hundred words that are associated with the publishing industry.
4. Write an essay on the topic “The Publishing Industry in Nigeria; a Ghost of its former Self”

## WEEK 4

### What is a Prefix?

To understand what a prefix is, it is imperative to first understand what a **root word** is. That said, a root word is a word that can be changed into a new word by adding a beginning and/or an ending. In this light therefore, a prefix is a beginning that is added to a root word. For example, take the root word “purpose.” By adding the prefix “multi” to “purpose,” the new word “multipurpose” is formed.

Every prefix has its own meaning. When added to a root word, a prefix changes the meaning of the root word to which it is added. The root word “purpose” means “an aim or a goal one wishes to achieve.” The prefix “multi” means “many.” The new word “multipurpose” means “designed or used for many purposes.”

Learning to identify **prefixes** and knowing their meanings are great ways to expand your vocabulary. An expanded vocabulary will increase your listening and speaking comprehension. It will also help you communicate more effectively when writing or taking tests.

### Some Common Prefixes

Here are some common **prefixes**. The meaning of each **prefix** is shown, as well as words that can be formed by adding the **prefix** to root words. Using these prefixes and others will expand your vocabulary.

Prefix	Meaning of Prefix	Words Formed Using the Prefix
re	again	replay, resend, replace
hyper	over	hyperactive, hypersensitive, hyperventilate
un	not	unclear, unsure, undecided
tri	three	triangle, tricycle, triweekly
pre	before	prepay, prepackage, predate

mis	wrong	misconduct, misspell, misunderstand
sub	below	subway, substandard, submarine

### Some More Prefixes

Here are some more **prefixes** and their meanings. You can add these **prefixes** to many root words to form new words and expand your vocabulary.

Prefix	Meaning	Prefix	Meaning
ante	before	auto	self
bi	two	circum	around
equi	equal	im	not
hypo	under	inter	between
neo	new	omni	all
poly	many	retro	backward
semi	half	trans	across

### To build your vocabulary using prefixes, do the following:

1. When you see a **prefix** whose meaning you do not know, look up its meaning in a dictionary.
2. Write the **prefix** and its meaning where you can refer to it easily and often.
3. Review the meaning of these **prefixes** from time to time.
4. Form words by adding these **prefixes** to root words.
5. Use these words when you speak and write.

## Verb Forms: Active and Passive Verbs

Verbs have two voices: an **active voice** and a **passive voice**. Voice as the form of a verb shows whether the subject of the verb does the action (the active voice) or whether the action is done to it (the passive voice).

**Active Verb:** In order to write sentences with active verbs, make sure that the thing doing the action is the subject of the sentence and the thing receiving the action is the object. An active verb is when the verb is clearly the subject, or 'the doer,' of the sentence.

Active verbs are used when you want to create interest and emphasize the action. Active verbs can also be used to give an order.

**Passive Verb:** *Passive verbs* describe the action done by the subject of a sentence. Passive verbs use a linking verb alongside the main verb. With passive verbs, it is often possible that the subject is not named.

Use passive verbs when you want to:

- Downplay the actor  
Example:
- When the actor is not known
- When the actor is relatively unimportant
- When the actor has already been named.
- Downplay the action  
Example:
- To add focus to the object
- When the action may seem hostile

## Active Versus Passive

For you to write sentences with active verbs, make sure that the thing doing the action is the subject of the sentence and the thing receiving the action is the object. Let's take a look at two different ways to construct a sentence:

1 – Busola passed the Biochemistry test.

2 – The Biochemistry test was passed by Busola.

First sentence: 'Busola' – subject of the sentence, 'Biochemistry test' – object receiving the action.

Second sentence: 'Biochemistry test' – subject of the sentence, 'Busola' is now the object.

Which sentence uses an active verb and which sentence uses a passive verb?

First sentence, 'Busola' is the subject of the sentence and she is the performer of the action of the sentence. Therefore, the verb 'passed' is an active verb.

Second sentence, 'Biochemistry test' is the subject of the sentence and receiver of the action. What happened to Busola? Even though she is still doing the action of the sentence, she isn't the subject anymore; now she's just the object at the end of the sentence. Therefore, since the subject of this sentence isn't the thing doing the action, the verb 'was passed' is a passive verb.

Another Example:

The verb is in the **active voice** when the subject, which can be a person or thing performs the action

- Tony **ate** the rice. (Subject: Tony; verb: ate; object: rice)

The doer of the action is the **Tony**. The verb **ate** is in the active voice and is followed by the object.)

The verb is in the passive voice when the action is done to the subject.

- The rice **was eaten** by Tony. (Verb: eaten; subject: rice)

In this passive sentence, the subject is the rice. The subject in the active voice **Tony** now becomes the object of the verb **eaten**

As can be seen, changing the active sentence into a passive voice causes the subject to become the object, and the object become the subject. The verb phrase used in the passive sentence is the verb to be followed by the past participle of the verb. The passive verb follows the tense of the active verb. For example, if the active verb is in the simple present tense, the passive verb too is in the simple present tense.

Only verbs that take on an object (**transitive verb**) can be a passive verb.

- He runs away.
- The sun shines brightly.
- The boss feels tired today.

Each of the above three sentences does not have an object, so it's not possible to convert them into passive sentences.

In the passive sentence, we use the preposition **by** to be followed by the object. We use it to show who or what does or has done the action. We can omit **by** and in most cases, it does not affect the clarity of the meaning of the sentence. We use it when we think it is necessary.

The use of a tense in a passive sentence must be the same as that in the active voice.

### Simple present

- **Active:** The big monkey **scratches** the small monkey.
- **Passive:** The small monkey **is scratched** by the big monkey.

### Simple present continuous

- **Active:** Their dog **is chasing** the rabbit.
- **Passive:** The rabbit **is being chased** by their dog.

## Past perfect

- **Active:** The hunter **had shot** two elephants.
- **Passive:** Two elephants **had been shot** by the hunter.

## Passive and Two Objects

A verb can have two possible passive voices when it takes two objects: a direct object and an indirect object. Normally, it is the indirect object (the first object that appears first in an active sentence) which becomes the subject of the passive sentence. We can however also use the direct object as the subject.

### Examples:

- **Active:** The salesman showed him (indirect object) a new iphone (direct object). / The salesman showed a new iphone to him.
- **Passive:** He **was shown** a new iphone.
- **Passive:** A new iphone **was shown** to him

## Using the Passive

‘A problem shared is a problem halved.’ This is the short way of saying – ‘A problem that is shared is a problem that is halved.’

This sentence contains two examples of the passive. Why is it used? Because we don’t know who has the problem – or who is sharing it!

When do we use the passive?

Sometimes it is used when we do not know who performed the action. For example:

My bag has been stolen

– By whom? We do not know

Sometimes we use it when we wish to avoid saying who performed the action:

'The problem of AIDS will be dealt with in due course', said the Ministry Spokeswoman.

– Dealt with by whom? We do not know

– and maybe by the Ministry Spokeswoman doesn't know, either!!

The passive can be used in different sentences:

1. The problem will be dealt with
2. Many cases have been reported
3. Information leaflets were distributed last term

Sometimes we may wish to add 'the agent' – the person doing the action – as a detail:

The Counselor has been consulted by several students

The leaflets were distributed by the school doctor

### **We use the passive voice for the following reasons:**

when we do not know who performs the action.

- The book was stolen last night.

when it is important to know who performs an action.

- This beautiful car was bought by my sister.

when it is not important to know who did the action.

- All these household wares were imported from China.

when the action itself is more important than the doer.

- The two siblings were killed in an auto-crash.

when we are interested only in what happened rather than who or what did it.

- The 24-foot anaconda was caught in that village.

when we wish to emphasize the person or thing acted on rather than the one who did it.

- Busola was presented with a bravery award yesterday.

when we choose not to name the one who performed the action to cover up a fault.

- The food was poorly cooked.

when it is felt necessary to evade responsibility by some people or organization.

- The family matter is being dealt with by someone.

## **The Four Verb Types**

### **1. Intransitive Complete Verbs**

These guys are action verbs, so we know that they show action.

This type of verb does not transfer its action to anyone or anything. These verbs make sense without having to transfer action anywhere.

Examples:

*Cats drink.*

*Clocks tick.*

*Buses move.*

### **2. Transitive Active Verbs**

These action verbs transfer their actions to someone or something.

That means that something or someone is always being acted upon. In our example sentence, *Jen* is receiving the action *kicked* – even though she probably doesn't want to be receiving it.

The receiver of the action in this kind of verb is called the direct object. In our example sentence, *Jen* is the direct object.

Every single transitive active sentence must have a direct object, and the direct object always receives the action.

Examples:

*Cats drink milk.*

*Clocks make noise.*

*I lost my ticket.*

*Milk* is receiving the action of *drink*. It is what cats drink. It is the direct object.

*Noise* is receiving the action of *make*. It is what clocks make. It is the direct object.

*Ticket* is receiving the action of *lost*. It is what I lost. It is the direct object.

These verbs are written in the active voice.

### **3. Transitive Passive Verbs**

These verbs also show action, and they also transfer their action to a receiver.

In transitive active verbs, the receiver was the direct object. In transitive passive verbs, the receiver of the action is the subject!

Examples:

*John was kicked.*

*The house was demolished.*

Who is receiving the action in those sentences?

*John* received the action of *kick* and *house* received the action of *demolished*. *John* and *house* are the subjects of those sentences.

Notice that we may not actually know who initiated the action. (Who kicked John?) Sometimes we find this out in a prepositional phrase.

*John was kicked by Jen.*

*The house was demolished by the storm.*

These verbs are written in the passive voice.

#### 4. Intransitive Linking

Linking verbs differ from the three other verb types because they are the only verb type that does not express any action.

What do linking verbs do? It's pretty simple. Linking verbs tell us about the *state* or *condition* of the subject.

They link the subject of a sentence with either a noun that renames the subject or an adjective that describes the subject.

Nouns that rename the subject are called *predicate nouns*.

Adjectives that describe the subject are called *predicate adjectives*.

Examples:

*Milk tastes delicious.*

*Clocks are helpful.*

*I am the bus driver!*

It may help you to think of linking verbs as an equal sign between the subject and a predicate noun or a predicate adjective.

#### Exercise

1. **Explain what you understand by a prefix.**
2. **Which of the following is a prefix? (A) –able (B) –Tri (C) –On (D) None of the above**
3. **Identify the prefixes in the following words-** submarine, reply, undecided, hypertensive, repackage
4. Write the all the prefixes that you know and form words with them.
5. Differentiate between the active and passive verbs and examples of them.
6. When is the right time to use the passive voice.

## WEEK 5

### How to Write Argumentative Essays

A good introduction in an argumentative essay acts like a good opening statement in a trial. Just like a lawyer, a writer must present the issue at hand, give background, and put forth the main argument — all in a logical, intellectual and persuasive way.

#### Start With a Hook

Start your introduction with a sentence that gets the reader interested in the topic. To pique the reader's interest, you can begin with a quote, a personal story, a surprising statistic or an interesting question. For example, if you are arguing that smoking should be banned from all public places, you can start your introduction by referencing a statistic from a verified source: "Tobacco use kills more than five million people every year — more than HIV/AIDS, tuberculosis and malaria combined, according to the World Health Organization." This strategy grabs the reader's attention while introducing the topic of the essay.

#### Include Background

Providing readers with background on the topic allows them to better understand the issue being presented. This information provides context and history that can be crucial to explaining and arguing your point. For example, if you are arguing that there should never be a military draft in the United States, your introduction can include information about the history of the U.S. draft and the events that led to it being abolished.

#### State Your Thesis

The thesis is the essence of an argumentative essay. In a single, clear sentence, it sums up what point you are trying to make. The thesis statement should assert a position on a particular issue — one that a reader can potentially argue against. Therefore, the thesis cannot be a

fact. For example, if a professor assigns the general topic of war, you can formulate the following thesis statement: “The United Nations must be redesigned because it is currently incapable of preventing wars.” The rest of your essay serves to explain and provide evidence in support of your thesis statement.

## **What to Leave Out**

A good introduction should not be describing arguments or providing analysis that belong in the body paragraphs. Your introduction should introduce and set up your point, rather than lay out evidence to support it. Also, while your intro is a road map for the rest of the essay, you shouldn't explicitly announce what and how you will be arguing: “I am going to prove to you that ...” This type of set up does not add any pertinent information and only serves as filler.

## **The Rules of Concord**

Concord in broad terms means agreement between the subject and the verbs as well as other elements of the clause structure. The idea of concord in the grammar of English suggests that for an English sentence to be correct and meaningful, its constituent parts (i.e. subject, verb, object, adverbial) must be in perfect agreement. Some rules of agreement are discussed below:

### **1. The Subject/Verb Agreement**

This is the agreement between the subject and the predicate or verb. The rule here states that:

(i) When the subject is singular, the verb should be singular i.e. singular subject takes singular verb

### Examples:

**Tolu is** a lover of football. – Tolu (singular subject), is (singular verb)

**She likes** chocolate – She (singular subject), likes (singular verb)

(ii) When the subject is plural, the verb must also be plural

### Examples:

**Nigerians are** lovers of football. – Nigerians (Plural subject), are (Plural verb)

The **children have** very loving parents. – Children (Plural subject), have (Plural verb)

The verb agrees with the subject and NOT with the noun next to it.

- Correct: Her bouquet of **flowers is** a birthday present. – The verb **is** affects bouquet not flowers.
- Incorrect: Her bouquet of **flowers are** a birthday present.

(The subject here is **bouquet**, which is part of the noun phrase **bouquet of flowers**. Since **bouquet** is a singular item, and we are referring to it and not the flowers, a singular verb should be used.)

- Correct: The **man** with two briefcases **is** heading for the airport.
- Incorrect: The man with two **briefcases are** heading for the airport.
- Correct: The **instruction** to the boys **was** not clear.
- Incorrect: The instruction to the **boys were** not clear.
- Correct: The **thieves** who stole the money **have** escaped.
- Incorrect: The thieves who stole the **money has** escaped.

## 2. Compound Subject/Verb

A compound subject consists of two or more nouns (Adam and Eve, cowboy and cowgirl), pronouns (your and I, he and she), or noun phrases (a basket of rotten eggs, a layer of dirt). Together, they form the subject of a verb in a sentence.

If the subject has two or more nouns, it takes a plural verb

- Daniel, David and Daniela **are** triplets.
- He, his dog and I **are** best friends.

When two or more nouns are joined by 'and' to form a subject, the verb is in the plural form

- Forks and spoons **have** always been together during dinnertime.
- The grandfather, the father and the son all **have** beard.
- The teacher and the student **are** inside the class

If the nouns that make up a compound subject are joined by 'or' and both are singular, a singular verb is used

- His father or mother **is** a professor of insects.
- Chicken soup or duck soup **makes** no difference to me because I like all soups.

If the nouns that make up a compound subject are singular and plural, the verb agrees with the noun nearer to it

- The clock or the watch or both **are** not accurate; they tell different times.
- His killers or killer **is** still at large.

## **Related Article: Consonant Sentences and Vocabulary Development**

### **3. Subject coming after Verbs**

The subject usually comes before the verb, but there are sentences that have the subjects coming after the verbs. The verbs must still agree with the subjects.

- There **is** a **fly** on your food.
- I **saw three** big **cows** in Mr Tunde's farm.

In questions, the subjects usually come after the verbs.

- **Does** your **girlfriend** know you have other girls?
- **Have you** read my new book?

#### 4. Other Subject Agreement

##### *a – Double – title Subject Concord*

**When two subjects are joined together by ‘and’ but refer to only one person or thing (i.e. refer to the same entity) the verb to be used should be singular**

##### **Examples:**

The professor and head of literature department **is** a public figure.  
The founder and CEO of Rise Group **is** Mrs Toyosi

**When two nouns refer to the same person or thing, the verb is in the singular form.**

##### **Examples:**

- Correct: The owner and manager of the store **is** my friend.  
Incorrect: The owner and manager of the store **are** my friend.
- Correct: My friend and neighbour **has** been a magician for many years.  
Incorrect: My friend and neighbour **have** been a magician for many years.

**When two nouns refer to the same person, the article ‘the’ is used only once and the verb is in the singular.**

**Examples:**

- Correct: The nurse and sister of the patient **cares** deeply for him. (Nurse and sister are the same person, singular verb **cares** is used.)  
Incorrect: The nurse and sister of the patient **care** deeply for him.
- Correct: The owner and occupant of the mysterious house **was** never seen again.

Incorrect: The owner and occupant of the mysterious house **were** never seen again.

**When two different persons are referred to, the article ‘the’ is repeated and the verb is in the plural.**

- The owner and the occupant of the house **are** very good friends.
- The teacher and the father of the student **are** talking about him.

**When two nouns are treated as one entity, the verb is in the singular.**

**Examples:**

- Bread and butter **was** his daily breakfast. (Bread and butter stand for one item of food, so a singular verb is used.)
- Milk and cornflakes **is** a good diet.
- Time and tide **waits** for no man.

As a general rule, use a plural verb with two or more subjects when they are connected by *and*.

*Example: A car and a bike are my means of transportation.*

But note these exceptions:

***Exceptions:***

*Breaking and entering is against the law.*

*The bed and breakfast was charming.*

In those sentences, *breaking and entering* and *bed and breakfast* are compound nouns.

**b – “A – pair- of” Agreement**

When the phrase “a – pair – of” is used as a subject, it is treated as singular and it attracts a singular verb

Example:

A pair of shoes is under my bed.

A pair of slippers is missing

**c – Rule of Proximity**

The rule of proximity states that ‘when there is a list of nouns or pronouns acting as the subject with an ‘or’ a ‘nor’, it is the nearest noun or pronoun to the position of the verb that will determine the choice of the verb.

Examples:

If the boy dies, the parents, his friends or the doctor is to blame.

If the boy dies; the doctor, his friends or his parents are to blame.

Neither Tunde nor his friends were around for the party

Neither his friends nor Tunde was around for the party

The verb in an *or*, *either/or*, or *neither/nor* sentence agrees with the noun or pronoun closest to it.

***Examples:***

*Neither the plates nor the serving spoon goes on that shelf.*

*Neither the serving spoon nor the plates go on that shelf.*

This rule can lead to bumps in the road.

For example, if /is one of two (or more) subjects, it could lead to this odd sentence:

***Awkward:*** *Neither she, my friends, nor I am going to the festival.*

If possible, it's best to re-word such grammatically correct but awkward sentences.

***Better:***

*Neither she, I, nor my friends are going to the festival.*

**OR**

*She, my friends, and I are not going to the festival.*

#### **d – “Collective Noun” Concord**

A collective noun is a noun which stands for many units constituting a single word, e.g, congregation, which stands for worshipers.

A collective noun functioning as the subject of a sentence usually takes a singular verb.

#### **Examples:**

(i) The congregation sits behind the choir. (singular verb)

(ii) Their band is poor (singular verb)

However, in notional terms a collective noun functioning as the subject of a sentence may take a plural verb.

(ii) The group meet once in a year (takes plural verb)

(iii) The police are now up to the task of protecting lives in Nigeria (Plural verb)

### ***e – Indefinite Pronoun Concord***

Indefinite pronouns such as everyone, everything, everybody, nobody, anyone, someone, somebody, something, etc. always attract singular verbs

#### **Examples:**

Go to the kitchen, someone **is** in there

No one **knows** what he can do till he tries

Somebody **has taken** my pen

The supreme irony of life is that hardly anyone **gets** out of it alive

### ***f – Phrase Concord***

**Phrases beginning with ‘with’, ‘as well as’, ‘together with’, etc do not mean the same as ‘and’, and the verb is therefore in the singular.**

- Correct: The woman with her daughter **is** selling ofada rice.  
Incorrect: The woman with her daughter **are** selling ofada rice.
- Correct: Bobola as well as his brother **was** selected to play at the U-17 world cup final last year.  
Incorrect: Bob as well as his brother **were** selected to play at the U-17 world cup final last year.

**For those prepositions and the nouns that follow them (*objects* of the prepositions), these are prepositional phrases. Therefore, *Objects* of prepositions cannot be *subjects*.**

#### ***Examples:***

The letter (singular) to the editors is(singular to agree with letter) ready.

The copiers(plural) in Operations are(plural to agree with copiers) better than those in our area.

## **g – Plural Number Concord**

Amounts or units such as “four hundred times”, ‘ten percent’, ‘three hundred days’, etc are generally treated as singular subjects when in the nominative case, and should take singular verbs, e.g.,

Ten percent is too small for me.

One million naira is a lot of money

**When a quantity or an amount is treated as a whole, the verb used is singular.**

- The N1000.00 you lent me **was** not enough.
- Two hundred dollars nowadays **is** not a lot of money.
- How many kobos **is** equal to one naira?
- He said eighty – two kilograms **was** her weight.
- Twenty kilometers **is** a long distance to walk.

## **h. Other Rules**

### **i – Words indicating Portions**

With words that indicate portions—e.g., *a lot, a majority, some, all* are guided by the noun after *of*. If the noun after *of* is singular, use a singular verb. If it is plural, use a plural verb.

#### ***Examples:***

*A lot of the **pie** has disappeared.*

*A lot of the **pies** have disappeared.*

*A fraction of **Nigeria’s Youth** is unemployed.*

*A fraction of **Nigeria’s Youths** are unemployed.*

*All of the **potato** is gone.*  
*All of the **potatoes** are gone.*

*Some of the **pie** is missing.*  
*Some of the **pies** are missing.*

## ii – Gerunds

When gerunds are used as the subject of a sentence, they take the singular verb form of the verb; but, when they are linked by *and*, they take the plural form.

*Example:*

*Standing* in the water *was* a bad idea.

*Swimming* in the ocean and dancing *are* my hobbies.

## iii. Movie/Book Titles

Titles of books, movies, novels, etc. are treated as singular and take a singular verb.

*The Burbs* *is* a movie starring Tom Hanks.

*The Three Musketeers* *is* my favourite book.

## Exercise

1. Explain what you understand by an argumentative essay.
2. In order to write a good argumentative essay, it is important to do the following except———? (A) Start with a hook (B) Include a background (C) Do not bother about the facts (D) State your thesis.
3. What are the rules of concord?
4. Using a good example, explain the subject verb agreement rule of concord.

5. State and explain the rule of proximity in English Language.

## WEEK 6

### What is Speech Writing?

**Speech writing** is the art of **writing** a **speech** for public presentation. There are certain things you need to keep in mind – flow, the ability of the audience to understand you, who your audience is, time limits, and being able to get your point across the first time through.

### Tips on how to Write perfect Speeches

#### *Pick Your Main Ideas*

Don't try to put too many ideas into your speech. Research shows that people remember very little from speeches, so just give them one or two ideas to hang onto. Remember, you only have one minute for your speech!

#### *Write Like You Talk*

Remember that you're writing a speech, not an essay. People will hear the speech, not read it. The more conversational you can make it sound, the better. So try these tips:

- Use short sentences. It's better to write two simple sentences than one long, complicated sentence.
- Use contractions. Say "I'm" instead of "I am" "we're" instead of "we are."
- Don't use big words that you wouldn't use when talking to someone.
- You don't have to follow all the rules of written English grammar. "Like this. See? Got it? Hope so." Your English teacher might be horrified, but people don't always talk in complete sentences with verbs and nouns. So try to write like people talk.
- Always read your speech aloud while you're writing it. You'll hear right away if you sound like a book or a real person talking!

### ***Use Concrete Words and Examples***

Concrete details keep people interested. For instance, which is more effective? A vague sentence like “*Open play spaces for children’s sports are in short supply.*” Or the more concrete “*We need more baseball and soccer fields for our kids.*”

### ***Get Your Facts Together***

You want people to believe that you know what you’re talking about! So you’ll need to do some research. For instance, let’s say your big issue is the environment. You promise to pass a law that says all new cars must run on electricity, not gas. That will cut down on air pollution! But it would help if you had a few facts: How much bad air does one car create each year? How many new cars are sold in the U.S. every year? So how much will pollution be cut every year? Use the library or the Internet to do research. Your new policy proposal will sound really strong if you have the facts to back it up.

There are many issues you can talk about at your inauguration. How do you pick one? A good idea is to look inside yourself and find out what you feel very deeply about. Maybe it’s the environment. Or maybe you care about stopping war. Or you feel passionate that all schools should have more art and music classes. Or you feel that downloading music on the Internet should be free! Your issue should reflect who you are and what you care about.

### ***Persuade With a Classic Structure***

In a speech where you’re trying to persuade someone, the classic structure is called “Problem–Solution.” In the first part of your speech you say, “*Here’s a problem, here’s why things are so terrible.*” Then, in the second part of your speech you say, “*Here’s what we can do to make things better.*” Sometimes it helps to persuade people if you have statistics or other facts in your speech. And sometimes you can persuade people by quoting someone else that the audience likes and respects.

## ***Simplify***

After you've written a first draft of your speech, go back and look for words you can cut. Cutting words in the speech can make your points more clear. One speechwriter for a U.S. Senator has a sign above her desk that says: "*Fewer Words = Clearer Point.*" It helps her remember to always simplify a speech by cutting out words.

## **Register: Vocabulary Associated with Banking**

APR: Annual percentage rate: the percentage that a bank makes you pay in interest when you borrow money from it, calculated over a period of one year

Balance: The amount of money you have in your bank account

Bank balance: The amount of money that you have in your bank account

Bank draft: An order to pay someone that is sent from one bank to another bank, usually in a different country

Banker's draft: A bank draft

Banking: The work done by banks and other financial institutions; the activity of paying money into or taking money out of a bank account

Bank rate: The rate of interest that banks use to calculate how much interest to charge on money they lend to each other rather than to their customers

Bank statement: A document that shows all the money that went into or out of your bank account during a particular period of time

Base rate: The rate of interest that banks use to calculate how much interest to charge on money they lend to their customers

BIPS: Bank Internet payment system: an electronic system for making payments by moving money directly into a bank account over the Internet

Bond: The money that you borrow; a mortgage

Borrower: Someone who borrows money from a bank

**Cardholder:** Someone who owns a credit card or debit card for buying things with

**Cashback:** Money from your bank account that you can get from a shop when you pay for goods with a debit card

**CHIPS:** Clearing house interbank payment system: an electronic system for making international payments in dollars and for changing money from one currency to another

**Collateral:** Property that you agree to give to a bank if you fail to pay back money that you have borrowed

**Commission:** An extra amount of money that you have to pay to a bank or other organization when they provide a service for you

**Credit:** An arrangement to receive goods from a shop or money from a bank and pay for it later; an amount of money that you add to an account. An amount of money that you take out of an account is a debit

**Credit limit:** The maximum amount of money that a customer can borrow using a particular credit card account

**Credit line:** An amount of money that a person or company can borrow from a bank or other financial institution

**Credit rating:** Financial information about someone that a bank or shop uses for deciding whether to lend them money or to give them credit

**Credit transfer:** A payment made directly from one bank account to another

**Debit:** An amount of money taken from a bank account

**Deposit:** An amount of money that you pay into a bank account

**Depositor:** Someone who pays money into a bank

**Direct debit:** An order to a bank to regularly pay money from your account to a person or organization

**Direct deposit:** An arrangement in which your salary is always put directly into your bank account

Discount rate: The rate of interest that a central bank charges another bank that borrows from it

EFTPOS: Electronic funds transfer at point of sale: a system of paying for goods by moving money by computer from the customer's bank account to the account of the company or person they have bought from

Interest: Business money that a person or institution such as a bank charges you for lending you money; money that you receive from an institution such as a bank when you keep money in an account there

Interest rate: The percentage that an institution such as a bank charges or pays you in interest when you borrow money from it or keep money in an account

Internet banking: A system that allows you to use the Internet to communicate with your bank, check your account, pay bills etc

Lending rate: A percentage that a bank charges a customer who borrows money

Money market: Business activities in which banks and other financial institutions make money by lending money to other organizations

Mortgage: A legal agreement in which you borrow money from a bank in order to buy a house. You pay back your mortgage by making monthly payments

Overdraft; An agreement with your bank that allows you to spend money when you have no money left in your account; the amount of money that someone owes their bank because they have used this agreement

Overdrawn: If you are overdrawn, or if your bank account is overdrawn, you owe your bank money that you have spent when there was no money in your account

Passbook: small book showing the amounts of money that you put into and take out of your account in a building society

Grammar: Inflectional Prefixes

English has eight inflectional affixes. They are affixes which have a grammatical function but do not change the class of a word. They always follow derivational affixes.

The word “king” can combine with the derivational affix -dom to create the word “kingdom.” Though both words are nouns, they differ in meaning. One refers to a monarch and the other to a territory which a monarch rules over. However, the plural “kings” has an inflectional affix. The words “king” and “kings” only differ in number. Though “king” and “kingdom” are both nouns, many derivational affixes change the class of a word. For example, the word “windy” is composed of the noun “wind” and the affix -y. When the noun combines with the derivational affix -y, the result is the adjective “windy.”

The eight inflectional affixes of English are the third person singular present -s, the past tense marker -ed, the continuous marker -ing, the past participle -en, the plural marker -s, the possessive marker -’s, the comparative suffix -er and the superlative suffix -est. Here are examples with the eight affixes:

1. She loves hockey.
2. He waited patiently.
3. They are watching TV.
4. I haven’t eaten lunch yet.
5. The children ate all their vegetables.
6. Peter’s car is new.
7. Peter’s car is newer than mine.
8. Peter has the newest car here.

### **Exercise**

1. What is speech writing?
2. List and explain the elements of a good writing a good speech.
3. Write and define the words that are associated with the banking sector.
4. What are inflectional prefixes? Give examples.

5. Write a speech to be read before the Governor of your state, telling him the challenges you and your fellow students face in school and the need for him to help ameliorate them.

## WEEK 7

### Adverb: Definition

An adverb is the part of speech (or word class) that is primarily used to modify a verb, adjective, or other adverb. Adverbs can also modify prepositional phrases, subordinate clauses, and complete sentences. In other words, adverbs tell us in what way someone does something. Adverbs can modify verbs (here: drive), adjectives or other adverbs.

### POSITIONS OF ADVERB

An adverb that modifies an adjective (“*quite* sad”) or another adverb (“*very* carelessly”) appears immediately in front of the word it modifies. An adverb that modifies a verb is generally more flexible: it may appear before or after the verb it modifies (“*softly* sang” or “sang *softly*”), or it may appear at the beginning of the sentence (“*Softly* she sang to the baby”). The position of the adverb may have an effect on the meaning of the sentence.

### FUNCTIONS OF ADVERB

Temporal Adverb – An adverb (such as *soon* or *tomorrow*) that describes *when* the action of a verb is carried out. It is also called a *time adverb*. An adverb phrase that answers the question “when?” is called a *temporal adverb*. *e.g* I always thought that the river was deep, but *now* I see that deep down it’s shallow.

**Manner Adverb** – An adverb (such as *quickly* or *slowly*) that describes or *shows* the way an action is carried out. In most cases, the comparative and superlative of manner adverbs are formed with *more* (or *less*) and *most* (or *least*) respectively. A manner adverb most often appears *after* a verb or at the end of a verb *e.g* Ade spoke *sharply*, and brought his head around towards me. Plantings that had

been *carefully* arranged to frame natural or architectural features were *carelessly* cleared away.

**Place Adverb** – An adverb (such as *here* or *inside*) that describes *where* the action of a verb is carried out. Also called an *adverb of place* or a *spatial adverb*. *e.g* Television programmes produced in New York and Hollywood are seen *worldwide*.

Many adverbs—especially adverbs of manner—are formed from adjectives by the addition of the ending *-ly* (*easily, dependably*). But many common adverbs (*just, still, almost, not*) do *not* end in *-ly*, and not all words that end in *-ly* (*friendly, neighborly*) are adverbs.

## TYPES OF ADVERB

**Adverb of Emphasis** – A traditional term for an intensifier (such as *certainly, obviously, undoubtedly*) used to give added force or a greater degree of certainty to another word in a sentence or to the sentence as a whole. *e.g* Deterrence, *obviously*, is one of the aims of punishment, but it is surely not the only one.

**Conjunctive Verb** – An adverb that indicates the relationship in meaning between two independent clauses. Unlike a conventional adverb, which usually affects the meaning of only a single word or phrase, the meaning of a conjunctive adverb (or *conjunct*) affects the entire clause of which it is a part. *e.g* They were not sleeping on board the brig. *On the contrary*, they were talking, singing, laughing.

**Relative Adverb** – An adverb (*where, when, or why*) that introduces a relative clause, which is sometimes called a *relative adverb clause*. *e.g* The reason *why worry kills more people than work* is that more people worry than work.

**Speech-act Adverb** – An adverb (such as *frankly*, *briefly*, or *seriously*) that identifies how a speaker intends to speak (or perform the speech act). e.g I prepared a rough draft several months ago, but, *frankly*, she hasn't been inclined to sign it.

**Flat Adverb** – A traditional term for an adverb—such as *high*, *fast*, and *hard*—that has the same form as its corresponding adjective. Unlike most adverbs in English, flat adverbs (also known as *plain adverbs*) do not end in *-ly*.

A few adverbs have both a plain form and an *-ly* form: *slow* and *slowly*, *loud* and *loudly*, *fair* and *fairly*. The plain form is most commonly used in informal speech and in short sentences, especially short imperative sentences: “Go *slow*”; “Play *fair*.”  
e.g Drive *slow* and enjoy the scenery. Drive *fast* and join the scenery.

**Prepositional Adverb** – An adverb that can also function as a preposition. Unlike an ordinary preposition, a prepositional adverb is not followed by an object. Prepositional adverbs (also called *adverbial particles*) are used to form **phrasal verbs**. e.g We're all tumbled *down*. He ran up a *bill*.

## Exercise

1. What is an adverb?
2. What are the functions of an adverb?
3. An adverb that modifies an adjective or another adverb should appear immediately in front of the word it modifies; true or false?
4. List and explain the different types of adverb that you know.

## WEEK 8

### Definition of Prepositional Phrase

A prepositional phrase is a group of words containing a preposition, a noun or pronoun object of the preposition, and any modifiers of the object. A preposition sits in front of (is “pre-positioned” before) its object. The following words are the most commonly used prepositions: about. below.

A prepositional phrase can also be defined as a phrase that starts with a preposition and ends with a noun (or a pronoun). A prepositional phrase is a group of words that lacks either a verb or a subject, and that functions as a unified part of speech.

### Example of Prepositional Phrase

from Canada – from (preposition), Canada (noun)

Other examples of Prepositional phrase

By the ocean

Near the window

Over the cabinet

Under your hat

Remember the following rules for prepositional phrases and you will find that using them becomes much easier.

- Prepositional phrases always consist of two basic parts at minimum: the object and the preposition.
- In formal English, prepositions are almost always followed by objects.
- Adjectives can be placed between the prepositions and objects in prepositional phrases.

- Prepositional phrases can act as adverbs or adjectives. When they are used as adjectives, they modify nouns and pronouns in the same way single-word adjectives do.
- When prepositional phrases are used as adverbs, they at the same way single-word adverbs and adverb clauses do, modifying adjectives, verbs, and other adverbs.

### **Sometimes the noun can be anything that plays the role of a noun**

#### **For example:**

He gave it to her (here the 'noun' is a pronoun – her)

He accepted to killing the dog ( here the 'noun' is a gerund – killing)

The gift came from the man across the street (here the 'noun' is a noun phrase – from the man across the street)

I gathered evidence from what he said (here the 'noun' is a noun clause)

The words after the preposition (shown in red colour) are known as the object of a preposition. There will often be modifiers in the object of the preposition making it a noun phrase.

with Praise

(There are no modifiers in this example. Compare it to the next example.)

with my handsome brother Praise

(With the modifiers *my, handsome, brother*, the object of the preposition is now a noun phrase.)

### **Functions of Prepositional Phrase**

A prepositional phrase can function as an adjective or adverb. As an adjective, the prepositional phrase will answer the question *Which one?*

**Example:**

The book on the kitchen cabinet is swollen from steam.

Which book? The one on the kitchen cabinet!

As an adverb, a prepositional phrase will answer questions such as *How?*  
*When?* or *Where?*

**Example:**

Tolu got hurt from the last week's badminton practice.

Where did Tolu get hurt? From last week's badminton practice.

**Practice:**

Identify the prepositional phrases in following sentences.

1. *The man on the corridor beat the little girl*
2. *They slept in the dark room all night*
3. *The lady fell into the large ditch*
4. *The cup cake with colorful sprinkles is yours*
5. *The dog ran through the perfectly manicured garden*

**Vocabulary Development: Words Associated with Hotel and Catering**

<b>Word</b> <i>part of speech</i>	<b>Meaning</b>	<b>Example Sentence</b>
<b>Adjoining rooms</b> <i>noun</i>	two hotel rooms with a door in the centre	If you want we can book your parents in an <b>adjoining room</b> .
<b>Amenities</b> <i>noun</i>	local facilities such as stores and restaurants	We are located downtown, so we are close to all of the <b>amenities</b> .

<b>Attractions</b> <i>noun</i>	things for tourists to see and do	The zoo is our city's most popular <b>attraction</b> for kids.
<b>Baggage</b> <i>noun</i>	bags and suitcases packed with personal belongings	If you need help with your <b>baggage</b> we have a cart you can use.
<b>Bed and Breakfast</b> <i>noun</i>	a home that offers a place to stay and a place to eat	I can book you into a beautiful <b>Bed and Breakfast</b> on the lake.
<b>Bellboy</b> <i>noun</i>	a staff member who helps guests with their luggage	The <b>bellboy</b> will take your bags to your room for you.
<b>Book</b> <i>verb</i>	arrange to stay in a hotel	I can <b>book</b> your family in for the weekend of the seventh.
<b>Booked</b> <i>adj</i>	full, no vacancies	I'm afraid the hotel is <b>booked</b> tonight.
<b>brochures</b> <i>noun</i>	small booklets that provide information on the local sites and attractions	Feel free to take some <b>brochures</b> to your room to look at.
<b>check-in</b> <i>verb</i>	go to the front desk to receive keys	You can <b>check-in</b> anytime after four o'clock.
<b>check-out</b> <i>noun</i>	return the keys and pay for the bill	Please return your parking pass when you <b>check-out</b> .
<b>complimentary breakfast</b> <i>noun</i>	free of charge	All of our rooms have <b>complimentary</b> soap, shampoo, and coffee.
<b>cot, rollaway bed</b> <i>noun</i>	a single bed on wheels that folds up	If you need an extra bed, we have <b>cots</b> available.

<b>damage charge</b> <i>noun</i>	money a guest owes for repairs to hotel property (when caused by violent or careless acts)	We will have to add a <b>damage charge</b> for the hole you put in the wall.
<b>deposit</b> <i>noun</i>	amount paid ahead of time to secure a reservation	You will not receive your <b>deposit</b> back if you cancel.
<b>double bed</b> <i>noun</i>	a bed large enough for two people	They are a family of four, so give them a room with two <b>double beds</b> .
<b>floor</b> <i>noun</i>	a level of the building	The swimming pool is on the main <b>floor</b> .
<b>front desk, reception</b> <i>noun</i>	the place where guests go to check in and out and to get information	Towels are available at the <b>front desk</b> .
<b>guest</b> <i>noun</i>	a person that is staying at the hotel	Our washrooms are for <b>guests</b> only.
<b>hostel</b> <i>noun</i>	a very inexpensive place for backpackers and travelers on a budget	In the <b>hostel</b> you probably won't get your own room.
<b>hotel manager</b> <i>noun</i>	person in charge at the hotel	I'll let you make your complaint to the <b>hotel manager</b> .
<b>housekeeping, maid</b> <i>noun</i>	staff members that clean the rooms and linen	Put a sign on the door if you want <b>housekeeping</b> to come in and change the sheets on the bed.

<b>ice machine</b> <i>noun</i>	a machine that automatically makes ice that guests can use to keep drinks cold	There is an <b>ice machine</b> by the elevator on all of the even numbered floors.
<b>indoor pool</b> <i>noun</i>	place for guests to swim inside the hotel	The heated <b>indoor pool</b> is open until 10 pm.
<b>inn</b> <i>noun</i>	another word for “hotel”	There’s an <b>inn</b> on the other side of town that has a vacancy.
<b>Jacuzzi, hot tub, whirl pool</b> <i>noun</i>	a small hot pool for relaxation	Our honeymoon room has a personal <b>hot tub</b> .
<b>king-size bed</b> <i>noun</i>	extra large bed	A room with a <b>king size bed</b> costs an extra ten dollars a night.
<b>kitchenette</b> <i>noun</i>	a small fridge and cooking area	Your room has a <b>kitchenette</b> so you can prepare your own breakfasts and lunches.
<b>late charge</b> <i>noun</i>	a fee for staying past the check-out time	You will be charged a ten dollar <b>late charge</b> for checking out after 11 am.
<b>linen</b> <i>noun</i>	sheets, blankets, pillow cases	We will come in and change the <b>linens</b> while you are out of your room.
<b>lobby</b> <i>noun</i>	large open area at the front of the hotel	You can stand in the <b>lobby</b> and wait for your bus.
<b>luggage cart</b> <i>noun</i>	a device on wheels that guests can push their luggage on	Please return the <b>luggage cart</b> to the lobby when you are finished with it.

<b>maximum capacity</b> <i>noun</i>	the most amount of people allowed	The <b>maximum capacity</b> in the hot tub is ten people.
<b>motels</b> <i>noun</i>	accommodations that are slightly cheaper than hotels	Our <b>motel</b> is very clean and is close to the beach.
<b>noisy</b> <i>adj</i>	loud	The guests next to you have complained that you are being too <b>noisy</b> .
<b>parking pass</b> <i>noun</i>	a piece of paper that guests display in the car window while in the hotel parking lot	Display this <b>parking pass</b> in your window to show that you are a hotel guest.
<b>pay-per-view movie</b> <i>noun</i>	extra charge for movies and special television features	If you order a <b>pay-per-view</b> movie, the charge will appear on your bill.
<b>pillow case</b> <i>noun</i>	the covering that goes over a pillow	Room 201 doesn't need their sheets changed, but they requested one new <b>pillow case</b> .
<b>queen size bed</b> <i>noun</i>	bed with plenty of space for two people (bigger than a double)	They have a <b>queen size bed</b> so the small child can easily fit in the middle.
<b>rate</b> <i>noun</i>	cost of renting a room for a certain time period	Our <b>rates</b> change depending on the season.
<b>reservation</b> <i>noun</i>	a request to save a specific room for a future date	They say they made a <b>reservation</b> but it doesn't show on the computer.
<b>room service</b> <i>noun</i>	delivery of food or other services requested by guests	If you would like a bottle of wine, just call <b>room service</b> .

<b>sauna</b> <i>noun</i>	a hot room for relaxation, filled with steam	We don't recommend bringing young children into the <b>sauna</b> .
<b>single bed</b> <i>noun</i>	a bed for one person	The economy priced room includes one <b>single bed</b> .
<b>sofa bed, pull-out couch</b> <i>noun</i>	a bed built into a sofa or couch	The room contains a <b>sofa bed</b> so the room actually sleeps five.
<b>towels</b> <i>noun</i>	used to cover and dry the body after swimming or bathing	You can get your swimming pool <b>towels</b> at the front desk.
<b>vacancy</b> <i>noun</i> <b>vacant</b> <i>adj</i>	available rooms	We only have one <b>vacancy</b> left, and it is for a single room.
<b>valet</b> <i>noun</i>	staff that parks the guests' vehicles	If you leave your car keys with us, the <b>valet</b> will park your car underground.
<b>vending machine</b> <i>noun</i>	a machine that distributes snacks and beverages when you insert coins	The <b>vending machine</b> on the fifth floor has chocolate bars and chips.
<b>view</b> <i>noun</i>	a window that offers a nice image for guests	The room is more expensive because it has a spectacular <b>view</b> of the beach.
<b>wake up call</b> <i>noun</i>	a morning phone call from the front desk, acts as an alarm clock	What time would you like your <b>wake up call</b> ?
<b>weight room, workout room,</b>	a room that guests can use for exercise and fitness	Our <b>weight room</b> has a stair climber and a stationary bicycle.

**gym**  
*noun*

**Exercise**

1. Define prepositional phrase and give examples.
2. What are the functions of prepositional phrase?
3. List and define the words that associated with hotel management.

## WEEK 9

### Definition of Idiom

The term refers to a set expression or a phrase comprising two or more words. An interesting fact regarding the device is that the expression is not interpreted literally. The phrase is understood as to mean something quite different from what individual words of the phrase would imply. Alternatively, it can be said that the phrase is interpreted in a figurative sense. Further, idioms vary in different cultures and countries.

### Idiom Examples

1. "Every cloud has its silver lining but it is sometimes a little difficult to get it to the mint."

The statement quoted above uses "silver lining" as an idiom which means some auspicious moment is lurking behind the cloud or the difficult time.

2. "American idioms drive me up the wall!"

Here, the word "idioms" is used as an idiom.

3. "I worked the graveyard shift with old people, which was really demoralizing, because the old people didn't have a chance in hell of ever getting out."

In the extract quoted above, "graveyard shift" is employed as an idiom.

4. Kirk: If we play our cards right, we may be able to find out when those whales are being released.

Spock: How will playing cards help?

Here, "if we play our cards right" means "if we avail our opportunities rightly".

5. "Shakespeare is credited with coining more than 2,000 words, infusing thousands more existing ones with electrifying new meanings and forging idioms that would last for centuries. 'A fool's paradise,' 'at one fell swoop,' 'heart's content,' 'in a pickle,' 'send him packing,' 'too much of a good thing,' 'the game is up,' 'good riddance,' 'love is blind,' and 'a sorry sight,'

to name a few. (David Wolman, *Righting the Mother Tongue: From Olde English to Email, the Tangled Story of English Spelling*. Harper, 2010.)

This passage highlights the collection of idioms used by Shakespeare in his works and these idioms are now used in everyday writing.

6. “Idioms vary in ‘transparency’: that is, whether their meaning can be derived from the literal meanings of the individual words. For example, make up [one’s] mind is rather transparent in suggesting the meaning ‘reach a decision,’ while kick the bucket is far from transparent in representing the meaning ‘die.’”

The extract quoted above explains that idioms vary in their degree of transparency that is the extent to which an idiom reveals its true meaning varies.

7. “Modal idioms are idiosyncratic verbal formations which consist of more than one word and which have modal meanings that are not predictable from the constituent parts (compare the non-modal idioms kick the bucket). Under this heading we include have got [to], had better/best, would rather/sooner/as soon, and be [to].”

The extract quoted above highlights the use and significance of modal idioms.

## **Functions of Idiom**

Writers and public speakers use idioms generously. The purpose behind this vast use of idioms is to ornate their language, make it richer and spicier and help them in conveying subtle meanings to their intended audience. Not only do idioms help in making the language beautiful, they also make things better or worse through making the expression good or bad. For example, there are several idioms that convey the death of a person in highly subtle meanings and some do the same in very offensive terms. They are also said to be exact and more correct than the literal words and sometimes a few words are enough to replace a full sentence. They help the writer make his sense clearer than it is, so that he could

convey maximum meanings through minimum words and also keep the multiplicity of the meanings in the text intact.

It has also been seen that idioms not only convey subtle meanings but also convey a phenomenon that is not being conveyed through normal and everyday language and also they keep the balance in the communication. Furthermore, they provide textual coherence, so that the reader could be able to piece together a text that he has gone through and extract meanings the writer has conveyed.

### **Vocabulary: Words Associated with Politics and Governance**

<b>Absent vote</b>	A vote cast by voters who are out of their division but still within their State or Territory which may be cast at any polling place in that State or Territory.
<b>Absolute majority</b>	(50%+1 vote). A term used to compare the least votes a winning candidate may need in a preferential single member voting system compared with that of first- past-the-post systems of other countries where a “majority” may well be less than 50%. Also a concept used in some parliamentary votes where a simple majority of all members present is not enough.
<b>Accord</b>	A diplomatic agreement that does not have the same binding force as a treaty.
<b>Adjournment</b>	Temporary interruption during a parliamentary session.
<b>Administrative law</b>	That segment of public law that is used to challenge the decisions of government officials and / or delegated legislation. Excluding policy decisions made by people’s elected representatives, where it is deemed electoral

	<p>popular support authorises the office holder to be unrestrained in their decision making as long as it is within the law, all civil / public servants, from the Prime Minister down can be challenged in court (as long as the plaintiff has standing) on the “reasonableness” of their administrative actions or even on their failure to act. Over time the authority of A.L. has been extended to so called public bodies: NGOs, Quangos and other organisations which otherwise would have discretionary power over the rights of their members.</p>
<b>Adversarial system</b>	<p>The system of law, as exists in the Anglo-American world, where an issue is argued in court by two opposing sides, the prosecutor or plaintiff, and the defence. Opposite to the Inquisitorial system where a judge or panel of judges call evidence and interrogate witnesses, as exists in many European countries.</p>
<b>Affirmative action</b>	<p>Legislative programs which aim to create minority equality in employment, university placements, housing and other government beneficial situations even though, most of the time, outright discrimination against so called majorities is not ostensibly advocated.</p>
<b>Agrarian socialist</b>	<p>Originally applying to non urban, pre-industrial revolution peoples with traditional, conservative attitudes, those who believe in the collective ownership and control of primary industries, and to a lesser extent secondary industries, for the benefit of all, but otherwise not that committed to other socialist beliefs such as progressive/liberal approaches to domestic or international social concerns.</p>

<b>Saul Alinsky</b>	Described by opponents as an organisational genius, an American political activist, although never aligned with any political party, who, through his book <i>Rules for Radicals</i> , propagated ideas for poor communities to successfully politically organise. Prominent in the 60's with college students and other counter-culture movements. Book is now popular with both sides of the political divide.
<b>Altruism</b>	The devotion to the interests of others above that of the self. The opposite of egoism.
<b>Anarchy</b>	A condition of lawlessness and disorder brought about by the absence of any controlling authority.
<b>Ancien régime</b>	The government and social system that was swept away by the French Revolution. An administration and associated government programs that have been superseded.
<b>Androcracy</b>	A state or society ruled by men where moral authority and control of property may also be exclusively in the hands of males. a.k.a. andrarchy or phallocracy.
<b>Anti-clericalism</b>	Opposition to the influence of religion in government and legislative affairs.
<b>Apparatchik</b>	A member of communist party machine; derogatory term for a political party zealot.
<b>Approval voting</b>	'First Past the Post' voting but with the added concept that one can tick (approve of) as many candidates' names as one wishes, but in no order of preference. A variant of preferential voting eliminating the chances of minority candidates

	winning when too many mainstream candidates run against each other.
<b>Autocracy</b>	A form of government where unlimited power is held by one single individual.
<b>autonomy</b>	A limited form of independence where, for example, a state or colony can control its own domestic affairs but has no say over its foreign affairs.
<b>backbencher</b>	A member of Parliament (government or opposition) who is not in a leadership role in their party but merely sits literally on the back bench.
<b>balance of power</b>	The leverage a small party in the legislature possesses, in being able to give, or hold back, voting support to a large, albeit still minority party, to allow it to have a majority on a vote.
<b>ballot</b>	A method of secret voting, normally in a written form.
<b>ballot paper</b>	A paper handed to each voter on election day to be marked, showing the names of the candidates (and sometimes the parties) who are standing for election.
<b>bell the cat</b>	An impractical suggestion that highlights the short sightedness of the theorist advocating a problem's solution which, however, will not in work in practice, or be politically lethal for the party proposing it. Derived from a fable about a group of mice who decide the best way to be warned when the cat is near is for someone to place a bell around its neck, only to find there are no volunteers to perform that task.

<p><b>bellwether</b></p>	<p>A small entity whose characteristics happen to reflect that of the whole state or nation. The American state of Nevada is a bellwether state for presidential elections in that, with only one exception, it has voted the same as the whole country for a century. The Australian electorate of Eden-Monaro has voted in a government MP at every election since 1972. A bellwether is a ram with a bell attached to indicate to the farmer where the flock is when not in sight.</p>
<p><b>the Beltway</b></p>	<p>A term to describe the politically and socially insular community of Washington DC. Derived from Interstate Highway 495 which circumnavigates Washington forming a “belt”. One would be, metaphorical speaking, inside or outside the Beltway. The term is sometimes used in other countries although in Britain the equivalent concept is “the Westminster Bubble”.</p>
<p><b>benign neglect</b></p>	<p>A type of laissez-faire policy, where, in response to calls for government funding or regulation to address a recently developed problem, a ‘do nothing’ approach is alternatively undertaken in the belief that, over time, it will improve, or at least not hurt, the interests of the “neglected” group.</p>
<p><b>bigot</b></p>	<p>A person who refuses to discuss, consider or listen to, beliefs or theories contrary to his own. Derived from the Middle Ages French term of abuse for religious Normans who would frequently use the term “By God”.</p>
<p><b>bill</b></p>	<p>The name for proposed legislation entered into the house / houses of parliament to be debated upon for approval. If approved at all stages it then becomes an act and thus law.</p>

<b>bill of attainder</b>	No longer practiced ancient writ or act of Parliament to declare someone guilty of a crime and/or subject to punishment without benefit of trial. Attainder, meaning taintedness, also meant that any party guilty of a capital crime lost all civil rights including property, and if not life, then right to reputation. Still exercised in the 20th century in Australian states where a convicted capital felon, Darcy Dugan, was denied the right to sue for defamation and a dangerous inmate, Gregory Kable, was not released after his full prison term was served due to an act of parliament.
<b>bill of rights</b>	aka Charter of Rights or Declaration of Rights. A list of entrenched fundamental human rights as perceived by the declarer. Whereas a nation's enacted laws are deemed to protect people from the malevolent deeds of their fellow citizens, a B.o.R is deemed to protect the citizenry from the excesses of their rulers. Term derived from the 1689 Bill of Rights enacted by the British Parliament after the Glorious Revolution.
<b>bipartisan</b>	Adjective to describe a situation where the normally opposing political parties come together to agree on an initiative. Technically two parties coming together.
<b>bird-dogging</b>	To track down a political candidate to a public event and get in a position to ask him/her questions on issues they would rather not talk about, and to ask follow-up questions if answers are evasive. A bird dog is a retriever who runs into the bushes and flushes birds out into the open. Term has also been used in 2016 US presidential campaign by some players to go well further by inciting violence at opposition campaign rallies.

<b>block voting</b>	In multi-member electorates, each voter having the same number of votes as the number of vacant seats (must tick off [say] three names). This has the effect of minimising the chances of minority candidates winning seats.
<b>boondoggle</b>	A wasteful government financed infrastructure developed at a cost much greater than its value, undertaken for local or political gain.
<b>bourgeois</b>	Marxist term now used to describe middle class professionals living a relatively luxurious life style.
<b>brinksmanship</b>	Belligerent diplomatic relations where at least one party is prepared to risk all and go to the brink of war/ economic ruin/ or whatever calamitous situation, to get what they want. In modern times the most artful in this practice would be the government of North Korea.
<b>bully pulpit</b>	An office, place or high order which gives one the opportunity to propagate one's views. Term coined by Teddy Roosevelt who thought the American presidency gave an immense platform to advocate his positions on many issues. At the time, 'bully' had the positive meaning of superb or wonderful.
<b>by-law</b>	Not a law but a government rule or regulation. see 'delegated legislation'.
<b>by-election</b>	A local election held to fill a suddenly vacated (single member voting) seat due to death, resignation etc. see also Casual Vacancy
<b>bicameral / unicameral</b>	Government with either two or one house of legislature. France, Sweden, South Korea and New Zealand all have unicameral governments.

<b>Cabinet</b>	The 'board of directors' of executive government. Made up of the President / Prime Minister as chairman and each director as a secretary or minister responsible for the relevant government departments such as defence, environment, trade etc.
<b>caliphate</b>	A state ruled by a caliph, who is considered to be the chief Islamic civil and religious ruler, regarded as the successor in line from Muhammad.
<b>Candidate</b>	A person who stands for election to Parliament. In Australia candidates can be nominated by political parties or stand as independents.
<b>Capitalism</b>	An economic system based on the recognition of private property rights, where prices are dictated by supply and demand, and where the means of production and distribution of goods and services derive from privately owned resources, or capital, operating within an unregulated market.
<b>Caretaker government</b>	A type of governance where those in power refrain from significant actions such as undertaking major legislative programs or senior judicial or public service appointments, but only maintain necessary normal administrative duties. The reason for this is that power would be in transition due to an election being due or being called suddenly due to the success of a vote of no confidence, or some other situation where legitimate democratic government has to be restored.
<b>Carpetbagger</b>	A pejorative term to describe outsiders taking advantage of a situation where others would normally be expected to benefit. A carpet bag was

	<p>a fashionable form of luggage of the time used by northern “Yankees”, political appointees or businessmen, who moved down to southern states during the American post-Civil War Reconstruction era taking advantage of the instability, power vacuum and fire sale prices of the property market.</p>
<b>casual vacancy</b>	A suddenly vacated Senate seat filled not by an election but by State government appointment.
<b>casus belli</b>	The alleged justification for acts of war.
<b>Caucus</b>	A closed meeting of members of a political party or faction. Also the term for a group of people within an establishment with a common political leaning. In Australia the term is used to describe the parliamentary members of the ALP.
<b>cause célèbre</b>	Fr. for ‘famous case’. A controversy (often a court case) arousing high public interest because of policy issues at stake. Examples would be the Dreyfus affair, the Scopes Monkey Trial and the American <i>Roe v Wade</i> Supreme Court case.
<b>Chartists</b>	Popular British 19th century working class movement advocating electoral reform. Named after their Peoples’ Charter of six demands: universal male suffrage, equal electoral districts, secret ballot, no qualifications to enter parliament, pay for MPs and annual elections. Despite at one stage having three million signatures on a petition to Parliament, the movement eventually disbanded without witnessing any reforms.
<b>Chatham House Rules</b>	Rules / undertakings sometimes declared at public meetings where the identity or affiliation of a speaker cannot later be made public when and if

	mentioning what was said. The alternative to “on the record” discussions.
<b>Chequers</b>	Country house retreat of the British Prime Minister
<b>clear and present danger</b>	A concept in American constitutional law to describe a situation where fundamental constitutional principles can be overlooked in exigent circumstances.
<b>client state</b>	A country that is economically or militarily dependent upon another, but not actually controlled politically by the patron state as in the case of a ‘puppet state’.
<b>Closed party list</b>	A type of proportional representation voting where the voter has the option to support candidates of a political party but not in his\her order. As opposed to an “open list” system where voters have the choice of either above-the-line or below-the-line voting where the voter either gives only one tick, or individually indicates his/her particular preferences.
<b>Closed shop</b>	A place of work where the union has arranged that the employer will only employ those who are its members.
<b>Cloture</b>	Fr. for ‘ending’ or ‘conclusion’. A motion in legislative systems to bring a filibuster to an end and thus allow a vote on the bill at hand. A.K.A. ‘closure’ or ‘guillotine’.
<b>Citizens initiated referendum</b>	A democratic vehicle for legislative or constitutional enactment which bypasses Parliament. As exists in Switzerland and some states of the USA, if a petition for a certain proposition can raise a certain number of signatures then the legislature is compelled to put

	it to the people at a referendum and then to enact it in law if passed.
<b>civis Romanus sum</b>	(I am a Roman Citizen). The claim by ancient Romans that wherever so they travel in foreign lands they should be afforded full rights and protection, with the understanding that Roman military might would respond to any violations. Justification used by UK Prime Minister Lord Palmerston in 1850 when blockading Athens to ensure a British citizen there was compensated for the property damage inflicted by a violent Greek mob.
<b>coattails effect</b>	A popular candidate at an election having the ability to draw votes, not just for himself, but also for his fellow party candidates.
<b>command economy</b>	As compared to the free market, an economy which is mostly under the command of the government.
<b>common law</b>	The law of the land which comes from neither the statute books nor the constitution but from court law reports. Originally that body of law which was common to all parts of England (not customary or local law) and developed over centuries from the English courts to be adopted and further developed in countries using that system. As compared to democratically maintained law, common law is judge maintained and modified law and is valid unless it conflicts with statute law.
<b>communitarianism</b>	The concept of collective, rather than individual, ownership of all the nation's assets, as well as the duty by those able, to create and / or manage those assets.

<b>comparative advantage</b>	The ability of a party to produce a particular good or service at a lower marginal or opportunity cost than another. If country A can produce both apples and oranges cheaper than country B, with apples significantly cheaper, it is more efficient for it to concentrate on growing and exporting only apples while importing oranges, even though the oranges imported would not be as cheap as those if home grown.
<b>confederalism</b>	A form of federalism where the individual regions that make up the sovereign state exercise a larger degree of autonomy. Often the right to secede and the sole right to raise taxes, the funding of the central government coming from the regions. The pre-Civil War slave states of America united to form the Confederate States of America to maintain states' rights.
<b>conservative</b>	Often taken as synonymous with right wing with a penchant for censorship and state control to protect against 'immoral' personal behaviour, but technically an attitude of belief in the established order and suspicious of change.
<b>constituent</b>	A citizen residing in a particular MP's area or district.
<b>constitution</b>	The set of basic rules by which a country or state is governed. Sometimes includes a Bill of Rights. The ultimate set of laws to which all other laws made by contemporary governments are subservient to. The strength and integrity of a constitution is often reflected by the difficulty it is to be changed.

<b>constitutional referendum</b>	A proposal to alter the Constitution being put to the public vote. In Australia at a referendum the proposed alteration must be approved by a 'double majority': a national majority of voters in the States and Territories; and a majority of voters in a majority of the States.
<b>consumer price index</b>	A measurement of inflation by comparing, at regular intervals, the price (taking weighting into account) of a set of basic consumer goods and services purchased by households.
<b>consumption tax</b>	A tax levied on goods and services such as sales tax, GST, VAT or an excise tax. A tax on the spending of income rather than the earning of it, so as to include people who might otherwise evade income tax such as those in the black economy or successful with tax avoidance schemes.
<b>coup d'état</b>	Sudden and often violent overthrow of a government.
<b>crony capitalism</b>	A free market economic system abused to the degree where some business people have become successful due to their relationships with government. The 'cronies' of politicians receive favouritism in legal permits, government grants, tax breaks, licences and other forms of state intervention.
<b>crossing the floor</b>	An MP crossing the floor of Parliament to vote with his/her opposition. An act rarely forgiven in Commonwealth countries but common in the USA.
<b>cumulative voting</b>	A type of block voting but where the voter can choose, from the list of (for example) ten candidates running for four seats, his preferred

	four, or just two or even one. In such decisions, the selected candidates would get one quarter of a vote each, or half a vote, or where only one candidate received the vote, the whole vote.
<b>damage control</b>	The concerted defensive mode of response a political player sometimes adopts to offset the negative publicity when an embarrassing “situation” develops, such as a controversial comment, evidence of a scandal, egregious hypercritical actions or abuse of public position.
<b>dark horse candidate</b>	An unexpected, somewhat unknown candidate with little public exposure who has potential to win an election against established candidates. Term originated by British politician and author, Benjamin Disraeli.
<b>deficit / national debt</b>	The shortfall in any one year of a nation’s income as compared to its expenditure / the total unpaid accumulated debt of the government over time.
<b>deficit spending</b>	Government intentionally spending more money than it takes in.
<b>delegated legislation</b>	a.k.a. enabling legislation. Rules, regulations, by-laws, ordinances etc made by a government official under the authority of a specific act of parliament which sets out the broad purpose of what is desired, but delegates to that official’s office, the authority to create the minutia, the delegated legislation, necessary. Whereas all parliamentary legislation is final and cannot be challenged in court (apart from constitutional inconsistencies) delegated legislation can be challenged in court if it is shown to violate the purpose of the original act.

<b>demagogue</b>	A leader who gains popularity by appealing to prejudice and basic instincts. Considered manipulative and dangerous.
<b>democracy</b>	From the Greek 'demos' for the ordinary, common people and 'kratos' for power or strength.
<b>deontology</b>	The concept of moral obligation and binding duty. As compared to consequentialism, where an act is judged by its consequences (the ends justify the means), D. is where goodness or righteousness is judged by the act alone (the means justify the means).
<b>descriptive / normative</b>	Descriptive, aka positive, statements are alleged factual ones describing reality, while normative statements, based upon what is supposed to be the 'normal' or correct, are those claiming how things should or ought to be, and which actions are good or bad.
<b>devolution</b>	Transfer of powers from the national or central government to state or local government.
<b>D'Hondt method</b>	A procedure in non-STV pro-rep elections to evenly distribute seats where insufficient parties have won the normal quota of votes to claim the full number of seats available. Rather than unfairly distributing the final seats to the next more successful parties albeit still below a quota (and thus at a cheaper 'price'), a complex algorithm is applied to work out a lower new quota of votes, where all seats are distributed for the same number of votes, with no party having a new quota remaining.
<b>direct democracy</b>	Government by the people in fact rather than merely in principle. The citizenry themselves voting

	<p>on all issues affecting them. Practised in ancient Greece and (to some degree) in some cantons of Switzerland and the New England states of America. Considered by most to be a highly impractical form of government.</p>
<b>dirigisme</b>	<p>Direct government control of a country's economic and social institutions. From the French 'diriger' to direct.</p>
<b>disinformation</b>	<p>Information that is false or misleading deliberately disseminated for strategic gain. a.k.a. black propaganda.</p>
<b>division [Aust]</b>	<p>A vote taken in Parliament. Also another name for an electorate.</p>
<b>dog whistle</b>	<p>A type of political speech where a campaigner either does, or is alleged to, put code words in his / her speech to imply more than what is said on its face. For example 'family values' might simply refer to programs benefitting a normal nuclear family, or might imply religious values (eg. anti-abortion, anti- euthanasia); 'law and order' might refer to a return to the rule of law, or might imply increasing sentences and / or giving police more leeway to perform their duties. Like how only dogs can hear the dog whistle, only the target political audience can comprehend the real meaning of the innocuous words spoken by the politician.</p>
<b>donkey vote</b>	<p>The excess votes a candidate at the top of the ballot paper will get because of those voters who don't bother to consider their decision but simply just tick the first box in sight. Otherwise known as the unthinking vote.</p>

<p><b>double dissolution</b></p>	<p>An Australian federal election with two exceptions to the normal general election. Rather than the usual 40 Senate seats being up for election (a so called half-Senate election), the full complement of 76 seats are vacated and thus the (state) quota to win a seat drops from 14.3% to 7.7%, thus making it easier for smaller parties to be successful. Secondly, both houses of Parliament are dissolved at the time of the election, rather than normal situation where the Senate only dissolves at the end of its set term, which can mean that it can be as much as eleven months after a normal election before the new Senators take their seats. The government can only call a DD election in specific situations as laid out by the Constitution.</p>
<p><b>doublespeak</b></p>	<p>Using language to distort or even reverse the meaning of unpalatable information that has to be given. Allegedly the amalgam of two George Orwell's creations from his novel 1984, Doublethink and Newspeak.</p>
<p><b>'Dorothy Dix'</b></p>	<p>Questionable practice in Australian parliaments where some of the allocated time in 'Question Time' is used for back bench MPs to ask <i>their own leaders</i> prearranged softball questions. Dorothy Dix was an American newspaper advice columnist who preferred questions she made up herself.</p>
<p><b>Droop quota / Hare quota</b></p>	<p>In pro-rep electoral systems the realistic quota to win a seat versus the theoretical quota. If there are three seats to be won in an election then in theory a quota of 33.3% of the vote is needed to win every seat. However in practice, once a candidate has won 25%, <math>[100/(3+1)]</math>, of the vote, plus one more actual vote, he/she is granted a seat</p>

	because it is then impossible for three further candidates to also win seats.
<b>duchess</b>	To court or curry favour for political or other advantage
<b>Duverger's Law</b>	Theory attributed to French political scientist Maurice Duverger, which asserts a nexus in the number of political parties in a democratic state with the electoral system used. Proportional Representation nurtures a growth in parties catering to most people's needs while SMV systems over time, restrict parties to only two.
<b>duumvirate / triumvirate / quadrumvirate</b>	Latin terms to describe a group of two / three / four people joined in authority or office.
<b>dynasty</b>	A sequence of hereditary rulers.
<b>dystopia</b>	Alternative to Utopia. Nightmare vision of society beyond that of even a failed, dysfunctional state, where the system is actually planned by those in power, creating, most often, a totalitarian society. Fictional examples are Jack London's <i>The Iron Heel</i> and George Orwell's <i>1984</i> .
<b>elector</b>	In practice the name often given by governments to voters in normal elections, or to those who have been appointed to a certain level so as to vote their choice to a higher office. Eg. the American Electoral College to choose the President. Technically, a voter who is successful in helping to get his preferred candidate elected. Term possibly used to disguise the fact that approximately half of all voters in SMV systems end up electing nobody.

<b>electorate</b>	Geographical areas used as a criterion for political representation. Australia is divided into 150 (federal) voting districts or divisions which are known as electorates. One member is elected from each electorate to the House of Representatives. In Parliament the electorate of Batman will be represented by the Member for Batman who will have the Seat of Batman.
<b>Élysée Palace</b>	Residence of the French President
<b>émigré</b>	One who leaves their home country for political reasons.
<b>the Enlightenment</b>	a.k.a. the Age of Reason. 18th century epoch of intellectual advancement where “humanity was brought into the light of reason out of the darkness of tradition and prejudice”. Originating in the UK but developing fully in continental countries such as France with thinkers such as Spinoza, Voltaire and Rousseau.
<b>enrolment</b>	The pre-requisite to voting. The voters name must be on the electoral roll before he/she can vote. Australian citizens of at least 18 yrs are allowed (and compelled) to enrol. In the USA those who choose to vote must repeatedly enrol for every election.
<b>equity law</b>	An auxiliary part of common law where the courts not only have authority to modify existing common law to adapt to modern times, but in fact have the power to create original law, overriding existing common law, in circumstances where it is deemed that without it, “unconscionable” conduct would occur.

<b>epistocracy</b>	A suggested electoral system where votes are somehow weighted according to the degree of knowledge of the voter. In Ireland university graduates get to elect six university seats as well as exercising a normal vote shared by all other citizens.
<b>the Executive</b>	That part of government which executes the law of the land, as compared to the legislature which creates and maintains the law. The executive comprises public service officials from the Prime Minister/ President down, and is responsible for the daily administration of the state.
<b>exchange rate</b>	The relationship of the values of any two country's currencies. Any one-off reading is informative when taking into account what each country's unit of currency will buy in its own domestic market. Also relevant is when the rate changes over time indicating one country's economy is not doing as well as the other.
<b>exhausted vote</b>	In optional preferential voting systems, a vote that was not fully completed and, in being counted, has reached its last candidate, still not made up a quota, and thus becomes worthless.
<b>ex officio</b>	"by virtue of one's office". The power to do something or hold an office by virtue of the fact that one holds an earlier office. The American Vice President is, ex officio, the President of the Senate.
<b>Fabian Society</b>	A movement founded in 1884 by intellectuals Sidney and Beatrice Webb and George Bernard Shaw who believed the only possible way to introduce socialism would be in an incremental way using education and gradual legislative

	changes. Named after the Roman general Fabius Cunctator (“the delayer”) who possessed the patience to defeat the Carthaginian Hannibal by engaging in a slow war of attrition and harassment.
<b>fascism</b>	An authoritarian and nationalist political ideology that embraces strong leadership, singular collective identity and the will to commit violence or wage war to further the interests of the state. Averse to concepts such as individualism, pluralism, multiculturalism or egalitarianism. The name derives from the collective identity, the league connotation of the Italian fascio, or English faggot, for a bound collection of sticks. The symbol originally used by Mussolini was a ‘fascio’ of sticks bound with that connotation of war, an axe.
<b>federalism</b>	A system under which governmental powers are divided between the central government and the states or provinces all within the same geographical territory. Opposite to a unitary system as exists in the UK, New Zealand and Japan.
<b>fellow traveller</b>	Mid-twentieth century term to describe someone who sympathised with communism but would not go so far as to declare themselves a communist or join the party.
<b>fence mending</b>	A politician returning to his electorate hoping to restore his reputation with the voters.
<b>fifth columnist</b>	In a military or political environment, a person who surreptitiously undermines a group or entity from within. Term derived from a Nationalist General during the Spanish Civil War who boasted he had four columns of troops attacking Madrid, together

	with a fifth column of sympathisers inside the city. The practice of the F.C. is sometimes described as 'entryism'. The Alec Guinness character in the film Dr Zhivago was a war-time fifth columnist.
<b>filibuster</b>	A form of legislative obstruction by an MP by continuing a parliamentary speech for the mere sake of preventing a vote. As the clerk of parliament will set an agenda calendar allocating certain bills for certain days, if the business of reading, debating and voting on one bill is not completed on its allotted day it may be a considerable period of time before it again comes before the house.
<b>first-past-the-post</b>	Electoral system where the winning candidate needs only the most votes, even if well below a majority. a.k.a. pluralist voting.
<b>franchise</b>	The right to vote.
<b>free vote</b> [cmlth countries]	a.k.a. a conscience vote. The rare instance where an M.P. is not obliged to vote according to his/her party's call. Examples have been the 1996 Victorian drug law reform or the 1995 Northern Territory's euthanasia law.
<b>Friday news dump</b>	a.k.a. 'take out the trash day'. The practice of governments releasing their unpopular news stories just before the weekend as it is believed few people follow the news on a Saturday. Not only the timing is effective for what the government wants to hide but also the act of lumping together as many stories as possible so as to minimise the effect of each one.
<b>fixed term</b>	Concept to describe the set term of office of representatives (eg US House of Reps is a strict

	two years) as compared to other democracies like the UK where the House of Commons is a maximum of five years but can be shorter at the discretion of the Prime Minister.
<b>fourth estate</b>	The unofficial political institution and authority comprising the press and other forms of the media. Term comes from the first three estates of the French States-General which were the church, the nobility and the townsmen.
<b>free rider</b>	Someone who unintentionally is able to receive the benefits of government policy without incurring the costs.
<b>from each according to his ability...</b>	“From each according to his ability, to each according to his needs”. Slogan not created, but made popular by Karl Marx in a 1875 publication, to highlight a fundamental aspect of communism. Allegedly a response to the capitalist concept of private property.
<b>gauche caviar</b>	(Left wing caviar eater). French derogatory term for a socialist in theory who still maintains a luxurious lifestyle. English equivalent: Champagne socialist, Bollinger Bolshevik; American: limousine liberal; Italian: radical chic; Australian: Chardonnay socialist.
<b>general election</b>	Either an election that is not local but is for the state or national governments or an election that is the final arbiter after the preliminary ones have been dispensed with. Can be contrasted to council, primary or by-elections.
<b>Georgism</b>	Nineteenth century philosophy created by American economist Henry George which advocated that things found in nature, such as

	land, always remains property of the state. Government revenue is thus raised by rents on land (at an unimproved rate), minerals and fishing licences etc to the degree that hopefully no other taxes might need to be enforced.
<b>gerrymander</b>	How a significant number of equally sized single member electorates become populated with both party voters but to different degrees, to have a partisan and unfair effect on the total vote.
<b>ginger group</b>	A highly active or galvanizing group within a political party or movement. Like a chef who adds ginger to spice up a meal, a number of people who ginger up and motivate the organisation to act in a certain direction on one or a number of issues.
<b>glad-handler</b>	An excessively “friendly” person, typically a politician, who greets another effusively but insincerely in an attempt to gain popularity.
<b>glasnost</b>	A policy that commits government to greater accountability and visibility, such as freedom of information laws. Russian for ‘publicness’.
<b>GNP / GDP</b>	Gross National Product is the total output of goods and services annually produced by a country, whether on or off shore. Gross Domestic Product is the total amount produced on shore, whether by local or foreign entities.
<b>Godwin’s Law</b>	Theory by American journalist Mike Godwin that as an online discussion / argument grows longer the probability of one party comparing the other to Nazis approaches 1.
<b>going negative</b>	A campaigning style where an election candidate will emphasize the negative attributes of the opponent rather than his/ her own positive ones

	<p>or plans for future governance. Sometimes a legitimate action if the opponent has serious character or competency issues, but otherwise often used to cover up the fact the candidate has little to offer the electorate in experience, vision or concrete plans.</p>
<b>grandfather clause</b>	<p>An exemption to a new law which accommodates already existing entities (metaphoric grandfathers) not having to comply. Eg: existing buildings not needing restructuring to accommodate new building / environmental codes. A law increasing the drinking age from 18 to 21 but exempting those under 21 who were already entitled to consume alcohol. In 2004 Australian PM John Howard, under political pressure, lowered govt. contributions to MPs superannuation from 15% to the standard 9%. However he exempted already serving MPs, allowing them to remain on the higher rate.</p>
<b>grass roots</b>	<p>The ordinary and common people, often agrarian. Term generally refers to movements / political parties created by them rather than by professionals, elitists or established leaders.</p>
<b>grievance debate</b>	<p>Short speeches allowed by any MP on any subject but only granted at a specific time per week for a few hours.</p>
<b>groupthink</b>	<p>An attitude often existing in academia or the media where there is found to be unanimity in approaches to certain issues, either due to laziness in research, or fear of the consequences of going against the prevailing wisdom.</p>
<b>group voting ticket</b>	<p>A device used in so called “above the line” proportional representation voting where party</p>

	<p>preference declarations can also be facilitated. The voter simply indicates for one of the many parties listed on the ballot paper. His/her vote is then taken as the declared full list of preferences (the GVT), publicly submitted by that party before the election, of every candidate running. Voters not trusting their parties and concerned about where their preferences are flowing can check the published lists, and if need be, vote manually “below the line” indicating their own full list of preferences.</p>
<b>gubernatorial</b>	Adjective of Governor.
<b>habeas corpus</b>	Latin for “you have the body”. A writ, issued by a court upon request, for a government authority to present to court a person it is detaining, and give justification as to why he/she should continue to be detained.
<b>hack</b>	Derogatory term for a writer or journalist of very ordinary, unexceptional talents employed to do routine work. Derived from the term for an old saddle horse still performing basic duties.
<b>Hansard</b>	The official parliamentary record of whatever is said in Parliament.
<b>Hare-Clark</b>	A S.T.V. electoral system used in Tasmania where Robson Rotation is utilised and candidates are not allowed to hand out how-to-vote cards on polling day.
<b>hegemony</b>	Dominance or leadership of one state or social group over another.
<b>hoi polloi</b>	The common people, as compared to the wealthy, higher educated or elite.

<b>Huey P. Long</b>	Quintessential populist, corrupt, demagogue of modern times who served as governor of the US state of Louisiana from 1928 to 1932, then Senator until 1935. Master of political patronage who became the model for the novel and film titled “All the Kings Men”. Eventually assassinated by a relative of one of his victims.
<b>the hustings</b>	Involved in political campaigning, especially making speeches. The hustings was originally a place of assembly at which to speak. US equivalent is “on the stump”, derived from speaking when standing upon a tree stump.
<b>hollow men</b>	Conviction free, consensus driven politicians who live by the polls and whose only goal appears to be to achieve and maintain political power. Found in major parties on both sides of the political divide but generally more prevalent with conservative parties. Term derived from the T.S. Eliot poem of that name in reference to the ‘men of straw’ described.
<b>honeymoon period</b>	The first few months of a new government during which the incumbent/s are granted a non-belligerent grace period by their political opposition and the media.
<b>house of representatives</b>	The largest and most influential house of Parliament. Appoints the cabinet and from which the Prime Minister usually comes. Similar to the British House of Commons and known in Australia as the ‘People’s House’ as compared with the Senate being the ‘State’s House’. Each of the 150 members represents approximately 120,000 people or 80,000 voters.

<b>humanism</b>	Cultural movement during the Renaissance emphasising secularism and classical learning from ancient Greece and Rome; the doctrine that emphasises the human capacity for self-fulfilment without religion.
<b>impeachment</b>	The legislative equivalent of a criminal prosecution, where a high government official is subject, by a house of Parliament or Congress, to an investigation, indictment and subsequent trial.
<b>incumbent</b>	The current holder of a seat in the legislature or of an office of authority.
<b>identity politics</b>	Political theories or advocacy which, rather than proposing better ways to fight crime, improve the economy or save the environment etc, orientate towards the victimhood, or alleged victimhood, of certain people because of their demographics, ie age, religion, gender, race etc.
<b>informal vote</b>	An invalid vote on the ballot paper. Made intentionally or by accident where the voter misunderstands how he/she has to indicate the choice for the desired candidates.
<b>interregnum</b>	An interval of normal government, such as between administrations.
<b>invisible hand</b>	The free market theory of 18th century economist Adam Smith that there is an invisible hand to guarantee, that without government, there will always be a supply to placate demand. "It is not from the benevolence of the butcher, the brewer or the baker that we expect our dinner, but from their regard to their own self interest."
<b>isolationism</b>	A policy of isolating one's country from military alliances or other commitments with all other

	<p>countries as a best resort to avoiding foreign entanglements. Historically a strong sentiment in the USA. President Woodrow Wilson won a second term in 1916 in promising (falsely) to keep America out of WWI, and the US was conspicuous in not joining the newly formed League of Nations. Prior to WWII aviator Charles Lindberg was prominent in the popular America First Committee which attempted to prevent the US being a participant in that war.</p>
<b>jingoism</b>	<p>A nineteenth and twentieth century term to describe chauvinistic, bellicose expressions of nationalism, especially in warlike pursuits. The term is often associated with US President Teddy Roosevelt.</p>
<b>jobs for the boys</b>	<p>A type of political nepotism where prestigious government jobs are given to those in the party family- often those voted out of office or otherwise unemployed- rather than those deserving due to merit. Ironically the term once had a legitimate meaning in the previous century when it was used to express public gratitude for demobbed soldiers returning home from war. See also ‘nomenklatura’</p>
<b>judicial activism</b>	<p>A judicial philosophy advocating that courts are allowed to take an active role, not supported by existing law, to remedy alleged wrongs in society.</p>
<b>junta</b>	<p>A clique, faction or cabal, often military, taking power after an overthrow of the government. From the latin ‘juncta’ for join.</p>
<b>jus ad bellum</b>	<p>The alleged justification a country will use to go to war.</p>

<b>Keynesianism</b>	Theories of very influential economist of the twentieth century, John Maynard Keynes, who advocated government taxing and spending to keep control on the economy. In times of recession he advocated high government spending on public works as well as intervention into the economy wherever it was thought necessary.
<b>kitchen cabinet</b>	An informal name for the chief executive's closest advisers.
<b>kleptocracy</b>	(rule by thieves) Cynical term used to describe highly corrupt governments where politicians, bureaucrats and their protected friends engage in sales of government licences, perquisites and other rorts.

### **Exercise**

1. What are idioms?
2. Give seven examples of idioms and explain what they mean.
3. What are the functions of idioms in English Language?
4. List and define about one hundred words that are associated with politics.

## Nasal Consonants

**Nasals** are consonants that are formed by **blocking the oral passage and allowing the air to escape through the nose**. Present-Day English has three nasals, all of which are **voiced** (vocal cords vibrating during the articulation of the nasal). (The nasals, the lateral /l/, the retroflex /r/, and the semivowels /w/ and /j/ are sometimes called the **resonants**.) A **nasal consonant** is a type of consonant produced with a lowered velum in the mouth, allowing air to come out through the nose, while the air is not allowed to pass through the mouth because something (like the tongue or the lips) is stopping it.

Two major things to be noted:

1. The air is completely blocked from leaving the mouth, and is instead released out through the nose
2. All three nasal sounds are voiced, meaning that the vocal cords vibrate during the creation of the sound

A subtle aspect of the *n sound* to be aware and attempt mastery of is: The *n sound* can become *syllabic consonant* on unstressed syllables.

1. /m/ (the phoneme spelled *m* in *mail*): (voiced) bilabial nasal.

2. /n/ (the phoneme spelled *n* in *nail*): (voiced) alveolar nasal.

3. /ŋ/ (the phoneme spelled *ng* in *sing*): (voiced) velar nasal.

### The M consonant sound

The M consonant sound (/m/) is made by lightly pressing your lips together while making the sound with your vocal chords. Although most of the air moves over your soft palate, some air moves through the nose, and it feels like it is vibrating through your nasal passage. This is why the M consonant is referred to as a nasal sound.

/m/ – **mom**, **mouth**, **miss**, **may**.

## The N consonant sound

The N consonant sound (/n/) is made by moving air through the nasal passage. Your lips will be slightly parted. The tongue touches the roof your mouth just behind your teeth. You should feel a vibration in your nose.

/n/ – tiny, ten, **nine**, not

## The ng consonant sound

You can't study the N sound without also studying the ng sound (/ŋ/). This is the third nasal sound in English. It is also produced by moving air through your nasal passage, but the tongue placement is different than the N sound. Your tongue is raised and further back in your mouth.

/ŋ/ – sing, ring, bringing, long.

## What Is an Adjectival Clause?

An **adjectival clause** is a dependent clause that, like an adjective, modifies a noun or pronoun. Adjective clauses begin with words such as *that*, *when*, *where*, *who*, *whom*, *whose*, *which*, and *why*.

An essential (or restrictive) adjective clause provides information that is necessary for identifying the word it modifies. A nonessential (or nonrestrictive) adjective clause provides additional information about the word it modifies, but the word's meaning is already clear.

Nonessential clauses are always set off with commas.

When deciding whether to include the word *that* or *which* in an adjective clause, remember to use *that* for essential clauses and *which* for nonessential clauses:

## Essential clause:

The art class **that Lucas takes** focuses on design.

## Adjective Clause Examples

We're going to the beach **that I like the best**.

(*That I like the best* is an adjective clause. It contains the subject *I* and the verb *like*. The clause modifies the noun *beach*.)

Mr. Jackson is the teacher **who helped me with my math problems**.

(*Who helped me with my math problems* is an adjective clause. It contains the subject *who* and the verb *helped*. The clause modifies the noun *teacher*.)

The bad weather is the reason **why I decided to drive instead of walk**.

(*Why I decided to drive instead of walk* is an adjective clause. It contains the subject *I* and the verb *decided*. The clause modifies the noun *reason*.)

Mia is the person **whose family owns a horse ranch**.

(*Whose family owns a horse ranch* is an adjective clause. It contains the subject *family* and the verb *owns*. The clause modifies the noun *person*.)

This is the park **where we can walk the dogs**.

(*Where we can walk the dogs* is an adjective clause. It contains the subject *we* and the verb phrase *can walk*. The clause modifies the noun *park*.)

Do you remember the time **when we almost missed the swim meet**?

(*When we almost missed the swim meet* is an adjective clause. It contains the subject *we* and the verb *missed*. The clause modifies the noun *time*.)

Guillermo went to the studio **where he takes glassblowing lessons**.

(*Where he takes glassblowing lessons* is an adjective clause. It contains the subject *he* and the verb *takes*. The clause modifies the noun *studio*.)

## Exercise

1. What are nasal consonants?
2. The /m/ sound is made by lightly pressing your lips together while making the sound with your vocal chords; true or false?
3. Differentiate between the /m/ sound and the /n/ sound.
4. Explain what you understand by adjectival clause with examples.