SS2 ENGLISH LANGUAGE LESSON NOTES

FIRST TERM

WEEK 1

A. GRAMMAR: NOMINALIZATION OF ADJECTIVES AND VERBS

1. INTRODUCTION

Nominalisation is a sophisticated grammatical tool used to transform other parts of speech—primarily verbs and adjectives—into nouns or noun phrases. This process elevates your writing from simple descriptions of actions and qualities to discussions of abstract concepts and entities. It is a hallmark of formal, academic, and professional writing.

- **Without Nominalisation:** "The manager **decided** quickly. This **was efficient**." (Focus on actions).
- **With Nominalisation:** "The manager's quick **decision** demonstrated **efficiency**." (Focus on concepts/things).

2. DETAILED CONTENT: THE NOMINALIZATION PROCESS

There are two primary methods: suffix addition and conversion.

i. Nominalization by Suffix Addition This is the most common method. We attach a suffix to the root word, which often changes the spelling.

Suffix	Process	Verb → Noun (Examples)	Adjective → Noun (Examples)
-tion / -sion	Suffixation	act → **action** decide → **decision** expand → **expansion**	
-ment	Suffixation	govern → **government** pay → **payment**	

Suffix	Process	Verb → Noun (Examples)	Adjective → Noun (Examples)
		argue → **argument**	
-al	Suffixation	arrive → **arrival** refuse → **refusal** dismiss → **dismissal**	
-ance / -ence	Suffixation	appear → **appearance** resist → **resistance**	independent → **independence** important → **importance**
-ity / -ty	Suffixation		stupid → **stupidity** pure → **purity** cruel → **cruelty**
-ness	Suffixation		happy → **happiness** good → **goodness** kind → **kindness**
-th	Suffixation	grow → **growth** die → **death** bear → **birth**	strong → **strength** wide → **width** long → **length**
-age	Suffixation	marry → **marriage** break → **breakage** use → **usage**	

ii. Nominalization by Conversion (Zero-Suffix) Here, the word's form does not change; it simply functions as a noun. This is common with verbs of action.

- "His daily **run** keeps him fit." (From the verb 'to run').
- "There was a big **fight** after the match." (From the verb 'to fight').
- "I need a good **rest**." (From the verb 'to rest').
- "She has a great **love** for music." (From the verb 'to love').

3. ROBUST WORKED EXAMPLES

- **Original (Verb-focused):** "The company **invested** heavily in research, which **caused** it to innovate rapidly."
- **Nominalised (Concept-focused):** "The company's heavy **investment** in research **led to** rapid **innovation**."
- **Original (Adjective-focused):** "The patient was **anxious**, and this was **evident** to the doctor."
- **Nominalised (Concept-focused):** "The patient's **anxiety** was **evident** to the doctor."
- **Original:** "If we **collaborate** effectively, we will **succeed**."
- **Nominalised:** "Effective **collaboration** will lead to **success**."

4. REVISION QUESTIONS

1. Define nominalisation in your own words.
2. What is the difference between suffix addition and conversion?
3. What is the noun form of the verb permit?
4. Provide an example of a noun formed from an adjective using the suffix -ity.

5. EVALUATION

1. Turn the following verbs into nouns:
    - (a) Amaze
    - (b) Solve
    - (c) Develop
2. Turn the following adjectives into nouns:
    - (a) Dark
    - (b) Accurate
    - (c) Young
3. Rewrite the following sentence using nominalisation: "The employees **argued** fiercely, which **disrupted** the meeting."

6. ASSIGNMENT

1. Rewrite these sentences by nominalising the underlined words.
    - a. We **agreed** to meet, and this was confirmed by text.
    - b. The road is **long**, but it is not **wide** enough for heavy traffic.
    - c. He **refused** to help, and his **stubborn** attitude made me angry.
    - d. She is **honest**, and I admire her for this **quality**.
2. Create a table with five verbs and five adjectives. In the adjacent columns, write their nominalised forms using appropriate suffixes.

B. ORAL ENGLISH: CONSONANT SOUNDS (VOICED & VOICELESS)

1. INTRODUCTION

In phonetics, a crucial distinction between consonant sounds is **voicing**. This refers to whether the vocal cords vibrate when the sound is produced.

- **Voiceless Sounds:** The vocal cords are apart and do not vibrate. The sound is produced by air only (like a whisper). Place your fingers on your throat; you will feel no vibration.
- **Voiced Sounds:** The vocal cords are close together and vibrate. You will feel a distinct buzzing sensation in your throat.

Practical Test: Say "ssssss" (like a snake). You feel nothing. Now say "zzzzzz" (like a bee). You feel a vibration. /s/ is voiceless; /z/ is voiced.

2. DETAILED CONTENT: THE CONSONANT PAIRS

Many English consonants form pairs where the mouth position is identical; the only difference is voicing.

Voiceless (No Vibration)	Voiced (Vibration)	Key Word Examples
/p/ (p)	/b/ (b)	**p**at / **b**at, ra**p** / ra**b**
/t/ (t)	/d/ (d)	**t**in / **d**in, hi**t** / hi**d**
/k/ (k, c)	/g/ (g)	**c**oat / **g**oat, ba**ck** / ba**g**

Voiceless (No Vibration)	Voiced (Vibration)	Key Word Examples
/f/ (f, ph)	/v/ (v)	**f**an / **v**an, sa**fe** / sa**ve**
/θ/ (th)	/ð/ (th)	**th**in / **th**y, brea**th** / brea**the**
/s/ (s)	/z/ (z, s)	**s**ip / **z**ip, bu**s** / bu**zz**
/ʃ/ (sh)	/ʒ/ (s, ge)	**sh**e / plea**s**ure, A**si**a / colli**si**on
/tʃ/ (ch)	/dʒ/ (j, g)	**ch**in / **j**in, ri**ch** / ri**dge**

3. REVISION QUESTIONS

1. What is meant by the 'voicing' of a consonant?
2. How can you physically check for voicing?
3. What is the voiced partner of the voiceless sound /ʃ/ (as in 'ship')?
4. The 'th' in 'thought' is voiceless. What is its voiced counterpart?

4. EVALUATION

1. For each pair, state which word contains the voiced sound:
    - (a) fan / van
    - (b) price / prize
    - (c) batch / badge
2. List three voiceless consonants NOT including /p/, /t/, or /k/.
3. List three voiced consonants NOT including /b/, /d/, or /g/.

5. ASSIGNMENT

1. Write five minimal pairs (word pairs that differ only in one sound) that show the contrast between a voiced and a voiceless consonant (e.g., rope / robe).
2. Transcribe the following words phonetically and identify the final sound as voiced (V) or voiceless (VL). You may use a dictionary.
    - (a) leaf
    - (b) logs
    - (c) bath
    - (d) breathe
    - (e) wish

C. SUMMARY WRITING: INTRODUCTION TO SUMMARY

1. INTRODUCTION

A summary is a concise, objective, and fluent restatement of the main ideas of a text, written in your own words. It demonstrates your comprehension by stripping away supporting details, examples, and repetitions, leaving only the essential core of the author's message. It is **not** a commentary or a critique.

2. DETAILED CONTENT: FEATURES AND RULES

Features of a Good Summary:

- **Brevity:** Significantly shorter than the original.
- **Clarity:** Easy to understand and grammatically correct.
- **Objectivity:** Contains only the author's ideas, not your opinions.
- **Completeness:** Includes all the main points relevant to the question.
- **Paraphrasing:** Expressed predominantly in your own words.

The Do's and Don'ts of Summary Writing:

DO's 👍	DON'Ts 👎
Do read the question carefully to identify the specific focus.	**Don't** start writing before you fully understand the passage.
Do identify and underline the topic sentences and key ideas.	**Don't** include your own opinions, interpretations, or examples.
Do paraphrase using synonyms and different sentence structures.	**Don't** "lift" (copy verbatim) long phrases from the original.
Do use connectives (e.g., *furthermore, consequently, however*) for fluency.	**Don't** use figurative language, rhetorical questions, or minor details.
Do be concise and strictly adhere to the specified word limit or sentence count.	**Don't** contradict or distort the author's original meaning.

3. ROBUST WORKED EXAMPLE

- **Original Passage:** "In contemporary society, the proliferation of digital technology has had a profound impact on social interaction. Many experts argue that while technology connects people across vast distances, it can simultaneously erode the quality of face-to-face communication. For instance, the constant use of smartphones in social settings can lead to a phenomenon known as 'phubbing'—ignoring one's companions in favour of a phone. This can create feelings of neglect and reduce the depth of personal connections. Consequently, it is crucial to cultivate a healthy balance between our digital and real-world interactions."

- **Question:** In one sentence, summarize the negative impact of digital technology on social interaction as described in the passage.

- **Analysis:**

    a. Identify key terms in the question: "negative impact," "digital technology," "social interaction."
    b. Locate relevant points in the passage: "can erode the quality of face-to-face communication," "lead to 'phubbing'," "create feelings of neglect," "reduce the depth of personal connections."
    c. Paraphrase and combine: The core negative impact is the weakening of in-person social bonds.

- **Answer:** The passage suggests that digital technology can weaken face-to-face communication by encouraging behaviours like phubbing, which undermines the quality of personal connections.

4. REVISION QUESTIONS

1. What are the two key characteristics of a summary regarding length and content?
2. What does "paraphrasing" mean, and why is it important?
3. Why is objectivity essential in a summary?

5. EVALUATION

1. List two "Do's" of summary writing not mentioned in the worked example.

2. List two "Don'ts" of summary writing.
3. What is the first and most crucial step before writing a summary?
4. What is the difference between a main idea and a supporting detail?

6. ASSIGNMENT

1. Read the passage below: "Climate change poses a significant threat to global agriculture. Rising temperatures can lead to prolonged droughts, making it difficult to grow staple crops like maize and wheat. Conversely, other regions may experience increased flooding, which can destroy entire harvests. These erratic weather patterns disrupt growing seasons and can lead to food shortages and increased prices, disproportionately affecting the world's most vulnerable populations. Adapting farming practices and developing drought-resistant crop varieties are critical steps towards ensuring food security."
2. Answer the following summary questions:
    - (a) In one sentence, state the main threat discussed in the passage.
    - (b) In two sentences, state one cause and one effect of this threat mentioned in the passage.

D. VOCABULARY: WORDS OF THE WEEK

1. **Bombastic** (adj.): High-sounding language with little meaning; intended to impress.
    - *Synonym:* Pompous, grandiloquent.
    - *Sentence:* The politician's **bombastic** speech was full of rhetoric but devoid of practical policy.
2. **Dearth** (n.): A scarcity or lack of something.
    - *Synonym:* Shortage, paucity, deficiency.
    - *Sentence:* There is a severe **dearth** of clean drinking water in the drought-stricken region.
3. **Hiatus** (n.): A pause or gap in a sequence, series, or process.
    - *Synonym:* Break, interruption, respite.
    - *Sentence:* The popular television series went on a three-year **hiatus** before returning for a new season.

4. **Implacable** (adj.): Unable to be appeased or pacified.
    - *Synonym:* Relentless, unforgiving, inexorable.
    - *Sentence:* She was an **implacable** opponent of the new law, protesting at every opportunity.
5. **Stingy** (adj.): Unwilling to give or spend; ungenerous.
    - *Synonym:* Miserly, parsimonious, tight-fisted.
    - *Sentence:* Despite his wealth, he was too **stingy** to contribute to the charity appeal.
6. **Dour** (adj.): Relentlessly severe, stern, or gloomy in manner or appearance.
    - *Synonym:* Grim, forbidding, morose.
    - *Sentence:* The headmaster's **dour** expression intimidated the new students.
7. **Ebullient** (adj.): Cheerful and full of energy.
    - *Synonym:* Exuberant, buoyant, effervescent.
    - *Sentence:* She was in an **ebullient** mood after receiving her university acceptance letter.
8. **Ignominious** (adj.): Deserving or causing public disgrace or shame.
    - *Synonym:* Humiliating, shameful, dishonourable.
    - *Sentence:* The team's **ignominious** 8-0 defeat led to the manager's resignation.
9. **Impinge** (v.): To have a noticeable effect on something, typically a negative one; to encroach.
    - *Synonym:* Encroach, infringe, affect.
    - *Sentence:* The noise from the construction site began to **impinge** on our ability to concentrate.
10. **Tome** (n.): A large, heavy, scholarly book.
    - *Synonym:* Volume, opus, folio.
    - *Sentence:* He spent the summer reading a dense **tome** on medieval history.

EVALUATION (VOCABULARY)

1. Choose the correct word: "After the scandal, his once-bright career came to a(n) _____ end." (ebullient, ignominious, bombastic)
2. What is an antonym for "dearth"? (e.g., abundance, surplus)

3. Use "implacable" in a sentence of your own.

ASSIGNMENT (VOCABULARY)

1. Write five original sentences. Each sentence must correctly use one of the following words: hiatus, tome, impinge, dour, ebullient.

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WEEK 2

A. ORAL ENGLISH: CONSONANT CLUSTERS

1. INTRODUCTION

A consonant cluster (also known as a consonant blend) is a sequence of two or more consonant sounds that appear together in a syllable without any vowel sounds between them. Mastering these clusters is crucial for clear, fluent, and natural-sounding English pronunciation. A common error for learners is **epenthesis**—the unintentional insertion of a vowel sound (typically the schwa /ə/) within a cluster, which breaks the word unnaturally.

- **Correct:** film (/fɪlm/)
- **Incorrect (with epenthesis):** fi-lim (/'fɪl.ɪm/)

2. DETAILED CONTENT: TYPES OF CLUSTERS

i. Two-Consonant Clusters These are the most common and form the basis for more complex clusters.

- **Initial Clusters (Start of a word):**
    - **/s/ + consonant:** stay, sky, slow, swim, snow
    - **/l/ blends:** blow, clean, fly, glass, play
    - **/r/ blends:** bring, cry, dry, free, grow, pray, tree
- **Final Clusters (End of a word):**
    - **-st:** last, past, test
    - **-nd:** hand, send, find
    - **-sk:** task, desk, ask
    - **-mp:** jump, lamp, camp
    - **-ft:** left, gift, soft
    - **-ld:** gold, hold, child

ii. Three-Consonant Clusters These require careful articulation to avoid skipping or adding sounds.

- **Initial Clusters:** These almost always begin with /s/.
    - **/spr/:** spring, spray, sprout
    - **/str/:** street, strong, strike
    - **/skr/:** script, scream, scrub
    - **/spl/:** splash, split, spleen
- **Final Clusters:** Often formed by adding inflectional endings like *-s* or *-ed*.
    - **-nts:** tents, wants, pants
    - **-mps:** jumps, lamps, pumps
    - **-sks:** tasks, desks, masks
    - **-pts:** scripts, adapts, excerpts
    - **-lps:** helps, gulps, pulps

iii. Four (and Five) Consonant Clusters These are complex and typically occur at the end of words. The key is to articulate each consonant cleanly and quickly without inserting a vowel.

- **-fths:** twelfths (/twɛlfθs/), fifths (/fɪfθs/)
- **-ngths:** strengths (/strɛŋθs/), lengths (/lɛŋθs/)
- **-ksts:** texts (/tɛksts/), next (/nɛkst/)
- **-mpst:** glimpsed (/glɪmpst/)
- **-mpts:** prompts (/prɒmpts/), attempts (/ə'tɛmpts/)

3. REVISION QUESTIONS

1. Define a "consonant cluster" in your own words.
2. What is the pronunciation error called when someone says "school" as "sukool"?
3. Provide two examples of words with an initial three-consonant cluster.

4. EVALUATION

1. How many consonant sounds are in the final cluster of the word "glimpsed"?

2. Transcribe the following words and identify the consonant cluster: (a) strong, (b) asks, (c) glimpsed.
3. Identify the word with a four-consonant cluster: (a) thanks, (b) prompts, (c) lists.

5. ASSIGNMENT

1. Write five words that have a three-consonant cluster at the end (not from the examples above).
2. Write five words that have a two-consonant cluster at the beginning (not from the examples above).
3. Practice saying this tongue-twister sentence aloud five times, focusing on clear consonant articulation: "The strong sprinter glimpsed the scrambled scripts on the desks."

B. VOCABULARY/COMPREHENSION: HUMAN BODY SYSTEMS

1. INTRODUCTION

Building a strong vocabulary in specific registers, such as biology and health, is essential for tackling comprehension passages on these topics. Understanding these terms will allow you to read scientific texts with greater confidence and accuracy.

2. DETAILED CONTENT: WORD LIST

- **Circulatory System:** The system that circulates blood and lymph around the body.
    - **Heart:** The muscular organ that pumps blood through the circulatory system.
    - **Artery:** A blood vessel that carries oxygenated blood *away from* the heart.
    - **Vein:** A blood vessel that carries deoxygenated blood *towards* the heart.
    - **Capillary:** A tiny, thin-walled blood vessel that enables the exchange of water, oxygen, and nutrients between blood and tissues.
    - **Plasma:** The pale yellow liquid component of blood that holds blood cells in suspension.
- **Respiratory System:** The system responsible for taking in oxygen and expelling carbon dioxide.

    - **Lungs:** The two primary organs of respiration, where gas exchange occurs.
    - **Diaphragm:** The dome-shaped muscle at the base of the lungs that contracts and flattens to draw air in.
    - **Trachea:** The windpipe; a tube that connects the larynx to the bronchi of the lungs.
- **Nervous System:** The body's command centre, processing and transmitting information.
    - **Neuron:** A specialised cell transmitting nerve impulses; a nerve cell.
    - **Synapse:** The junction between two nerve cells, where impulses pass by diffusion of a neurotransmitter.
    - **Spinal Cord:** The cylindrical bundle of nerve fibres enclosed in the spine, connecting nearly all parts of the body to the brain.
- **Skeletal System:** The body's framework, composed of bones and connective tissues.
    - **Skeleton:** The internal framework of the body.
    - **Cartilage:** A resilient and smooth elastic tissue, a rubber-like padding that covers and protects the ends of long bones.
    - **Ligament:** A short band of tough, flexible, fibrous connective tissue that connects two bones or cartilages or holds together a joint.
    - **Tendon:** A flexible but inelastic cord of strong fibrous collagen tissue attaching a muscle to a bone.
- **Digestive System:** The system by which ingested food is broken down and absorbed.
    - **Oesophagus:** The part of the alimentary canal that connects the throat to the stomach.
    - **Stomach:** The internal organ in which the major part of the digestion of food occurs.
    - **Intestine:** (Small and Large) The long, continuous tube running from the stomach to the anus, where nutrients are absorbed.
    - **Liver:** A large lobed glandular organ that secretes bile and is active in the formation of certain blood proteins.

3. GAP-FILL COMPREHENSION

- **Instructions:** Fill in the gaps with the most appropriate words from the list below: (arteries, lungs, plasma, neurons, heart, cartilage, veins, trachea)

  "The human circulatory system is powered by the (1)***, a powerful muscle that acts as a pump. Oxygen-rich blood is carried away from the heart through thick-walled (2)***, while oxygen-poor blood returns to the heart through thinner-walled (3)***. The blood picks up oxygen in the (4)***, which are protected by the rib cage. The liquid component of blood, called (5)***, carries nutrients and cells. All bodily functions are coordinated by the nervous system, which transmits electrical signals via specialised cells called (6)***."

- **Answers:** (1) heart, (2) arteries, (3) veins, (4) lungs, (5) plasma, (6) neurons

4. REVISION QUESTIONS

1. What is the functional difference between an artery and a vein?
2. Explain the difference between a ligament and a tendon.
3. What is the primary role of the respiratory system?

5. EVALUATION

1. What is the common name for the trachea?
2. If you injure your knee, you might damage the cartilage. What is this tissue's function?
3. Which organ is the central processing unit of the nervous system?

6. ASSIGNMENT

1. Draw a simple, labelled diagram showing the path of a blood cell through the heart, lungs, and body. Label the four chambers of the heart (right/left atrium, right/left ventricle).
2. Write a short paragraph (50-80 words) describing the process of inhalation. You must use the words lungs, diaphragm, and oxygen.

C. WRITING: EXPOSITORY ESSAY

1. INTRODUCTION

An expository essay is a formal piece of writing that aims to explain, describe, or inform the reader about a topic. Its primary purpose is to present a balanced, objective analysis based on facts. Unlike an argumentative essay, it does not seek to persuade the reader to adopt a particular opinion, but rather to "expose" information clearly and logically.

2. DETAILED CONTENT: STRUCTURE OF AN EXPOSITORY ESSAY

A well-structured essay is built like a house: a strong foundation (introduction), supporting walls (body paragraphs), and a solid roof (conclusion).

- **1. The Introduction (1 paragraph):**
    - **Hook:** Begin with a compelling statement, a rhetorical question, or a striking fact to engage the reader.
    - **Background:** Provide brief context or define key terms related to the topic.
    - **Thesis Statement:** This is the cornerstone of your essay. It is a single, clear sentence that states the main point or central argument you will explain.
- **2. The Body (Typically 3 paragraphs):**
    - Each paragraph should develop one distinct main point that supports your thesis.
    - **Topic Sentence:** The first sentence of each body paragraph, which states the main idea of that paragraph.
    - **Supporting Details:** Use facts, statistics, examples, and logical explanations to elaborate on your topic sentence.
    - **Concluding Sentence (Optional but recommended):** Summarises the paragraph and may provide a transition to the next point.
    - **Use Transitional Words:** Words like *Furthermore, Moreover, In addition, Consequently, For instance* ensure a smooth flow between ideas and paragraphs.
- **3. The Conclusion (1 paragraph):**

- **Restate Thesis:** Rephrase your thesis statement in new words, reflecting the explanation you have provided.
- **Summarise Main Points:** Briefly recap the key arguments from your body paragraphs.
- **Final Thought:** Offer a broader implication, a final insight, or a recommendation based on the information presented. Avoid introducing new ideas.

3. ROBUST WORKED EXAMPLE (ESSAY OUTLINE)

- **Topic:** "The Three Major Causes of Road Accidents in Nigeria"
- **Thesis Statement:** "The high rate of road accidents in Nigeria is primarily attributable to human error, poor vehicle maintenance, and inadequate road infrastructure."
- **Body Paragraph 1:**
  - **Topic Sentence:** The predominant cause of road accidents is human error, often exacerbated by reckless behaviour.
  - **Supporting Details:** Discuss speeding, dangerous overtaking, driving under the influence of alcohol/drugs, and distraction from mobile phones. Provide a hypothetical or general example.
- **Body Paragraph 2:**
  - **Topic Sentence:** Secondly, the poor mechanical condition of many vehicles on the road presents a significant hazard.
  - **Supporting Details:** Explain issues like bald tyres, faulty brakes, and non-functional lights. Link this to a lack of rigorous vehicle inspection regimes.
- **Body Paragraph 3:**
  - **Topic Sentence:** Furthermore, the deplorable state of road infrastructure across the country contributes substantially to accidents.
  - **Supporting Details:** Describe problems such as potholes, lack of proper signage, non-functional streetlights, and eroded roads.
- **Conclusion:**

- Restate that road accidents are a complex issue stemming from the triad of driver behaviour, vehicle condition, and road quality.
- Summarise the three points.
- Final thought: A call for a multi-pronged approach involving stricter law enforcement, public education, and government investment in infrastructure is essential to curb this menace.

4. REVISION QUESTIONS

1. What is the fundamental purpose of an expository essay?
2. Why is the thesis statement so important?
3. What is the role of a topic sentence within a body paragraph?

5. EVALUATION

1. List the three main structural components of an essay.
2. What is the desired tone for an expository essay? (Objective, emotional, humorous, etc.)
3. Write a potential thesis statement for the topic: "The Benefits of a Digital Literacy Programme in Secondary Schools."

6. ASSIGNMENT

1. Choose one of the following expository essay topics:
    - "The Main Causes and Effects of the Erosion of Cultural Values in Your Community."
    - "The Roles and Responsibilities of a Good Citizen."
2. Write a full 400-word expository essay. Ensure you have a clear introduction with a thesis statement, at least three well-developed body paragraphs with topic sentences, and a strong conclusion.

D. VOCABULARY: WORDS OF THE WEEK

1. **Partisan** (adj.): Showing strong, and often biased, support for a particular party, person, or cause.
    - *Synonym:* Biased, one-sided, prejudiced.

- *Sentence:* The newspaper's coverage of the election was highly **partisan**, criticising only one candidate.

2. **Repose** (n.): A state of rest, sleep, or tranquillity.
    - *Synonym:* Rest, relaxation, peace.
    - *Sentence:* The portrait captured the old woman's face in a state of serene **repose**.
3. **Vivacious** (adj.): (Especially of a woman) Attractively lively and animated.
    - *Synonym:* Lively, spirited, ebullient.
    - *Sentence:* Her **vivacious** character made her an excellent and engaging host.
4. **Surmise** (v.): To suppose that something is true without having evidence to confirm it.
    - *Synonym:* Infer, guess, conjecture.
    - *Sentence:* From the empty car park, I **surmised** that the shop was closed.
5. **Malediction** (n.): A magical word or phrase uttered with the intention of bringing about evil; a curse.
    - *Synonym:* Curse, hex, imprecation.
    - *Sentence:* In the story, the witch hissed a **malediction** that doomed the prince to a hundred years of sleep.
6. **Stoic** (adj.): Enduring pain and hardship without showing one's feelings or complaining.
    - *Synonym:* Long-suffering, uncomplaining, impassive.
    - *Sentence:* He remained **stoic** throughout his medical treatment, never once revealing his fear.
7. **Tangential** (adj.): Only slightly connected or related to the main topic; divergent.
    - *Synonym:* Peripheral, digressive, irrelevant.
    - *Sentence:* His essay was marked down because it was filled with **tangential** arguments that did not support his thesis.
8. **Mores** (n.): The essential or characteristic customs and conventions of a community.
    - *Synonym:* Customs, norms, traditions.
    - *Sentence:* The social **mores** of the 19th century were far more restrictive than they are today.

EVALUATION (VOCABULARY)

1. What is an antonym for "vivacious"?
2. If a comment in a meeting is described as "tangential," what does that imply about its relevance?
3. How does a "malediction" differ from a simple insult?

ASSIGNMENT (VOCABULARY)

1. Write four original sentences. Each sentence must correctly use one of the following words: partisan, surmise, stoic, mores.

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WEEK 3

A. STRUCTURE: NOUNS AND NOUN PHRASES

1. INTRODUCTION

A **Noun** is a fundamental building block of language, naming a person, place, thing, or idea. A **Noun Phrase** is a group of words built around a noun that functions as a single unit within a sentence. Understanding the complexity and function of noun phrases is essential for analysing sophisticated writing and constructing detailed, grammatically correct sentences.

- **Simple Noun:** The cat slept.
- **Noun Phrase:** The exceptionally fluffy ginger cat from next door slept.

2. DETAILED CONTENT

i. Types of Nouns (Review and Expansion)

- **Proper:** Specific, capitalised names (e.g., Chinua, Abuja, Christmas).
- **Common:** General names for people, places, things (e.g., artist, city, holiday).
- **Abstract:** Names for ideas, qualities, or states that cannot be physically touched (e.g., freedom, bravery, justice).
- **Collective:** Names for groups of people, animals, or things (e.g., team, flock, fleet).
- **Concrete:** Names for things that can be perceived by the senses (e.g., rain, sand, perfume).
- **Countable:** Have singular and plural forms (e.g., book/books, child/children).
- **Uncountable:** Cannot be counted and have no plural form (e.g., advice, furniture, information).

ii. Noun Phrases (NP) - The Core Concept A noun phrase (NP) consists of a **Headword** (the main noun) and all the words that modify it (describe, define, or quantify it).

- **Structure:** (Determiner) + (Pre-modifiers) + (Headword Noun) + (Post-modifiers)
    - **Determiner:** a, an, the, this, that, my, some, five

- **Pre-modifiers:** Adjectives, other nouns (e.g., university student)
- **Headword Noun:** The core of the phrase.
- **Post-modifiers:** Prepositional phrases, relative clauses, participle clauses.

Illustrative Examples:

- a idea (Determiner + Headword)
- a brilliant idea (Determiner + Pre-modifier + Headword)
- a brilliant idea for a new project (Determiner + Pre-modifier + Headword + Post-modifier)
- the tall, intelligent boy who won the prize (Determiner + Pre-modifiers + Headword + Post-modifier)

iii. Functions of Nouns/Noun Phrases in a Sentence A noun/noun phrase can perform several key roles:

1. **Subject of the Verb (S):** The 'doer' of the action.
    - **[The diligent student] passed the exam.**
2. **Object of the Verb (O):** The 'receiver' of the action.
    - He bought [a new bicycle].
3. **Subject Complement (C):** Renames or describes the subject after a linking verb (e.g., *is, are, was, were, seems, becomes*).
    - Mr. Bello is [a dedicated teacher].
4. **Object Complement (C):** Renames or describes the direct object.
    - They elected him [their chairman].
5. **Object of a Preposition (OP):** Follows a preposition (e.g., *in, on, at, with, for, about*).
    - She put the book on [the wooden table].

iv. Noun Phrase vs. Noun Clause - A Critical Distinction This is a higher-level grammatical concept crucial for SS2.

- **Noun Phrase:** A group of words **without** its own subject and verb, functioning as a noun.

- I know [the answer].
- I know [the correct answer to the question].

- **Noun Clause:** A group of words **with** its own subject and verb, functioning as a single noun within a larger sentence. It is introduced by words like *that, what, why, how, whether, whoever*.
  - I know [what you did last summer]. (Subject: you, Verb: did)
  - [Why he resigned] remains a mystery. (The entire clause is the Subject of the sentence)
  - The truth is [that she never arrived]. (The clause is the Subject Complement)

3. REVISION QUESTIONS

1. What is the headword in the noun phrase: "The several old, dusty books on the top shelf"?
2. Identify the noun phrase and its function: "The committee appointed Mrs. Adeoye the new director."
3. What is the key grammatical difference between a noun phrase and a noun clause?

4. EVALUATION

1. Identify the Noun Phrase and state its function: "He painted the old garden fence."
2. Identify the Noun Phrase and state its function: "Her greatest ambition is to become a surgeon."
3. State whether the underlined part is a **Noun Phrase (NP)** or a **Noun Clause (NC)**:
   - a. I understand the instructions.
   - b. I understand what you mean.
   - c. His belief is unshakeable.
   - d. His belief that the earth is flat is unshakeable.

5. ASSIGNMENT

1. Write five original sentences. In each sentence, use a noun phrase in a different function (Subject, Object, Subject Complement, Object Complement, Object of a Preposition). Underline the noun phrase and label its function.
2. For the following noun clauses, identify their function in the sentence:
   - a. "What she said" surprised everyone. (Function: _____)

- b. "I hope that you are well." (Function: _____)

B. ORAL ENGLISH: TRANSCRIPTION & STRESS MARKING

1. INTRODUCTION

Transcription is the systematic representation of spoken language in written form, using the symbols of the International Phonetic Alphabet (IPA). It allows us to record pronunciation accurately, independent of spelling. **Word Stress** is the emphasis placed on a specific syllable within a word, making it louder, longer, and higher in pitch. Correct stress is often more important for being understood than perfect individual sounds.

2. DETAILED CONTENT

i. Transcription: The Phonetic Alphabet The IPA provides a unique symbol for every distinct sound in English.

- **Vowels (Monophthongs - pure vowels):**
  - /iː/ as in see, beat
  - /ɪ/ as in sit, bin
  - /e/ as in bed, pen
  - /æ/ as in cat, bad
  - /ɑː/ as in car, father
  - /ɒ/ as in hot, clock
  - /ɔː/ as in saw, born
  - /ʊ/ as in put, book
  - /uː/ as in too, food
  - /ʌ/ as in cup, luck
  - /ɜː/ as in bird, fern
  - /ə/ as in about, sister (The **schwa** - the most common vowel sound in English)
- **Diphthongs (Gliding vowels):**
  - /eɪ/ as in day, make

- /aɪ/ as in my, time
- /ɔɪ/ as in boy, coin
- /aʊ/ as in now, house
- /əʊ/ as in go, home
- /ɪə/ as in here, beard
- /eə/ as in hair, care
- /ʊə/ as in pure, tour (becoming less common)

- **Consonants:** (Refer to Week 1 for the full list of voiced/voiceless pairs).

ii. Stress Marking Stress is indicated by a raised vertical line (ˈ) placed **before** the stressed syllable.

- **Monosyllabic Words:** (One syllable). The single syllable is inherently stressed.
  - dog /dɒg/, run /rʌn/, fast /fɑːst/
- **Disyllabic Words:** (Two syllables). There is a general pattern:
  - **Nouns & Adjectives:** Often stress the **first** syllable.
    - PRE-sent (a gift), HAP-py, CLÉ-ver
  - **Verbs:** Often stress the **second** syllable.
    - pre-SENT (to give), de-CÍDE, be-GÍN
- **Polysyllabic Words:** (Three or more syllables). Stress is often determined by the word's suffix.
  - **Stress on the syllable BEFORE the suffix:**
    - **-tion / -sion:** edu**-CA**-tion, de**-CI**-sion
    - **-ic:** eco**-NO**-mic, scien**-TI**-fic
    - **-ity:** a**-BI**-li-ty, e-lec**-TRI**-ci-ty
    - **-graphy:** bi**-O**-gra-phy, pho**-TO**-gra-phy
  - **Stress ON the suffix itself:**
    - **-ee:** employ-**EE**, refug-**EE**
    - **-eer:** engin-**EER**, volunt-**EER**

3. ROBUST WORKED EXAMPLES (TRANSCRIPTION & STRESS)

1. **Word:** photograph
    - Transcription: /ˈfəʊ.tə.grɑːf/
    - Stress: First syllable. **ˈ**pho-to-graph
2. **Word:** photographer
    - Transcription: /fəˈtɒg.rə.fə/
    - Stress: Second syllable. pho-**ˈ**to-gra-pher
3. **Word:** photographic (ends in -ic)
    - Transcription: /ˌfəʊ.təˈgræf.ɪk/
    - Stress: Third syllable. pho-to-**ˈ**gra-phic

4. REVISION QUESTIONS

1. What is the purpose of phonetic transcription?
2. What are the three acoustic features of a stressed syllable?
3. What is the general stress pattern for most two-syllable verbs?
4. Where is the stress in a word ending with the suffix -ity?

5. EVALUATION

1. Transcribe the word "ship".
2. Mark the primary stress on the following words:
    - (a) beauty
    - (b) begin
    - (c) politics
    - (d) geological
3. Transcribe and mark the stress for the word "information".

6. ASSIGNMENT

1. Transcribe the following words and mark the primary stress. Use a dictionary to check your answers.
    - (a) about

- (b) teacher
- (c) develop
- (d) democracy
- (e) nationality

C. VOCABULARY/COMPREHENSION: WORDS RELATED TO HEALTH

1. INTRODUCTION

Mastering the specific vocabulary of medicine and healthcare is vital for comprehending articles, reports, and passages on these topics. This register allows for precise communication about conditions, treatments, and public health issues.

2. DETAILED CONTENT: WORD LIST

- **Diagnosis** (n.): The identification of the nature of an illness or problem by examination of the symptoms.
  - *Example:* The doctor's **diagnosis** was a severe bacterial infection.
- **Prognosis** (n.): The likely course and outcome of a disease or ailment.
  - *Example:* After the surgery, the **prognosis** for a full recovery was excellent.
- **Contagious** (adj.): (Of a disease) spread from one person or organism to another, typically by direct contact.
  - *Example:* Chickenpox is highly **contagious**.
- **Infectious** (adj.): (Of a disease or disease-causing organism) likely to be transmitted through the environment.
  - *Example:* Malaria is an **infectious** disease spread by mosquitoes.
- **Symptoms** (n.): A physical or mental feature which is regarded as indicating a condition of disease.
  - *Example:* Fever and a cough are common **symptoms** of the flu.
- **Prescription** (n.): An instruction written by a medical practitioner that authorises a patient to be issued with a medicine or treatment.

    - *Example:* The chemist dispensed the antibiotics according to the doctor's **prescription**.
- **Therapeutic** (adj.): Relating to the healing of disease; having a beneficial effect on health.
    - *Example:* Gardening can have a **therapeutic** effect on mental well-being.
- **Vaccine** (n.): A substance used to stimulate the production of antibodies and provide immunity against one or several diseases.
    - *Example:* The polio **vaccine** has saved millions of children from paralysis.
- **Chronic** (adj.): (Of an illness) persisting for a long time or constantly recurring.
    - *Example:* He suffers from **chronic** back pain.
- **Acute** (adj.): (Of an illness) of short duration but typically severe.
    - *Example:* She was hospitalised with an **acute** appendicitis.
- **Epidemic** (n.): A widespread occurrence of an infectious disease in a community at a particular time.
    - *Example:* The cholera **epidemic** was contained by providing clean water.
- **Pandemic** (n.): An epidemic that has spread over a whole country or the world.
    - *Example:* The COVID-19 **pandemic** led to global lockdowns in 2020.

3. GAP-FILL COMPREHENSION

- **Instructions:** Fill in the gaps with the most appropriate words from the list below: (symptoms, pandemic, diagnosis, chronic, prescription)

  "When the patient described his (1)***—persistent fatigue and joint pain—the doctor initially suspected a common virus. However, as the condition lasted for over six months, it was reclassified as a (2)*** illness. After extensive tests, the final (3)_____ was Lyme disease. The doctor wrote a (4)_____ for a strong course of antibiotics. He explained that while not (5)_____ like a cold, it was crucial to complete the treatment to prevent long-term complications."

- **Answers:** (1) symptoms, (2) chronic, (3) diagnosis, (4) prescription, (5) contagious

4. REVISION QUESTIONS

1. Explain the difference between a diagnosis and a prognosis.
2. What is the key factor that distinguishes an epidemic from a pandemic?
3. If an illness is described as acute, what does this imply about its duration and severity?

5. EVALUATION

1. What is the term for a substance that trains the immune system to fight a disease?
2. What is the name for a doctor's written authorisation for medicine?
3. Is the common cold considered a chronic or acute condition?

6. ASSIGNMENT

1. Write a clear, short paragraph (60-100 words) about a public health issue (real or imagined), using at least four of the following words: epidemic, vaccine, contagious, symptoms, diagnosis.

D. VOCABULARY: WORDS OF THE WEEK

1. **Paradigm** (n.): A typical example, pattern, or model of something.
    - *Synonym:* Model, archetype, standard.
    - *Sentence:* Einstein's theory of relativity caused a **paradigm** shift in physics.
2. **Obtuse** (adj.): Annoyingly insensitive or slow to understand.
    - *Synonym:* Dense, dull-witted, imperceptive.
    - *Sentence:* He was being deliberately **obtuse**, refusing to grasp the simple instructions.
3. **Sublime** (adj.): Of such excellence, grandeur, or beauty as to inspire great admiration or awe.
    - *Synonym:* Awe-inspiring, majestic, transcendent.
    - *Sentence:* They watched the **sublime** spectacle of the sunset over the ocean.
4. **Paragon** (n.): A person or thing regarded as a perfect example of a particular quality.
    - *Synonym:* Epitome, exemplar, model.
    - *Sentence:** She was considered a **paragon** of integrity in the business world.

5. **Reciprocate** (v.): To respond to a gesture or action by making a corresponding one.
    - *Synonym:* Requite, return, repay.
    - *Sentence:* I helped him move house, and I hope he will **reciprocate** one day.
6. **Solvent** (adj.): Having assets in excess of liabilities; able to pay all debts.
    - *Synonym:* Financially sound, creditworthy.
    - *Sentence:* After years of struggle, the company finally became **solvent**.
7. **Frugal** (adj.): Sparing or economical as regards money or food.
    - *Synonym:* Thrifty, economical, prudent.
    - *Sentence:* Their **frugal** lifestyle allowed them to save for a house.
8. **Surrogate** (n.): A substitute, especially a person deputising for another in a specific role.
    - *Synonym:* Stand-in, proxy, replacement.
    - *Sentence:** During the minister's illness, his deputy acted as his **surrogate**.
9. **Vilify** (v.): To speak or write about in an abusively disparaging manner.
    - *Synonym:* Malign, defame, denigrate.
    - *Sentence:** The newspaper was accused of trying to **vilify** the whistle-blower.
10. **Exonerate** (v.): (Especially of an official body) to absolve someone from blame for a fault or wrongdoing.
    - *Synonym:* Acquit, clear, absolve.
    - *Sentence:** New DNA evidence completely **exonerated** the man who had spent ten years in prison.

EVALUATION (VOCABULARY)

1. If a company is the "paradigm" of success, what does that mean?
2. What is the opposite of "solvent"?
3. If you "vilify" a public figure, what are you doing to their reputation?

ASSIGNMENT (VOCABULARY)

1. Write five original sentences. Each sentence must correctly use one of the following words: obtuse, sublime, reciprocate, frugal, exonerate.

WEEK 4

A. STRUCTURE: PRONOUNS

1. INTRODUCTION

A pronoun is a word that takes the place of a noun or a noun phrase to avoid repetition and make sentences less cumbersome. Using pronouns effectively is fundamental to fluent and coherent writing and speaking.

- **Without Pronoun:** The student said the student would bring the student's book.
- **With Pronoun:** The student said she would bring her book.

2. DETAILED CONTENT: TYPES AND USES

1. Personal Pronouns: Refer to specific people or things. They change form (case) depending on their function in the sentence.

Person	Subjective Case (Subject)	Objective Case (Object)
First (Singular)	I	me
Second (Singular)	you	you
Third (Singular)	he, she, it	him, her, it
First (Plural)	we	us
Second (Plural)	you	you
Third (Plural)	they	them

- **Subjective Case:** Used when the pronoun is the subject of the verb.
    - She is here. They are leaving. He and I went to the market.
- **Objective Case:** Used when the pronoun is the object of the verb or a preposition.
    - He saw me. I gave the book to him. This is between you and me.
    - **Common Error:** "Between you and I" is incorrect. Between is a preposition, so it must be followed by the objective case: "Between you and me."

2. Possessive Pronouns: Show ownership. They come in two forms.

Person	Possessive Adjective (Before a Noun)	Possessive Pronoun (Stands Alone)
First (Singular)	my	mine
Second (Singular)	your	yours
Third (Singular)	his, her, its	his, hers, its
First (Plural)	our	ours
Second (Plural)	your	yours
Third (Plural)	their	theirs

- **Possessive Adjective:** Modifies a noun. This is my book.
- **Possessive Pronoun:** Replaces a noun phrase. This book is mine.

3. Demonstrative Pronouns: "Point" to specific things in space or time.

- **Singular:** this (near), that (far)
- **Plural:** these (near), those (far)
- This is my pen. Those are the ones I want.

4. Interrogative Pronouns: Used to ask questions.

- Who (person, subject): "Who is at the door?"
- Whom (person, object): "Whom did you see?" (Formal) / "Who did you see?" (Common)
- Whose (possession): "Whose pen is this?"
- Which (choice): "Which do you prefer?"
- What (thing): "What did you say?"

5. Reflexive Pronouns: Refer back to the subject of the sentence. They are used when the subject and object are the same.

- myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
- He cut himself. She taught herself to play the guitar.
- **(For Emphasis):** "I myself will do it." (Emphasises 'I')

6. Relative Pronouns: Introduce a relative (adjective) clause, which gives more information about a noun.

- who, whom, whose, which, that
- The man who lives here is a doctor. (who refers to 'man')
- The book, which I bought yesterday, is lost. (which refers to 'book')
- **Note:** That can often be used in place of who or which in restrictive clauses.

7. Reciprocal Pronouns: Indicate a mutual relationship.

- each other (typically for two people): "The two brothers help each other."
- one another (typically for more than two): "The team members trust one another."

8. Indefinite Pronouns: Refer to non-specific people or things.

- **Singular:** anybody, anyone, anything, everybody, everyone, everything, nobody, no one, nothing, somebody, someone, something, each, either, neither
- **Plural:** both, few, many, several
- **Singular or Plural:** all, any, more, most, none, some
- **Crucial Rule:** Singular indefinite pronouns take a singular verb.
    - "Everyone is here." (Correct)
    - "Everyone are here." (Incorrect)

3. REVISION QUESTIONS

1. What is the difference in use between "I" and "me"?
2. Explain the difference between "its" and "it's".
3. When should you use "who" versus "which" as a relative pronoun?

4. EVALUATION

1. Choose the correct pronoun: "The teacher gave the books to (he and I / him and me)."
2. Choose the correct pronoun: "This book is (your / yours)."
3. What type of pronoun is "nobody"?
4. What type of pronoun is "this"?
5. What is the reciprocal pronoun used for three or more people?

5. ASSIGNMENT

1. Fill in the blanks with the correct form of the pronoun.
    - a. The secret is between you and _____. (I/me)
    - b. That is the man _____ car was stolen. (who/whose)
    - c. The team congratulated _____ after winning. (each other/one another)
    - d. Everyone must bring _____ own book. (his or her / their)
    - e. A student _____ studies hard will pass. (that/which)

B. SUMMARY WRITING: READING TO SUMMARIZE

1. INTRODUCTION

This week focuses on the active reading process that must occur *before* you write a single word of your summary. A high-quality summary is the direct result of meticulous reading, analysis, and extraction of information. The skill lies not in writing quickly, but in reading intelligently.

2. DETAILED CONTENT: STEPS AND RULES

Step 1: Interrogate the Question.

- Before reading the passage, read the summary question with detective-like scrutiny.
- Identify the key command: "Summarise the *causes*," "List the *effects*," "State the *solutions*."
- This creates a mental filter. You will now read the passage looking *only* for causes, effects, or solutions, ignoring everything else.

Step 2: First Reading (For Gist).

- Read the passage through once, at a steady pace.
- **Goal:** Understand the general topic, the author's main argument, and the overall structure. What is the passage *basically about*?

Step 3: Second Reading (For Extraction).

- Read the passage again, slowly and actively, with a pen in hand.

- **Underline or highlight** only the sentences or phrases that directly answer the summary question.
- **Ignore:** Examples, illustrations, statistical data (unless central to the main point), rhetorical questions, repetitions, and the author's personal anecdotes.
- **Create a Skeletal Outline:** Make a numbered list or bullet points of the key ideas you have underlined. This is your raw material.

Step 4: The Art of Paraphrasing.

- Look at your outline. Your task is now to express these ideas in your own words.
- **Techniques:**
    - Use synonyms (e.g., important → crucial, significant).
    - Change the sentence structure (e.g., from active to passive voice: "The storm damaged the crops" → "The crops were damaged by the storm").
    - Change the word class (e.g., nominalisation: "The company decided to invest" → "The company's decision was to invest").
- **Original:** "The pervasive and unrelenting nature of unemployment among the youth has led to a disturbing level of restiveness and discontent."
- **Paraphrase:** "Widespread youth unemployment is a major cause of social unrest."

Step 5: Writing and Connecting.

- Transform your list of paraphrased points into fluent, connected prose.
- Use a range of **discourse markers** or **connectives** to show the relationship between your points:
    - **Adding:** Furthermore, Moreover, In addition.
    - **Contrasting:** However, On the other hand, Nevertheless.
    - **Showing cause/effect:** Consequently, As a result, Therefore.
    - **Sequencing:** Firstly, Subsequently, Finally.
- Strictly obey the specified number of sentences or word limit.

3. REVISION QUESTIONS

1. Why is it critical to read the question before reading the passage?
2. What is the purpose of the "skeletal outline"?
3. Name three types of information you should typically ignore when writing a summary.

4. EVALUATION

1. What is the purpose of the first reading of the passage?
2. What is the purpose of the second reading?
3. Why is it better to use your own words rather than "lift" from the passage?

5. ASSIGNMENT

1. Find a short opinion article (approx. 250-300 words) in a newspaper or online.
2. Read it and create a skeletal outline of the author's three to five main points.
3. Write a summary of the article in no more than 4 sentences, based solely on your outline.

C. VOCABULARY/COMPREHENSION: BUILDING & CONSTRUCTION

1. INTRODUCTION

This register provides the specific terminology used in architecture, civil engineering, and the building trades. Understanding these terms is essential for comprehending texts about urban development, infrastructure projects, and historical buildings.

2. DETAILED CONTENT: WORD LIST

- **Blueprint** (n.): A detailed technical drawing or plan, often white on a blue background, outlining the design of a building or machine.
- **Foundation** (n.): The lowest load-bearing part of a building, typically below ground level, which transfers the building's weight to the soil.
- **Scaffolding** (n.): A temporary structure of wooden planks and metal poles erected against a building to provide a platform for workers.
- **Masonry** (n.): Stonework or brickwork.
- **Mortar** (n.): A workable paste (a mixture of cement, sand, and water) used to bind bricks, stones, or other masonry units together.

- **Plaster** (n.): A soft mixture of lime, sand, and water applied to walls and ceilings to form a smooth, hard surface when dried.
- **Facade** (n.): The principal front of a building that faces onto a street or open space; often the most decorative part.
- **Lintel** (n.): A horizontal support of timber, stone, concrete, or steel across the top of a door or window that supports the structure above it.
- **Joist** (n.): A length of timber or steel supporting part of the structure of a building, typically arranged in parallel series to support a floor or ceiling.
- **Girder** (n.): A large iron or steel beam or compound structure used for building bridges and the framework of large buildings. It is a primary support beam.
- **Buttress** (n.): A structure of stone or brick built against a wall to strengthen or support it. (A **flying buttress** is an arched structure common in Gothic cathedrals).

3. GAP-FILL COMPREHENSION

- **Instructions:** Fill in the gaps with the most appropriate words from the list below: (blueprint, foundation, scaffolding, mortar, facade)

  "Before a single brick was laid, the architects provided the construction team with a detailed (1)***. The first and most critical step was to dig the trenches and pour the concrete (2)***, which would bear the entire weight of the structure. As the bricklayers began their work, they carefully applied (3)_____ between each brick to bind them securely. To enable work on the upper levels, a network of metal poles and planks, known as (4)***, was erected around the building's perimeter. The client insisted that the (5)***, the building's frontage, be clad in expensive marble to project an image of success."

- **Answers:** (1) blueprint, (2) foundation, (3) mortar, (4) scaffolding, (5) facade

4. REVISION QUESTIONS

1. What is the purpose of a "blueprint"?
2. Explain the difference between a "joist" and a "girder".
3. What is the function of a "lintel"?

5. EVALUATION

1. What is the name for the temporary structure workers stand on?
2. What is the name for the paste that holds bricks together?
3. What is the front of a building called?

6. ASSIGNMENT

1. Write a short, descriptive paragraph (60-100 words) from the perspective of a bricklayer describing the process of building a wall. You must use the words "foundation", "mortar", and "scaffolding".

D. VOCABULARY: WORDS OF THE WEEK

1. **Parsimony** (n.): Extreme unwillingness to spend money or use resources.
    - *Synonym:* Stinginess, miserliness, frugality.
    - *Sentence:* His legendary **parsimony** meant he would never take a taxi, even in the pouring rain.
2. **Virtuoso** (n.): A person highly skilled in a particular art, especially music.
    - *Synonym:* Maestro, genius, expert.
    - *Sentence:** The young violinist performed with the skill of a true **virtuoso**.
3. **Revoke** (v.): To officially cancel the validity of something, such as a decree, license, or promise.
    - *Synonym:* Cancel, rescind, annul.
    - *Sentence:** His driving licence was **revoked** after he was caught drink-driving for the third time.
4. **Surreptitious** (adj.): Kept secret, especially because it would not be approved of.
    - *Synonym:* Stealthy, clandestine, furtive.
    - *Sentence:** She took a **surreptitious** glance at her notes during the test.
5. **Expurgate** (v.): To remove matter considered objectionable or unsuitable from a text.
    - *Synonym:* Censor, bowdlerise, sanitise.
    - *Sentence:** The school edition of the novel was **expurgated** to remove all the offensive language.

6. **Vacuous** (adj.): Having or showing a lack of thought or intelligence; mindless.
    - *Synonym:* Inane, empty, blank.
    - *Sentence:** The interviewer asked a series of **vacuous** questions about his favourite colour.
7. **Manifest** (v. or adj.): (v) To display or show (a quality or feeling) by one's acts; (adj) Clear or obvious to the eye or mind.
    - *Synonym:* (v) Display, exhibit; (adj) Obvious, evident.
    - *Sentence (adj):* His frustration was **manifest** to everyone in the room.
8. **Incendiary** (adj.): (1) Designed to cause fires. (2) Tending to stir up conflict.
    - *Synonym:* Inflammatory, provocative.
    - *Sentence:** The politician's **incendiary** remarks sparked riots across the city.
9. **Remiss** (adj.): Lacking care or attention to duty; negligent.
    - *Synonym:* Negligent, careless, derelict.
    - *Sentence:** I would be **remiss** in my duties if I did not warn you about the risks.
10. **Querulous** (adj.): Complaining in a whining, petulant manner.
    - *Synonym:* Whining, peevish, fretful.
    - *Sentence:** The tired child became increasingly **querulous**, moaning about everything.

EVALUATION (VOCABULARY)

1. What is the word for a highly skilled musician?
2. If you are "remiss" in your duties, what are you?
3. What does it mean to "revoke" a license?

ASSIGNMENT (VOCABULARY)

1. Write five original sentences. Each sentence must correctly use one of the following words: parsimony, surreptitious, expurgate, incendiary, querulous.

WEEK 6

A. ORAL ENGLISH: WORD STRESS (2-6 SYLLABLE WORDS)

1. INTRODUCTION

Word stress is the rhythmic "heartbeat" of spoken English. It is the emphasis placed on one syllable in a multi-syllable word, making it louder, longer, and higher in pitch. Correct stress placement is not a minor detail; it is fundamental to being understood. Placing stress on the wrong syllable can render a word unrecognisable to a native speaker, as the following family of words demonstrates:

- **'pho-to-graph** (The picture itself)
- **pho-'to-gra-pher** (The person who takes the picture)
- **pho-to-'gra-phic** (The adjective describing the picture)

2. DETAILED CONTENT: RULES OF WORD STRESS

i. Two-Syllable Words (Review and Reinforcement)

- **Rule 1 (Nouns & Adjectives):** The vast majority of two-syllable nouns and adjectives are stressed on the **FIRST** syllable.
    - **Nouns:** 'TA-ble, 'CLI-mate, 'PRE-sent (a gift), 'OB-ject (a thing)
    - **Adjectives:** 'HAP-py, 'CLE-ver, 'SLEN-der
- **Rule 2 (Verbs):** A large number of two-syllable verbs are stressed on the **SECOND** syllable.
    - **Verbs:** pre-'SENT (to give), de-'CIDE, re-'CEIVE, be-'GIN
- **Note:** Many words can function as both a noun and a verb. The stress often shifts to indicate the change in word class.
    - 'CON-duct (noun: behaviour) vs. con-'DUCT (verb: to lead)
    - 'RE-cord (noun: a vinyl disc) vs. re-'CORD (verb: to capture)

ii. Polysyllabic Words (3+ Syllables) For longer words, we often look to the suffix (word-ending) for guidance.

- **Rule 3 (Stress-Shifting Suffixes):** The primary stress is almost always on the syllable **IMMEDIATELY BEFORE** these suffixes.
    - **-tion / -sion:** ex-am-i-'NA-tion, in-for-'MA-tion, de-'CI-sion
    - **-ic / -ical:** e-co-'NO-mic, sci-en-'TI-fic, his-'TO-ri-cal
    - **-ity:** a-'BI-li-ty, e-lec-'TRI-ci-ty, pos-si-'BI-li-ty
    - **-graphy:** bi-'O-gra-phy, ge-'O-gra-phy, pho-'TO-gra-phy
    - **-logy:** bi-'O-lo-gy, psy-'CHO-lo-gy
- **Rule 4 (Stress-Carrying Suffixes):** The stress falls **ON** the suffix itself.
    - **-ee:** employ-'EE, refug-'EE
    - **-eer:** engin-'EER, pion-'EER
    - **-ette:** ciga-'RETTE, kitchen-'ETTE
- **Rule 5 (Compound Words):**
    - **Compound Nouns:** Stress the **FIRST** element.
        - 'BLACK-board, 'FOOT-ball, 'SUN-light
    - **Compound Adjectives/Verbs:** Stress the **SECOND** element.
        - well-'KNOWN, old-'FA-shioned, over-'FLOW

3. ROBUST WORKED EXAMPLES (STRESS MARKING)

- **'re-cord** (Noun) → **re-'cord** (Verb)
- **'politics** (Noun) → **po-'li-ti-cal** (Adjective, stress before -ical) → **po-li-'ti-cian** (Noun, stress before -ian)
- **'de-mo-crat** (Noun) → **de-'mo-cra-cy** (Noun, stress before -cy) → **de-mo-'cra-tic** (Adjective, stress before -ic)
- **under-'stand** (Compound verb, stress on second part)

4. REVISION QUESTIONS

1. What three acoustic qualities does a stressed syllable have?

2. What is the general stress rule for most two-syllable nouns?
3. Where is the stress in a word ending with the suffix -ic?
4. Does the compound noun 'greenhouse follow the same stress pattern as the compound adjective green-'fingered?

5. EVALUATION

1. Mark the primary stress on the following words:
    - (a) happy
    - (b) present (noun)
    - (c) present (verb)
    - (d) biology
    - (e) democratic
2. The word photograph is stressed on the first syllable. How does the stress shift in photography and photographic? Explain why.

6. ASSIGNMENT

1. Copy the following words. Use a dictionary to check the correct stress, then mark the stressed syllable with (').
    - (a) politics
    - (b) political
    - (c) politician
    - (d) develop
    - (e) development
    - (f) analysis
    - (g) telephone
    - (h) responsibility
    - (i) textbook
    - (j) overcome

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B. COMPREHENSION/LISTENING: LISTENING SKILLS

1. INTRODUCTION

Listening is the Cinderella skill of language learning—often overlooked in favour of its more glamorous sisters, speaking and writing, yet it is the most frequently used. Crucially, **hearing is passive; listening is active**. It is a complex process of receiving, constructing meaning from, and responding to spoken language.

2. DETAILED CONTENT: THE LISTENING PROCESS

Effective listening is a five-stage process:

1. **Hearing:** The physiological process of sound waves striking the eardrum and being transmitted to the brain.
2. **Attending:** The psychological process of filtering out other sounds and focusing your attention on the specific message.
3. **Understanding:** Assigning meaning to the sounds. This involves decoding vocabulary, grammar, and linking the information to your existing knowledge.
4. **Responding:** Providing feedback to the speaker. This can be verbal (asking a question) or non-verbal (nodding, maintaining eye contact).
5. **Remembering:** Storing the information for later recall. This is the stage where note-taking is crucial.

Barriers to Effective Listening:

- **Physical Barriers:** External noise, a poor phone connection, the speaker talking too fast or too quietly.
- **Psychological Barriers:** Your own biases, prejudices, or emotional state (e.g., anger, anxiety) that distort the message.
- **Mental Barriers:** Internal distractions like daydreaming, boredom, or mentally rehearsing your reply instead of focusing on what is being said (rebuttal tendency).

3. ROBUST WORKED EXAMPLE (PRACTICE)

(This is a simulation. In a classroom, the teacher would read this aloud.)

- **Teacher Reads:** "The National Electricity Regulatory Commission has announced a new tariff structure that will take effect from next month. The Chairman, speaking at a press conference in Abuja, stated that the new system is designed to be more equitable, with consumers who use more electricity paying a higher rate. He assured the public that lifeline tariffs would remain for low-income households using minimal power. The increase, he argued, is essential to attract investment and improve the failing national grid, which has suffered from decades of underfunding."

- **Questions to Answer (based on listening):**

    a. Which organisation announced the new tariff?
    b. What is the main principle of the new system?
    c. What assurance was given to low-income households?
    d. What reason was given for the increase?

- **Answers:**

    a. The National Electricity Regulatory Commission.
    b. Consumers who use more electricity will pay a higher rate (it is more equitable).
    c. Lifeline tariffs would remain for them.
    d. To attract investment and improve the national grid.

4. REVISION QUESTIONS

1. What is the fundamental difference between 'hearing' and 'listening'?
2. Name two physical barriers and two mental barriers to effective listening.
3. What is the 'rebuttal tendency' and why is it a barrier?

5. EVALUATION

1. List the 5 stages of the listening process in order.
2. What does it mean to be an "active listener"?
3. (Based on the worked example) What was the main reason given for the tariff increase?

6. ASSIGNMENT

1. Listen to a 5-minute news bulletin on the radio or a reputable news channel online.
2. Write a short summary (4-5 sentences) of the main news story you heard.

3. Reflect on your listening experience and list two specific challenges you faced (e.g., "The newsreader spoke very quickly," or "I was distracted by a notification on my phone").

C. WRITING: ARGUMENTATIVE ESSAY

1. INTRODUCTION

An argumentative essay is a formal piece of writing that requires you to investigate a topic, collect and evaluate evidence, and establish a position on the subject in a concise manner. Its primary purpose is **persuasion**. Unlike an expository essay which is neutral, an argumentative essay is fundamentally opinionated—it takes a firm stand and defends it with logic and evidence.

2. DETAILED CONTENT: STRUCTURE OF AN ARGUMENTATIVE ESSAY

The structure is similar to an expository essay but with one critical addition: the counter-argument.

- **1. The Introduction (1 paragraph):**
    - **Hook:** A compelling opening to grab the reader's interest (a startling statistic, a provocative question, a relevant quote).
    - **Background:** Briefly outline the context and the debate surrounding the topic.
    - **Thesis Statement (Your Contention):** This is your central argument, your "stance." It must be clear, debatable, and forceful. (e.g., "This essay will argue that the government should impose a sugar tax to combat the national obesity crisis.")
- **2. The Body (3 paragraphs is a strong model):**
    - **Body Paragraph 1: Your First Point.**
        - **Topic Sentence:** State your first main reason supporting your thesis.
        - **Support:** Provide evidence: facts, statistics, examples, logical reasoning. Explain how this evidence supports your point.
    - **Body Paragraph 2: Your Second Point.**

        - **Topic Sentence:** Introduce your second, stronger reason (use a transition: *Furthermore, Moreover*).
        - **Support:** Provide new evidence and elaboration.
    - **Body Paragraph 3: The Counter-Argument and Rebuttal.**
        - **This is what distinguishes an argumentative essay.**
        - **Counter-Argument:** Acknowledge the opposing viewpoint. Show the reader you understand the other side of the debate. (e.g., "Opponents of a sugar tax argue that it is a regressive measure that unfairly targets the poor.")
        - **Rebuttal (Your Refutation):** Immediately and decisively dismantle the counter-argument. Explain why it is weak, flawed, or less important than your points. (e.g., "However, the long-term health costs of obesity, which disproportionately affect the poor, are far more regressive. The tax revenue could also be used to subsidise healthy food options in low-income areas.")
- **3. The Conclusion (1 paragraph):**
    - **Restate Thesis:** Rephrase your main argument in a new, powerful way.
    - **Summarise Main Points:** Briefly recap your key arguments and your successful rebuttal.
    - **Clincher / Call to Action:** Leave the reader with a strong final impression—a warning, a prediction, or a recommendation for action.

3. ROBUST WORKED EXAMPLE (ESSAY OUTLINE)

- **Topic:** "Should single-use plastics be banned in Nigeria?"
- **Thesis Statement (Arguing FOR the ban):** "The environmental devastation caused by single-use plastics is so severe that a government ban is not only justified but imperative for the health of our ecosystems and citizens."
- **Body 1 (Environmental Impact):**

    - **Topic Sentence:** Firstly, single-use plastics are a primary cause of environmental pollution, clogging our drains, littering our landscapes, and harming wildlife.
    - **Support:** Describe scenes of plastic waste in cities and natural areas. Mention animals ingesting or becoming entangled in plastic.
- **Body 2 (Health and Economic Cost):**
    - **Topic Sentence:** Moreover, this pollution poses a direct threat to public health and burdens the economy.
    - **Support:** Explain how clogged drains lead to flooding and mosquito breeding. Mention the cost of cleaning up plastic waste for municipalities.
- **Body 3 (Counter-Argument/Rebuttal):**
    - **Topic Sentence:** Critics of a ban contend that it would lead to job losses in the plastic manufacturing industry and inconvenience consumers.
    - **Rebuttal:** However, a phased ban would allow the economy to adapt, creating new jobs in sustainable alternatives like paper, glass, and reusable cloth. The temporary inconvenience is a small price to pay for a cleaner, healthier Nigeria.
- **Conclusion:**
    - Restate that the environmental and health costs of inaction far outweigh the transitional challenges of a ban.
    - Summarise the points.
    - Final thought: "By embracing a ban on single-use plastics, Nigeria can take a decisive step towards a more sustainable and prosperous future."

4. REVISION QUESTIONS

1. What is the primary goal of an argumentative essay?
2. What is a "thesis statement" in this context?
3. Why is including a counter-argument and rebuttal a sign of a strong essay?

5. EVALUATION

1. List three transitional words or phrases useful in argumentative essays.

2. What is the key difference in purpose between an expository essay and an argumentative essay?
3. Write a strong thesis statement for the topic: "Social media does more harm than good to young people." (You can argue for or against).

6. ASSIGNMENT

1. Choose one of the following argumentative essay topics:
    - "Corruption is the greatest obstacle to development in Nigeria."
    - "The benefits of the internet outweigh its drawbacks."
2. Write a full 400-word argumentative essay. Ensure you have a clear introduction with a thesis, at least two body paragraphs presenting your points, one body paragraph for the counter-argument and rebuttal, and a strong conclusion.

D. VOCABULARY: WORDS OF THE WEEK

1. **Serendipity** (n.): The occurrence and development of events by chance in a happy or beneficial way.
    - *Synonym:* A happy accident, a fluke, chance.
    - *Sentence:** Their meeting was a wonderful piece of **serendipity** that led to a lifelong friendship.
2. **Verdant** (adj.): (Of countryside) green with grass or other rich vegetation.
    - *Synonym:* Lush, green, leafy.
    - *Sentence:** The hills were **verdant** after the weeks of spring rain.
3. **Scathing** (adj.): Witheringly scornful; severely critical.
    - *Synonym:* Searing, blistering, caustic.
    - *Sentence:** The headmaster delivered a **scathing** rebuke to the students involved in the vandalism.
4. **Reprieve** (n.): A cancellation or postponement of a punishment, especially the death penalty.
    - *Synonym:* Pardon, stay of execution, amnesty.

- *Sentence:** The prisoner was granted a last-minute **reprieve** just hours before his execution.

5. **Pariah** (n.): An outcast; a person who is despised or avoided by their community.
    - *Synonym:* Outcast, leper, persona non grata.
    - *Sentence:** After he betrayed the team's secret, he was treated as a **pariah**.
6. **Maelstrom** (n.): (1) A powerful whirlpool. (2) A state of confused movement or violent turmoil.
    - *Synonym:* Whirlpool, vortex, chaos, tumult.
    - *Sentence:** The country was dragged into the **maelstrom** of war.

EVALUATION (VOCABULARY)

1. What is a "pariah"?
2. What is the meaning of "scathing"?
3. If a field is "verdant," what does it look like?

ASSIGNMENT (VOCABULARY)

1. Write three original sentences. Each sentence must correctly use one of the following words: serendipity, reprieve, maelstrom.

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WEEK 8

A. STRUCTURE: PLURAL FORMS OF NOUNS

1. INTRODUCTION

The ability to correctly form plurals is a fundamental aspect of English grammar. While the basic rule of adding '-s' or '-es' applies to most nouns, English has retained a significant number of irregular plurals from its Germanic, Latin, and Greek roots. Mastering these forms is essential for grammatical accuracy in both writing and speaking, especially in formal and academic contexts.

2. DETAILED CONTENT: PLURAL FORMATION RULES

i. Regular Plurals

- **Add -s:** boy → boys, car → cars, book → books
- **Add -es** (for nouns ending in -s, -ss, -x, -ch, -sh, -z):
    - bus → buses, box → boxes, church → churches
    - wish → wishes, quiz → quizzes
- **Nouns ending in -o:**
    - **Add -es:** potato → potatoes, tomato → tomatoes, hero → heroes
    - **Add -s:** photo → photos, piano → pianos, kilo → kilos
- **Nouns ending in -y:**
    - **After a consonant:** Change y to ies.
        - baby → babies, city → cities, lady → ladies
    - **After a vowel:** Just add -s.
        - boy → boys, day → days, key → keys
- **Nouns ending in -f / -fe:** Change f/fe to ves.
    - leaf → leaves, wife → wives, knife → knives, shelf → shelves
    - **Exceptions:** chief → chiefs, roof → roofs, belief → beliefs, proof → proofs

ii. Irregular Plurals These must be memorised as they do not follow standard rules.

- **Vowel Change:**
    - man → men, woman → women, foot → feet
    - tooth → teeth, goose → geese, mouse → mice
- **-en Plurals:**
    - child → children, ox → oxen
- **Zero Plurals (No Change):**
    - species, series, means, crossroads
    - **Animals:** sheep, deer, fish (though fishes can refer to multiple species)
- **Foreign Plurals (Latin & Greek):** Common in academic and scientific English.
    - **-us → -i:** cactus → cacti, syllabus → syllabi, radius → radii
    - **-a → -ae:** formula → formulae, larva → larvae, vertebra → vertebrae
    - **-um → -a:** datum → data, medium → media, bacterium → bacteria, curriculum → curricula
    - **-is → -es:** crisis → crises, analysis → analyses, thesis → theses, oasis → oases
    - **-on → -a:** criterion → criteria, phenomenon → phenomena

iii. Compound Nouns The plural is typically formed by pluralising the most significant word (the headword).

- **Pluralise the main noun:**
    - mother-in-law → mothers-in-law
    - passer-by → passers-by
    - court-martial → courts-martial
    - attorney general → attorneys general
- **No clear main noun:** Add -s at the end.
    - check-in → check-ins
    - forget-me-not → forget-me-nots
    - grown-up → grown-ups

3. REVISION QUESTIONS

1. What is the plural of roof?

2. What is the plural of datum?
3. What is the plural of analysis?

4. EVALUATION

1. What is the plural of passer-by?
2. What is the plural of leaf?
3. What is the plural of child?
4. What is the plural of sheep?
5. What is the plural of brother-in-law?

5. ASSIGNMENT

1. Write the correct plural form for each of the following nouns:
    - (a) criterion
    - (b) wife
    - (c) radius
    - (d) series
    - (e) goose
    - (f) attorney-general
    - (g) chief
    - (h) curriculum
    - (i) city
    - (j) man-of-war

B. COMPREHENSION: READING TO EXTRACT MAIN POINTS

1. INTRODUCTION

This skill is the analytical bedrock upon which summary writing, critical reading, and effective note-taking are built. It involves the ability to dissect a paragraph and distinguish between the core argument (the main idea) and the evidence provided to support it (the supporting details). A reader who cannot do this will struggle to understand, retain, or summarise information effectively.

2. ROBUST WORKED EXAMPLE

- **Passage:** "The proliferation of fast food outlets in urban centres has sparked a significant debate about public health. Proponents argue that these establishments provide affordable and convenient meals for busy workers and families. They also point to the employment opportunities created in local communities. However, critics highlight the severe health consequences associated with a diet high in processed foods, such as increased rates of obesity, heart disease, and diabetes. Furthermore, the environmental impact of the packaging waste generated by this industry is a growing concern."
- **Question:** What are the two main opposing viewpoints presented in this paragraph?
- **Analysis:**
    - The paragraph is about the debate surrounding fast food.
    - **Supporting Detail:** "affordable and convenient meals" - This is a reason *for* fast food.
    - **Supporting Detail:** "employment opportunities" - This is another reason *for*.
    - **Main Point (Viewpoint 1):** The core idea that connects these details is the **positive view** of fast food (proponents' argument).
    - **Supporting Detail:** "health consequences... obesity, heart disease" - This is a reason *against*.
    - **Supporting Detail:** "environmental impact... packaging waste" - This is another reason *against*.
    - **Main Point (Viewpoint 2):** The core idea is the **negative view** of fast food (critics' argument).
- **Answer:** The two main opposing viewpoints are: 1) that fast food is beneficial due to its affordability and job creation, and 2) that it is harmful due to its health risks and environmental impact.

3. REVISION QUESTIONS

1. What is a "main idea"?
2. What is the purpose of "supporting details"?

3. Where in a paragraph is the main idea most commonly found?

4. EVALUATION

1. Read the following paragraph and identify its main idea. "Many students believe that cramming the night before an exam is an effective strategy. However, educational psychologists have shown that this method is highly inefficient. Information retained through cramming is stored in short-term memory and is quickly forgotten. In contrast, spaced repetition—studying material over multiple sessions—allows the brain to transfer knowledge to long-term memory, leading to better understanding and recall."
    - **Main Idea:** _____
2. Identify one supporting detail from the same paragraph.

5. ASSIGNMENT

1. Select a comprehension passage from your textbook or a past question paper.
2. For each paragraph, write down the main point in a single, clear sentence.

C. ORAL ENGLISH: STRESS PATTERNS

1. INTRODUCTION

This lesson consolidates and expands upon the work from Week 6. The goal is to move from memorising the stress of individual words to understanding and applying the underlying patterns and rules. This predictive knowledge will dramatically improve your pronunciation and your ability to decode new vocabulary.

2. DETAILED CONTENT: RULES OF STRESS PLACEMENT

- **Rule 1: Noun/Verb Contrast (Review)**
    - Many two-syllable words shift stress to indicate a change from noun to verb.
    - **'con-flict** (noun: a fight) vs. **con-'flict** (verb: to be in opposition)
    - **'re-bel** (noun: a revolutionary) vs. **re-'bel** (verb: to fight authority)
    - **'pro-duce** (noun: food) vs. **pro-'duce** (verb: to make)
- **Rule 2: Suffix-Based Stress (Advanced)**

- **Stress on the syllable BEFORE the suffix:**
    - **-tion / -sion:** edi-'tion, tele-'vision
    - **-ic:** eco-'nomic, stra-'tegic
    - **-ical:** po-'litical, mu-'sical
    - **-ity:** a-'bility, fa-'cility
    - **-ify / -efy:** pu-'rify, sig-'nify
    - **-graphy:** ge-'ography, bi-'ography
    - **-logy:** bi-'ology, psy-'chology
- **Stress ON the suffix itself:**
    - **-ee:** employ-'ee, refug-'ee
    - **-eer:** engin-'eer, mountain-'eer
    - **-ette:** cigar-'ette, laundr-'ette
    - **-esque:** picture-'esque, statue-'esque

- **Rule 3: Compound Words**
    - **Compound Nouns:** Stress the **FIRST** element.
        - **'HEAD-phones**, **'SUN-flower**, **'BIRTH-day**
    - **Compound Adjectives/Verbs:** Stress the **SECOND** element.
        - **well-'MADE**, **old-'FASHioned**, **over-'WORKED**

3. REVISION QUESTIONS / EVALUATION

1. Mark the stress on examination.
2. Mark the stress on photograph.
3. Mark the stress on photographic.
4. Mark the stress on blackboard.
5. Mark the stress on protest (the noun) and protest (the verb).

4. ASSIGNMENT

1. Write the following words and mark the primary stress on each. Explain the rule you applied for three of them.
    - (a) engineer

- (b) ability
- (c) import (noun)
- (d) import (verb)
- (e) geology
- (f) democratic

D. VOCABULARY: WORDS OF THE WEEK

1. **Wistful** (adj.): Having or showing a feeling of vague or regretful longing.
    - *Synonym:* Nostalgic, yearning, pensive.
    - *Sentence:** She had a **wistful** look in her eyes as she watched the children play, remembering her own youth.
2. **Xenophobia** (n.): A deep dislike or prejudice against people from other countries.
    - *Synonym:* Racism, bigotry, chauvinism.
    - *Sentence:** The government's policies were criticised for stoking **xenophobia** and intolerance.
3. **Youngster** (n.): A child, young person, or young animal.
    - *Synonym:* Youth, juvenile, adolescent.
    - *Sentence:** The old fisherman taught the **youngsters** how to mend the nets.
4. **Upbraid** (v.): To find fault with someone; to scold or criticise severely.
    - *Synonym:* Reprimand, rebuke, chastise.
    - *Sentence:** The manager **upbraided** the team for their lack of professionalism.
5. **Distend** (v.): To swell or cause to swell because of pressure from inside.
    - *Synonym:* Bloat, expand, bulge.
    - *Sentence:** The snake's body was **distended** after it swallowed the large rat.
6. **Ephemeral** (adj.): Lasting for a very short time.
    - *Synonym:* Transient, fleeting, momentary.
    - *Sentence:** The joy he felt was **ephemeral**, soon replaced by his usual gloom.

7. **Hierarchy** (n.): A system in which members of an organisation or society are ranked according to relative status or authority.
    - *Synonym:* Pecking order, ranking, ladder.
    - *Sentence:** It took him years to climb the corporate **hierarchy** to a senior position.
8. **Inept** (adj.): Having or showing no skill; clumsy.
    - *Synonym:* Incompetent, unskilled, bungling.
    - *Sentence:** His **inept** handling of the negotiations led to a disastrous deal.
9. **Pungent** (adj.): Having a sharply strong taste or smell.
    - *Synonym:* Acrid, powerful, sharp.
    - *Sentence:** The **pungent** aroma of spices filled the market air.
10. **Rectitude** (n.): Morally correct behaviour or thinking; righteousness.
    - *Synonym:* Integrity, probity, virtue.
    - *Sentence:** He was widely respected for his moral **rectitude** and honesty.

EVALUATION (VOCABULARY)

1. What is the word for a "fleeting" or "short-lived" moment?
2. What does "xenophobia" mean?
3. If a smell is "pungent," is it faint or strong?

ASSIGNMENT (VOCABULARY)

1. Write five original sentences. Each sentence must correctly use one of the following words: wistful, upbraid, ephemeral, hierarchy, inept.

WEEK 9

A. COMPREHENSION: READING AND NOTE-TAKING

1. INTRODUCTION

Note-taking is the bridge between passive reading and active understanding. It is a dynamic process that forces you to engage with a text, identify its core structure, and create a personalised, condensed record for future reference. Effective note-taking transforms you from a passive recipient of information into an active analyst, significantly improving comprehension and retention.

2. DETAILED CONTENT: METHODS OF NOTE-TAKING

1. The Outline Method: This is a hierarchical, structured method that mirrors the text's own organisation. It is excellent for capturing main ideas and their supporting details in a clear, logical format.

- **Structure:**
    - I. Main Idea 1
        - A. Supporting Detail
        - B. Supporting Detail
            1. Example/Evidence
            2. Example/Evidence
    - II. Main Idea 2
        - A. Supporting Detail
        - B. Supporting Detail
- **Example from a text on Climate Change:**
    - I. Causes of Climate Change
        - A. Greenhouse Gas Emissions
            1. Burning of fossil fuels (coal, oil, gas)

2. Deforestation

- B. Agricultural Practices
    1. Methane from livestock
    2. Use of nitrogen-based fertilisers

2. The Cornell Method: A systematic format for condensing and organising notes without the need for extensive recopying. It is highly effective for revision.

- **How to set up your page:**
    - Divide your paper into three sections:
        i. **Main Notes Column (Right, ~70%):** Record your lecture or reading notes here in your own words, using the outline method or paragraphs.
        ii. **Cue Column (Left, ~20%):** After the lecture/reading, pull out key questions, main ideas, or keywords from the notes and write them here.
        iii. **Summary Area (Bottom, ~10%):** After the session, write a brief summary of the entire page's content in 2-3 sentences.
- **Illustration:**

Cue Column	**Main Notes Column**
What is nominalisation?	- The process of turning verbs or adjectives into nouns. - Makes writing more formal and more conceptual.
Examples?	- *decide → decision* - *beautiful → beauty*
Summary	Nominalisation is the formation of nouns from other parts of speech and is essential for academic writing.

3. Abbreviations and Symbols: To take notes efficiently, develop your own system of abbreviations.

- **Common Abbreviations:**

- & or + (and)
- w/ (with), w/o (without)
- e.g. (for example), i.e. (that is)
- → (leads to, results in), ∴ (therefore)
- govt (government), dept (department)
- diff (difference), info (information)

3. REVISION QUESTIONS

1. Why is note-taking considered an "active" skill?
2. What is the primary advantage of the Cornell Method?
3. What is the purpose of the Cue Column in the Cornell Method?

4. EVALUATION

1. What is the main difference between the Outline and Cornell methods?
2. Create two abbreviations you could use for the words "paragraph" and "especially".

5. ASSIGNMENT

1. Read the following passage: "The widespread adoption of smartphones has fundamentally altered human social behaviour. On one hand, they provide unprecedented connectivity, allowing people to maintain relationships across vast distances through instant messaging and video calls. On the other hand, this constant digital connection can lead to 'phubbing'—the act of snubbing someone in a social setting by looking at your phone instead of paying attention. This can erode the quality of face-to-face interactions, making them feel less meaningful and more fragmented. Studies have shown that excessive phone use in social situations can lead to feelings of exclusion and reduced relationship satisfaction."
2. Take notes on this passage using **The Outline Method**.

B. ORAL ENGLISH: EMPHATIC STRESS

1. INTRODUCTION

Emphatic Stress (also known as contrastive or sentence stress) involves placing special emphasis on a particular word within a sentence to convey a specific meaning, often to highlight a contrast or to correct a misunderstanding. The same sentence can have multiple meanings depending on which word is stressed. This is a key element of spoken communication that conveys nuance and subtext.

2. DETAILED CONTENT: MEANING AND FOCUS

The word you choose to stress becomes the focal point of the sentence's meaning, usually contrasting with an unstated or previously stated idea.

- **Neutral Sentence Stress:** In a neutral statement, stress typically falls on the last content word (noun, verb, adjective, adverb).
    - "My brother bought a new **CAR**." (Neutral statement of fact).
- **Emphatic Stress:** Shifting the stress changes the implied meaning.
    - "**MY** brother bought a new car." (Meaning: *My* brother, not *your* brother, did it.)
    - "My **BROTHER** bought a new car." (Meaning: My *brother*, not my *sister* or *father*, did it.)
    - "My brother **BOUGHT** a new car." (Meaning: He *bought* it, he didn't *steal* or *borrow* it.)
    - "My brother bought a **NEW** car." (Meaning: A *new* car, not a *second-hand* one.)
    - "My brother bought a new **CAR**." (Meaning: A *car*, not a *motorbike* or *van*.)

3. ROBUST WORKED EXAMPLE

- **Implied Question:** "Did the tall student answer the easy question?"
- **Response Sentence:** "No, the tall student answered the **DIFFICULT** question."
    - The stress must be on **DIFFICULT** to contrast with the implied "easy."

4. REVISION QUESTIONS

1. What is the purpose of emphatic stress?

2. How does it change the function of a sentence?
3. Where does neutral stress usually fall in a sentence?

5. EVALUATION

1. Read the sentence "She said she loved the red dress" with emphatic stress to imply the following:
    - (a) *She* said it, not someone else.
    - (b) She *said* it; she didn't just think it.
    - (c) She loved the *red* dress, not the blue one.
2. For the sentence "I don't think he should get the job," which word would you stress to imply that someone else might think he should?

6. ASSIGNMENT

1. Write the sentence: "The young artist painted the old church."
2. Rewrite this sentence four times, using bold or underlining to show a different word stressed each time.
3. For each of your four sentences, write the implied question or contrast that the emphatic stress creates.
    - Example: "**THE** young artist painted the old church." → Implied: "Which young artist?" or "Not just any young artist, *the* one we were discussing."

C. SUMMARY WRITING: SUMMARIZING ARGUMENTS

1. INTRODUCTION

This skill builds directly on the argumentative essay writing from Week 6. When you are asked to summarize an argumentative passage, you are not just listing facts; you are distilling the author's core persuasive case. This requires you to identify the author's central claim and the architecture of their reasoning.

2. DETAILED CONTENT: STEPS

1. **Identify the Contention (Thesis):** This is the author's central argument or main claim. What is the one key message they want you to believe? Look for it in the introduction and conclusion.
    - *Signal Phrases:* "I argue that...", "This essay will demonstrate...", "The central claim is..."
2. **Identify the Supporting Reasons:** These are the main pillars of the argument. Each major reason will typically be developed in its own paragraph. Find 2-3 key reasons.
    - *Signal Phrases:* "Firstly...", "Furthermore...", "Another reason is..."
3. **Identify the Rebuttal:** In a strong argument, the author will acknowledge and refute a counter-argument. This is a crucial part of their strategy and should be included in your summary.
    - *Signal Phrases:* "Some may argue that...", "While it is true that...", "However,...", "On the other hand..."
4. **Synthesise and Paraphrase:** Combine the contention, reasons, and rebuttal into a concise summary, using your own words and adhering strictly to the word or sentence limit.

3. REVISION QUESTIONS

1. What is a "contention"?
2. Why is it important to identify the author's rebuttal?
3. Should a summary of an argument include your personal opinion on the topic?

4. EVALUATION

1. Read the short argument below and identify:
    - The **contention**
    - One **supporting reason**
    - The **counter-argument** and **rebuttal**

"Homework should be abolished in secondary schools. It places an unnecessary burden on students, who are already spending six or more hours in class. Furthermore, it

exacerbates social inequality, as students from wealthier homes have more resources and parental support to complete assignments successfully. While some argue that homework reinforces learning, this is a flawed notion. The tired, frustrated completion of worksheets late at night leads to superficial learning and a resentment of education itself."

5. ASSIGNMENT

1. Find an argumentative editorial online or in a newspaper (approx. 300 words).
2. In your own words and in no more than 3 sentences, summarize the author's argument. Your summary must include:
    - Their main contention (thesis).
    - Their two strongest supporting reasons.
    - (If present) The counter-argument they address and their rebuttal.

D. VOCABULARY: WORDS OF THE WEEK

1. **Pliable** (adj.): Easily bent; flexible. (Can also refer to a person who is easily influenced).
    - *Synonym:* Supple, malleable, adaptable.
    - *Sentence:** The willow branches are **pliable** and perfect for weaving.
2. **Pittance** (n.): A very small or inadequate amount of money paid to someone for their work.
    - *Synonym:* A meagre amount, a shoestring, chicken feed.
    - *Sentence:** He worked 12-hour days in the factory for a mere **pittance**.
3. **Vapid** (adj.): Offering nothing that is stimulating or challenging; bland.
    - *Synonym:* Insipid, dull, uninspiring, flat.
    - *Sentence:** The conversation at the party was so **vapid** that I left early.
4. **Sublime** (adj.): Of such excellence, grandeur, or beauty as to inspire great admiration or awe.
    - *Synonym:* Exalted, magnificent, transcendent.
    - *Sentence:** The view from the mountain peak was absolutely **sublime**.

5. **Abdicate** (v.): (Of a monarch) to renounce one's throne. (More broadly, to fail to fulfil a duty or responsibility).
    - *Synonym:* Resign, relinquish, renounce.
    - *Sentence:** The king was forced to **abdicate** after the popular uprising.
6. **Accede** (v.): To agree to a demand, request, or treaty.
    - *Synonym:* Consent, assent, agree.
    - *Sentence:** The company finally **acceded** to the workers' demands for a pay rise.
7. **Abnegation** (n.): The act of renouncing or rejecting something; the practice of self-denial.
    - *Synonym:* Renunciation, rejection, self-sacrifice.
    - *Sentence:** The monk's life of **abnegation** meant he owned nothing but his robes.
8. **Apathetic** (adj.): Showing or feeling no interest, enthusiasm, or concern.
    - *Synonym:* Uninterested, indifferent, passive.
    - *Sentence:** Many citizens are **apathetic** about local politics and do not vote.
9. **Animated** (adj.): Full of life or excitement; lively.
    - *Synonym:* Vivacious, spirited, energetic.
    - *Sentence:** They had an **animated** discussion about the film, full of gestures and laughter.
10. **Coalesce** (v.): To come together to form one mass or whole.
    - *Synonym:* Unite, combine, merge, amalgamate.
    - *Sentence:** The separate protest groups **coalesced** into a single, powerful movement.

EVALUATION (VOCABULARY)

1. What is the word for "a very small amount of money"?
2. What is the word for "lacking enthusiasm or interest"?
3. What does it mean to "abdicate" the throne?

ASSIGNMENT (VOCABULARY)

1. Write five original sentences. Each sentence must correctly use one of the following words: pliable, vapid, accede, apathetic, coalesce.

WEEK 10

A. STRUCTURE: ADVERBS AND ADVERBIAL PHRASES

1. INTRODUCTION

Adverbs and adverbial phrases are the versatile tools that add colour, context, and precision to our sentences. While an adverb is typically a single word, an adverbial phrase is a group of words that functions in the same way, providing a richer description. They answer the critical questions about an action or state: How? When? Where? How often? and To what extent?

2. DETAILED CONTENT: FORMS AND FUNCTIONS

Function (Answers...)	Adverb (Single Word)	Adverbial Phrase (Group of Words)
1. Manner (How?)	He ran quickly.	He ran with incredible speed.
2. Place (Where?)	She waited outside.	She waited in the garden.
3. Time (When?)	The train arrived late.	The train arrived after the scheduled time.
4. Frequency (How often?)	He often visits.	He visits every single day without fail.
5. Degree (To what extent?)	The film was very good.	The film was extremely entertaining.

Key Concepts:

- **Modification:** Adverbs can modify:
    - **Verbs:** She sings *beautifully*.
    - **Adjectives:** He is *remarkably* tall.
    - **Other Adverbs:** She sings *incredibly* beautifully.
- **Formation of Adverbs:** Many adverbs of manner are formed by adding -ly to an adjective (quick → quickly). However, many common adverbs do not follow this rule (e.g., fast, hard, late, well).

3. REVISION QUESTIONS

1. What three types of words can an adverb modify?
2. What is the difference between an adverb and an adverbial phrase?
3. Identify the adverb in "He drove carefully" and state its function.

4. EVALUATION

1. Identify the adverb or adverbial phrase in each sentence and state its function (Manner, Place, Time, Frequency, or Degree):
    - (a) She will call you tomorrow.
    - (b) He completed the task with great skill.
    - (c) They meet for coffee once a week.
    - (d) I am completely exhausted.
    - (e) The cat slept under the bed.
2. Create a sentence using an adverbial phrase of time.

5. ASSIGNMENT

1. Write five original sentences. In each, use and underline a different type of adverbial phrase:
    - (a) Manner
    - (b) Place
    - (c) Time
    - (d) Frequency
    - (e) Degree

B. VOCABULARY: WORDS OF COLOUR, SMELL, TASTE

1. INTRODUCTION

Mastering sensory vocabulary is the key to moving from functional description to vivid, evocative writing. Using precise words for colour, smell, and taste allows you to paint a picture with words, immersing your reader in the experience you are describing. This is crucial for descriptive essays, narratives, and creative writing.

2. DETAILED CONTENT: WORD LISTS

COLOUR (Visual Vocabulary):

- **Hue:** The pure colour itself (e.g., red, blue, yellow).
- **Tint:** A colour mixed with white, making it lighter (e.g., pink is a tint of red, sky-blue).
- **Shade:** A colour mixed with black, making it darker (e.g., navy blue is a shade of blue, crimson).
- **Vibrant / Vivid:** Intense and bright.
- **Gaudy / Garish:** Excessively bright in a way that is lacking in taste.
- **Subdued / Muted:** Soft, quiet, and not bright.
- **Drab:** Dull and boring, often in shades of brown or grey.

SMELL (Olfactory Vocabulary):

- **Aroma:** A distinctive, typically pleasant smell (e.g., the aroma of fresh coffee).
- **Fragrance / Scent:** A sweet or pleasant smell, often from flowers or perfume.
- **Bouquet:** A complex and pleasing scent, often used for wine.
- **Stench / Reek:** A strong and very unpleasant smell.
- **Odour:** A more neutral term for smell, but often implies an unpleasant one.
- **Pungent:** A strong, sharp smell that may be unpleasant or pleasant (e.g., pungent cheese, pungent spices).
- **Musty:** A stale, damp smell, often from lack of fresh air.

TASTE (Gustatory Vocabulary):

- **Sweet:** (e.g., sugar, honey).
- **Sour:** (e.g., lemon, vinegar).
- **Bitter:** (e.g., bitter leaf, dark chocolate).
- **Salty:** (e.g., sea water, crisps).
- **Savoury (Umami):** A "meaty" or "brothy" taste (e.g., grilled meat, mushrooms, soy sauce).

- **Bland:** Lacking strong flavour.
- **Spicy / Pungent:** Having a hot, piquant flavour from spices.
- **Acrid:** An unpleasantly sharp or bitter taste, often associated with burning.

3. REVISION QUESTIONS

1. What is the difference between a "tint" and a "shade" of a colour?
2. What word would you use for a strong, foul smell?
3. What is the term for the "meaty" taste known as the fifth basic taste?

4. EVALUATION

1. Categorise the following words as relating primarily to **Colour (C)**, **Smell (S)**, or **Taste (T)**:
    - (a) Pungent
    - (b) Vibrant
    - (c) Savoury
    - (d) Musty
    - (e) Gaudy
2. Provide a more descriptive word for the italicized word in this sentence: "The soup had a *good* smell."

5. ASSIGNMENT

1. Write a short, vivid descriptive paragraph (60-100 words) about a bustling street food market. You must use at least **five** of the sensory words from this lesson, covering at least one for **colour**, one for **smell**, and one for **taste**.

C. COMPREHENSION: LISTENING (TONE, PURPOSE, FIGURATIVE EXPRESSIONS)

1. INTRODUCTION

Advanced listening comprehension involves decoding not just the *content* of what is said, but the *manner* in which it is said. This means analysing the speaker's **tone** (their attitude), their **purpose**

(their goal), and their use of **figurative language** (which adds layers of meaning beyond the literal).

2. DETAILED CONTENT

Tone: The speaker's emotional attitude or feeling towards the subject or audience.

- *Examples:* Sarcastic, angry, joyful, sombre, nostalgic, condescending, urgent, wistful, ironic.

Purpose: The primary intention or goal of the speaker.

- *Examples:* To **inform** (a news report), to **persuade** (a political speech), to **entertain** (a comedian's routine), to **warn** (a safety announcement), to **instruct** (a teacher's lesson).

Figurative Expressions: Language that uses words in a non-literal way to create a special effect or insight.

- **Idiom:** A common phrase whose meaning is not deducible from the individual words.
    - *Example:* "It's raining cats and dogs." (Meaning: It's raining heavily.)
- **Simile:** A comparison using 'like' or 'as'.
    - *Example:* "He was as quiet as a mouse."
- **Metaphor:** A direct comparison stating that one thing *is* another.
    - *Example:* "The news was a dagger to his heart."
- **Hyperbole:** Deliberate exaggeration for emphasis.
    - *Example:* "I've told you a million times."

3. REVISION QUESTIONS

1. What is the difference between a speaker's "tone" and their "purpose"?
2. What is an idiom?
3. "Her smile was a ray of sunshine." Is this a simile or a metaphor?

4. EVALUATION

1. Identify the likely **tone** and **purpose** in the following scenarios:
    - (a) A firefighter explaining to schoolchildren how to evacuate a building.

- (b) A film critic describing a movie as "a soulless, derivative cash-grab with no redeeming features."

2. Identify the figurative expression used in this sentence and state what type it is: "The politician's speech was just a lot of hot air."

5. ASSIGNMENT

1. Listen to two different speakers today (e.g., a news presenter, a teacher, a family member, a TV advertisement).
2. For each speaker, write a short analysis (2-3 sentences per speaker) identifying what you believe their **tone** and **purpose** were, and give one reason for your choice.

D. WRITING: REPORT WRITING (SCIENTIFIC REPORT)

1. INTRODUCTION

A scientific report is a formal document that describes the process, progress, and results of a scientific investigation. Its purpose is to communicate information objectively, clearly, and concisely so that others can understand the experiment and potentially replicate it. The style is formal, objective, and is typically written in the **past tense** and the **passive voice** to emphasise the action rather than the person performing it.

2. DETAILED CONTENT: STRUCTURE

1. **Title:** Clear, specific, and descriptive.
    - *Example:* "An Experiment to Determine the Effect of Light on the Growth of Bean Seedlings."
2. **Aim/Objective:** A single, concise statement of what you set out to discover.
    - *Example:* "To investigate whether bean seedlings grow taller in direct sunlight or in complete darkness."
3. **Apparatus/Materials:** A list of all equipment and materials used.
    - *Example:* "Two identical bean seedlings, two plant pots, soil, water, a measuring ruler, a sunny windowsill, a dark cupboard."

4. **Method/Procedure:** A step-by-step, numbered account of *exactly* what you did, written in the past tense. It should be detailed enough for replication.
    - *Example:* "1. Two bean seedlings were planted in identical pots with the same amount of soil. 2. Plant A was placed on a sunny windowsill. 3. Plant B was placed in a dark cupboard. 4. Both plants were watered with 50ml of water daily. 5. The height of each plant was measured and recorded every 48 hours for two weeks."
5. **Results/Observation:** A presentation of the data collected, without interpretation. Use tables, graphs, and written observations.
    - *Example:* A table showing "Day," "Height of Plant A (cm)," and "Height of Plant B (cm)."
6. **Discussion/Analysis:** The most important section. Here, you interpret the results. What do the results mean? Why did you get these results? Were there any anomalies?
    - *Example:* "Plant A, exposed to sunlight, grew tall and green. Plant B, in darkness, grew tall but was yellow and spindly. This suggests that light is necessary for photosynthesis, which produces the green pigment (chlorophyll) and supports healthy, sturdy growth."
7. **Conclusion:** A brief summary that directly answers the Aim.
    - *Example:* "The experiment showed that while bean seedlings will grow in darkness, they require direct sunlight for healthy development and the production of chlorophyll."

3. REVISION QUESTIONS

1. Why is the passive voice often used in scientific reports ("the beaker was heated") rather than the active voice ("I heated the beaker")?
2. What is the difference between the "Results" and the "Discussion" sections?
3. What tense should a method be written in?

4. EVALUATION

1. Put the following sections of a report in the correct order: Discussion, Aim, Title, Method, Conclusion, Results.
2. A student writes in their method: "I think we should heat the mixture." Why is this inappropriate for a scientific report?

5. ASSIGNMENT

1. Write a formal scientific report for a simple experiment you have conducted or can imagine, such as testing which material is the best insulator or determining the boiling point of water. Follow the 7-part structure outlined above. Your report should be approximately 300-400 words.

E. VOCABULARY: WORDS OF THE WEEK

1. **Connive** (v.): To secretly allow something considered wrong or illegal to occur.
    - *Synonym:* Conspire, collude, turn a blind eye.
    - *Sentence:** The security guard was accused of **conniving** at the theft.
2. **Daunting** (adj.): Seeming difficult to deal with in anticipation; intimidating.
    - *Synonym:* Formidable, disconcerting, alarming.
    - *Sentence:** The prospect of sitting five exams in one week was **daunting**.
3. **Promulgate** (v.): To promote or make widely known (an idea or cause); to put a law into effect by formal proclamation.
    - *Synonym:* Proclaim, disseminate, announce.
    - *Sentence:** The new education policy was **promulgated** by the Ministry.
4. **Rancour** (n.): Bitterness or resentfulness, especially when long-standing.
    - *Synonym:* Animosity, antipathy, ill will.
    - *Sentence:** He answered the critic's questions without a trace of **rancour**.
5. **Serene** (adj.): Calm, peaceful, and untroubled.
    - *Synonym:* Tranquil, placid, composed.
    - *Sentence:** Her face was **serene** as she meditated.
6. **Clandestine** (adj.): Kept secret or done secretively, especially because illicit.

- *Synonym:* Covert, surreptitious, secret.
- *Sentence:** The spies held a **clandestine** meeting in the old warehouse.

7. **Prescient** (adj.): Having or showing knowledge of events before they take place.
   - *Synonym:* Prophetic, far-sighted, prognostic.
   - *Sentence:** His **prescient** warnings about the economic crash were ignored.
8. **Servile** (adj.): Having or showing an excessive willingness to serve or please others.
   - *Synonym:* Obsequious, sycophantic, fawning.
   - *Sentence:** He was disgusted by the **servile** flattery of the courtiers.
9. **Torpid** (adj.): Mentally or physically inactive; lethargic.
   - *Synonym:* Sluggish, inert, listless.
   - *Sentence:** The heat made everyone feel **torpid** and lazy.
10. **Trite** (adj.): (Of a remark or idea) overused and consequently of little import; lacking originality.
    - *Synonym:* Clichéd, banal, hackneyed.
    - *Sentence:** The film's dialogue was full of **trite** romantic phrases.

EVALUATION (VOCABULARY)

1. What is the word for a "secret" meeting?
2. If an idea is "trite," what is wrong with it?
3. What does it mean to "promulgate" a law?

ASSIGNMENT (VOCABULARY)

1. Write five original sentences. Each sentence must correctly use one of the following words: daunting, rancour, serene, prescient, torpid.

WEEK 11: REVISION

INTRODUCTION

This week is dedicated to consolidating the knowledge acquired throughout the term. Use this guide to systematically review key concepts, identify areas requiring further practice, and prepare for your end-of-term examination. Active recall—testing yourself rather than just re-reading—is the most effective revision technique.

A. GRAMMAR: CORE CONCEPTS

1. Nominalisation

- **Definition:** The process of forming nouns from verbs or adjectives.
- **Method 1: Suffix Addition**
    - decide (verb) → decision (-sion)
    - argue (verb) → argument (-ment)
    - arrive (verb) → arrival (-al)
    - happy (adj.) → happiness (-ness)
    - pure (adj.) → purity (-ity)
    - strong (adj.) → strength (-th)
- **Method 2: Conversion (Zero-Suffix)**
    - He loves to run. (verb) → He went for a run. (noun)
- **Purpose:** Creates more formal, concise, and conceptual writing.

2. Nouns and Noun Phrases

- **Noun Phrase (NP):** A group of words with a noun as the headword. Functions as a single unit.
    - *Example:* The very tall student in the front row
- **Functions of a Noun Phrase:**

- **Subject (S):** [The team] played well.
- **Object (O):** He kicked [the ball].
- **Subject Complement (C):** She is [a brilliant scientist].
- **Object Complement (C):** They made him [the captain].
- **Object of Preposition (OP):** Put it on [the table].

- **Noun Clause:** A group of words with its own subject and verb that functions as a noun.
  - *Example:* I know [what you did]. (The clause is the object).

3. Pronouns

- **Types:**
  - **Personal:** I/me, you, he/him, she/her, it, we/us, they/them.
  - **Possessive:** my/mine, your/yours, his, her/hers, its, our/ours, their/theirs.
  - **Demonstrative:** this, that, these, those.
  - **Interrogative:** who, whom, whose, which, what.
  - **Reflexive:** myself, yourself, himself, etc.
  - **Relative:** who, whom, whose, which, that.
  - **Reciprocal:** each other (two), one another (more than two).
  - **Indefinite:** everybody, someone, nothing, each, etc. (Note: Singular indefinites take a singular verb).

4. Plural Forms of Nouns

- **Regular:** Add -s or -es (books, buses).
- **Irregular:**
  - Vowel Change: man → men, foot → feet
  - -en plural: child → children, ox → oxen
  - Zero Plural: sheep, series, species
- **Foreign Plurals:**
  - -us → -i: cactus → cacti
  - -um → -a: datum → data

    - -is → -es: crisis → crises
    - -on → -a: criterion → criteria
- **Compound Nouns:** Pluralise the main word: mothers-in-law, passers-by.

5. Adverbs and Adverbial Phrases

- **Modify:** Verbs, Adjectives, other Adverbs.
- **Answer:** How? (Manner), Where? (Place), When? (Time), How often? (Frequency), To what extent? (Degree).
- **Adverbial Phrase:** A group of words performing the same function.
    - *Example:* He ran with great speed. (Manner)

B. ORAL ENGLISH: KEY PRONUNCIATION SKILLS

1. Consonant Sounds: Voiced vs. Voiceless

- **Voiced:** Vocal cords vibrate (e.g., /b/, /d/, /g/, /v/, /z/).
- **Voiceless:** No vibration, just air (e.g., /p/, /t/, /k/, /f/, /s/).
- **Test:** Place fingers on your throat. Say "ssss" (voiceless) then "zzzz" (voiced).

2. Consonant Clusters

- Sequences of consonants without a vowel between them.
- **Initial:** street (/str/), play (/pl/)
- **Final:** desks (/sks/), glimpsed (/mpst/)
- **Error to Avoid:** Epenthesis (adding a vowel, e.g., saying "fi-lim" for film).

3. Transcription & Word Stress

- **Transcription:** Writing sounds using the International Phonetic Alphabet (IPA).
    - *Example:* teacher → /ˈtiːtʃə/
- **Word Stress:** Emphasis on one syllable, marked with ˈ.
    - **2-Syllable Nouns/Adjs:** Stress first syllable ('HA-ppy, 'TA-ble).

- **2-Syllable Verbs:** Often stress second syllable (de-'CIDE).
- **Suffix Rules:**
  - Stress *before* -tion, -ic, -ity (edu-'CA-tion, eco-'NO-mic).
  - Stress *on* -ee, -eer (employ-'EE).
- **Compounds:** Nouns ('BLACK-bird), Verbs/Adjs (under-'STAND).

4. Emphatic Stress

- Changing the meaning of a sentence by stressing different words.
- *Example:* "**MY** brother bought a car." (Not your brother). "My **BROTHER** bought a car." (Not my sister).

C. WRITING: ESSAY AND REPORT FORMATS

1. Expository Essay (To Explain)

- **Structure:** Introduction, Body (2-3 paragraphs), Conclusion.
- **Introduction:** Hook → Background → **Thesis Statement** (main idea).
- **Body Paragraphs:** Topic Sentence → Supporting Details (facts, examples).
- **Conclusion:** Restate Thesis → Summarise Points → Final Thought.
- **Tone:** Objective, factual.

2. Argumentative Essay (To Persuade)

- **Structure:** Introduction, Body (Points 1 & 2), Body (Counter-Argument & Rebuttal), Conclusion.
- **Introduction:** Hook → Background → **Contention/Thesis** (your stance).
- **Body - Rebuttal Paragraph:**
  - "Some may argue that..." (Acknowledge the other side).
  - "However..." (Refute it with stronger evidence).
- **Tone:** Persuasive, logical.

3. Scientific Report (To Report Findings)

- **Structure:** Title → Aim → Apparatus → Method → Results → Discussion → Conclusion.
- **Style:** Formal, objective, past tense, passive voice.
- **Key Sections:**
    - **Method:** Step-by-step, past tense ("The mixture *was heated*").
    - **Results:** Data only (tables, graphs).
    - **Discussion:** Interpretation of results ("This shows that...").

D. COMPREHENSION & SUMMARY: STRATEGIC READING

1. Summary Writing Process

1. **Read the Question:** Know what you are looking for.
2. **First Reading:** For gist.
3. **Second Reading:** Underline key points relevant to the question.
4. **Paraphrase:** Use your own words.
5. **Write:** Connect points fluently, obeying the sentence/word limit.

- **Do's:** Be concise, objective, use your own words.
- **Don'ts:** Add opinions, copy long phrases, include examples.

2. Reading for Main Ideas

- **Main Idea:** The central point of a paragraph (often the topic sentence).
- **Supporting Details:** Facts, examples, and explanations that prove the main idea.

3. Note-Taking Methods

- **Outline Method:** Hierarchical (I, A, 1, a).
- **Cornell Method:** Notes on the right, cues on the left, summary at the bottom.

4. Listening Comprehension

- **Stages:** Hearing → Attending → Understanding → Responding → Remembering.

- **Analyse:** Tone (speaker's attitude) and Purpose (goal: to inform, persuade, etc.).
- **Figurative Language:** Idioms ("cost an arm and a leg"), Similes (like/as), Metaphors (direct comparison).

E. VOCABULARY: REGISTERS AND KEY WORDS

1. Thematic Registers

- **Government:** legislature, executive, judiciary, policy, governance.
- **Human Body:** circulatory system, artery, vein, neuron, diaphragm.
- **Health:** diagnosis, prognosis, contagious, chronic, vaccine.
- **Building:** blueprint, foundation, scaffolding, mortar, facade.
- **Sensory:**
    - **Colour:** hue, tint, shade, vibrant, drab.
    - **Smell:** aroma, fragrance, stench, pungent.
    - **Taste:** sweet, sour, bitter, savoury, bland.

2. High-Utility "Words of the Week" (Selection)

- **Bombastic** (adj.): Pompous, high-sounding language.
- **Dearth** (n.): A scarcity or lack.
- **Implacable** (adj.): Unable to be appeased.
- **Ebullient** (adj.): Cheerful and full of energy.
- **Ignominious** (adj.): Deserving public shame.
- **Paradigm** (n.): A typical example or model.
- **Reciprocate** (v.): To respond in kind.
- **Exonerate** (v.): To absolve from blame.
- **Scathing** (adj.): Severely critical.
- **Ephemeral** (adj.): Lasting for a very short time.
- **Apathetic** (adj.): Showing no interest.

- **Daunting** (adj.): Intimidating.
- **Serene** (adj.): Calm and peaceful.

REVISION TASKS & SELF-TESTING

1. **Grammar Drill:** Take five verbs and five adjectives and nominalise them using different suffixes.
2. **Sentence Analysis:** Find a complex sentence in a textbook. Identify all the noun phrases and state their function (S, O, C, OP).
3. **Plurals Test:** Write the plural forms of: crisis, formula, brother-in-law, goose, radius.
4. **Pronunciation Practice:** Transcribe and mark the stress on: development, political, engineer, overcome.
5. **Essay Outline:** Choose a current affairs topic. Create a detailed outline for both an expository essay and an argumentative essay on it.
6. **Summary Practice:** Find a short editorial. Write a 3-sentence summary that captures the author's contention and main reasons.
7. **Vocabulary Recall:** Create flashcards for 20 "Words of the Week." Test yourself on their meaning, synonym, and use in a sentence.

SS2 ENGLISH LANGUAGE LESSON NOTES

SECOND TERM

WEEK 1

A. ORAL ENGLISH: REVISION OF CONSONANT SOUNDS (VOICED VS. VOICELESS)

1. INTRODUCTION Oral English is the bedrock of effective communication. It's not just about the words you say, but how you say them. This week, we return to the very building blocks of English pronunciation: the consonant sounds. A consonant is a speech sound made by partially or completely obstructing the airflow from your lungs. Mastering the distinction between voiced and voiceless consonants is crucial for clear, accurate speech and for understanding the phonetic patterns of the language.

2. DETAILED CONTENT: THE MECHANICS OF VOICING

The primary classification of consonants is by **voicing**. This refers to whether your vocal cords vibrate when you produce the sound.

- **Voiceless Consonants:** These are produced with the vocal cords held apart, allowing air to pass through without vibration. They often sound like a puff of air, a hiss, or a whisper.
- **Voiced Consonants:** These are produced when your vocal cords are held close together and vibrate as air passes through. You can feel this vibration if you touch your throat.

How to Test for Voicing: A Practical Demonstration Place your fingertips lightly on your throat, on your larynx (your "Adam's apple").

1. Say the sound "Ssssss" (like a snake). You should feel **no vibration**. This is the voiceless sound /s/.
2. Now, say the sound "Zzzzzz" (like a bee). You should feel a **clear vibration or buzz**. This is the voiced sound /z/.

The only difference between /s/ and /z/ is the vibration of your vocal cords. This small difference changes the meaning of words, as we see in **minimal pairs**.

Consonant Pairs (Voiceless vs. Voiced) Many English consonants form pairs where the mouth position is identical; the only difference is voicing.

Voiceless Sound (Symbol)	Voiced Sound (Symbol)	Example (Minimal Pair)
/p/ (as in **p**in)	/b/ (as in **b**in)	**p**at vs. **b**at
/t/ (as in **t**in)	/d/ (as in **d**in)	**t**en vs. **d**en
/k/ (as in **c**oat)	/g/ (as in **g**oat)	**c**lass vs. **g**lass
/f/ (as in **f**an)	/v/ (as in **v**an)	sa**f**e vs. sa**v**e
/θ/ (as in **th**in)	/ð/ (as in **th**is)	brea**th** (noun) vs. brea**the** (verb)
/s/ (as in **s**ip)	/z/ (as in **z**ip)	pri**c**e vs. pri**z**e
/ʃ/ (as in **sh**oe)	/ʒ/ (as in plea**s**ure)	pre**ci**ous vs. u**su**al
/tʃ/ (as in **ch**in)	/dʒ/ (as in **j**in)	ri**ch** vs. ri**dge**

Other Consonants (Unpaired):

- **Nasals (All Voiced):** /m/ (**m**an), /n/ (**n**o), /ŋ/ (si**ng**). Air flows through the nose.
- **Approximants (All Voiced):** /l/ (**l**eg), /r/ (**r**un), /w/ (**w**et), /j/ (**y**es). These involve less obstruction.
- **The Glottal (Voiceless):** /h/ (**h**at). Produced at the back of the throat.

3. ROBUST WORKED EXAMPLES

- **Example 1:** Find the odd word out based on the voicing of the **final** consonant sound.
    - (a) push (b) laugh (c) breathe (d) rich
    - **Solution:**
        - push → /pʊ**ʃ**/ (ends in /ʃ/, which is **voiceless**)
        - laugh → /lɑːf/ (ends in /f/, which is **voiceless**)
        - breathe → /briːð/ (ends in /ð/, which is **voiced**)

        - rich → /rɪ**tʃ**/ (ends in /tʃ/, which is **voiceless**)
    - **Answer: (c) breathe** is the odd one out because its final sound is voiced, while the others are voiceless.

- **Example 2:** Identify all the voiced consonant sounds in the word "ledge".
    - **Solution:** The phonetic transcription of "ledge" is /l**e**dʒ/.
        - /l/ is a voiced approximant.
        - /e/ is a vowel, and all vowels are voiced.
        - /dʒ/ is a voiced affricate.
    - **Answer:** The voiced consonant sounds are /l/ and /dʒ/.

4. EVALUATION

1. Explain, in your own words, the physical difference between producing a voiced and a voiceless consonant.
2. List the voiceless partner for the following voiced sounds: /b/, /g/, /z/, /ð/.
3. Are the nasal sounds (/m/, /n/, /ŋ/) voiced or voiceless? How can you tell?
4. Identify the final consonant sound in the word "judge" and state whether it is voiced or voiceless.

5. ASSIGNMENT

1. Write five minimal pairs (like fan/van) that clearly show the contrast between a voiced and a voiceless consonant.
2. Transcribe the following words phonetically and circle all the voiced consonants:
    - (a) treasure
    - (b) fishing
    - (c) village
    - (d) think
    - (e) bridges

B. STRUCTURE: THE POSSESSIVE APOSTROPHE

1. INTRODUCTION The apostrophe (’) is a small but powerful punctuation mark, often misused. Its two primary functions are to show **contraction** (e.g., *do not → don't*) and **possession** (e.g., *the car of my sister → my sister's car*). This lesson focuses exclusively on its role in indicating ownership.

2. DETAILED CONTENT: THE RULES OF POSSESSION

- **Rule 1: Singular Nouns (not ending in 's')**
    - Add an apostrophe + **s** (**'s**).
    - *The **cat's** tail*, *the **woman's** car*, *a **student's** pen*, ***Mr Bako's** house*.
- **Rule 2: Plural Nouns ending in 's'**
    - Add **only an apostrophe** (**'**) after the existing 's'.
    - *The **cats'** tails* (the tails belonging to multiple cats).
    - *The **students'** pens* (the pens belonging to multiple students).
    - *The **Joneses'** house* (the house belonging to the Jones family).
- **Rule 3: Plural Nouns NOT ending in 's'**
    - Treat them like singular nouns: add an apostrophe + **s** (**'s**).
    - *The **children's** toys*, *the **men's** room*, *the **sheep's** field*.
- **Rule 4: Singular Nouns ending in 's' (e.g., names like James)**
    - Both methods are accepted, but modern British English typically prefers adding **'s**.
    - **Preferred Method (add 's): *James's** book*, *the **boss's** office*, *the **witness's** testimony*.
    - **Older Method (add '):** *James' book*. This is less common now and should be avoided in your exams for consistency.
- **Rule 5: Compound Nouns**
    - Add the **'s** to the very last word of the compound.
    - *My **mother-in-law's** car*, *the **Attorney General's** office*.
- **Rule 6: Joint vs. Separate Possession**

- **Joint Possession (one thing shared):** Add **'s** to the last name only.
  - *John and Mary's house* (They own one house together).
- **Separate Possession (individual things):** Add **'s** to both names.
  - *John's and Mary's houses* (John has his own house, and Mary has her own house).

3. THE APOSTROPHE IN CONTRACTIONS (A CRITICAL DISTINCTION) The apostrophe replaces missing letters in a contraction. This is **not** possession.

- *it is → it's*
- *you are → you're*
- *they are → they're*
- *who is → who's*
- *do not → don't*

The Golden Rule: Its vs. It's This is the most common error in all of English.

- **it's** (with an apostrophe) is **only ever** a contraction for "it is" or "it has".
  - *Example:* **It's** a very hot day today. (It is a hot day).
- **its** (with **no** apostrophe) is a possessive pronoun, showing ownership.
  - *Example:* The company is famous for **its** customer service. (The service belongs to it).

4. EVALUATION

1. What are the two main uses of the apostrophe?
2. What is the possessive form of "the players" (plural)?
3. What is the possessive form of "the women"?
4. Correct the error: "The cat licked it's paws."
5. Explain the difference in meaning between "Kemi and Tunde's business" and "Kemi's and Tunde's businesses".

5. ASSIGNMENT

1. Rewrite the following phrases using a possessive apostrophe correctly:
    - (a) The bicycle belonging to Charles
    - (b) The cries of the babies
    - (c) The decision of the committee
    - (d) The farm of the farmers
    - (e) The rights of everyone
2. Choose the correct word in the brackets:
    - (a) (Who's / Whose) turn is it to clean the board?
    - (b) The team is proud of (its / it's) performance.
    - (c) (They're / Their / There) going to (they're / their / there) friend's house.

C. COMPREHENSION: READING TO GRASP MAIN POINTS AND TOPIC SENTENCES

1. INTRODUCTION Reading comprehension transcends merely understanding individual words; it is about deciphering the author's central message. Every well-written paragraph is built around one **main point**, which is often explicitly stated in a **topic sentence**.

2. DETAILED CONTENT

- **Main Point/Idea:** The central, controlling idea of a paragraph or passage. It is the core concept that all other information supports.
- **Supporting Details:** These are the facts, examples, reasons, statistics, and anecdotes that elaborate on, explain, or prove the main point.
- **Topic Sentence:** The sentence within a paragraph that most clearly and concisely states the main idea. While often the first sentence, it can sometimes be found in the middle or at the end of a paragraph.

How to Identify the Main Point/Topic Sentence:

1. Read the entire paragraph carefully.

2. Ask yourself: "What is the single most important idea the author wants me to understand from this paragraph?"
3. Look for a sentence that is broad enough to encompass all other sentences but specific enough to be meaningful.
4. Test your choice: Do all the other sentences in the paragraph serve to explain, exemplify, or develop this one sentence? If yes, you have likely found the topic sentence.

3. ROBUST WORKED EXAMPLE

- **Passage:** "A new study has revealed that sleep is far more important than previously thought. While the body rests, the brain is hard at work. It consolidates memories, processing the day's events and storing important information. Furthermore, during sleep, the brain clears out toxic by-products that accumulate during waking hours. This 'cleaning' process is vital for long-term neurological health. Without adequate sleep, a person's ability to learn, focus, and make decisions is severely impaired."

- **Analysis:**

    - **What is the paragraph about?** The active and vital role of sleep for brain function.
    - **Sentence 1:** "Sleep is far more important than previously thought." (A good, general introduction).
    - **Sentence 2:** "While the body rests, the brain is hard at work." (This is more specific and makes a clear claim).
    - **Sentences 3-6:** These sentences provide the evidence for Sentence 2. They explain *how* the brain is working (memory consolidation, toxin clearance) and the *consequences* of it not working (impaired function).

- **Conclusion:** The best topic sentence is the second one: **"While the body rests, the brain is hard at work."** It makes a definitive statement that the rest of the paragraph proves.

4. EVALUATION

1. What is the difference between a main point and a supporting detail?

2. What is the function of a topic sentence?
3. Where is the topic sentence most commonly located in a paragraph?
4. Read the passage below and identify the topic sentence: "There are several benefits to regular exercise. First, it improves cardiovascular health, reducing the risk of heart disease. Second, it helps in maintaining a healthy weight and boosting metabolism. Finally, exercise is known to release endorphins, which can improve mood and reduce feelings of stress."

5. ASSIGNMENT

1. Find a comprehension passage from a textbook or a quality online news article (e.g., BBC News).
2. Select three different paragraphs from the passage.
3. For each paragraph, write down the topic sentence. If a paragraph does not have a clear topic sentence, summarise the main idea in one sentence of your own.

D. VOCABULARY: WORDS OF THE WEEK

1. **Morass** (n.): (1) An area of muddy or boggy ground. (2) A complicated or confusing situation from which it is difficult to escape.
    - *Synonym:* Quagmire, swamp.
    - *Sentence:* The legal case became a **morass** of contradictory evidence and delays.
2. **Abject** (adj.): Experienced or present to the maximum degree; utterly hopeless or degrading.
    - *Synonym:* Wretched, miserable, pitiful.
    - *Sentence:* The failure of the rains led to **abject** poverty in the village.
3. **Blandish** (v.): To coax or persuade someone with flattery or sweet talk.
    - *Synonym:* Wheedle, cajole, sweet-talk.
    - *Sentence:* The child tried to **blandish** his grandmother into giving him a second biscuit.
4. **Duplicity** (n.): Deceitful behaviour; double-dealing.

- *Synonym:* Deceit, deception, fraud.
- *Sentence:* The spy's **duplicity** was only discovered after he had passed on vital secrets.

5. **Ennui** (n.): A feeling of listlessness and dissatisfaction arising from a lack of excitement or occupation.
    - *Synonym:* Boredom, tedium, lethargy.
    - *Sentence:* A sense of **ennui** set in during the long, uneventful summer holiday.
6. **Maudlin** (adj.): Self-pityingly or tearfully sentimental, often through drunkenness.
    - *Synonym:* Over-sentimental, mawkish.
    - *Sentence:* After a few glasses of wine, he became **maudlin** and started talking about his lost youth.
7. **Abscond** (v.): To leave hurriedly and secretly, typically to avoid detection or arrest.
    - *Synonym:* Flee, escape, run off.
    - *Sentence:* The cashier **absconded** with the day's takings.
8. **Alias** (n.): A false or assumed identity.
    - *Synonym:* Pseudonym, nom de plume.
    - *Sentence:* The author, Samuel Clemens, wrote under the **alias** Mark Twain.
9. **Dither** (v.): To be indecisive; to hesitate.
    - *Synonym:* Waver, vacillate, falter.
    - *Sentence:* Stop **dithering** and choose which film you want to watch!
10. **Emaciated** (adj.): Abnormally thin or weak, especially because of illness or a lack of food.
    - *Synonym:* Gaunt, skeletal, wasted.
    - *Sentence:* The rescue centre cared for the **emaciated** stray dog until it was healthy.

EVALUATION (VOCABULARY)

1. Which word describes a complicated and confusing situation?
2. What is a synonym for "blandish"?
3. If someone is "dithering," what are they doing?

ASSIGNMENT (VOCABULARY)

1. Write five original sentences, each correctly using one of the following words: *morass, blandish, ennui, abscond, emaciated*.

PAWILLS CONSULTING

WEEK 2

A. STRUCTURE: ESSENTIAL PUNCTUATION MARKS

1. INTRODUCTION Punctuation marks are the traffic signals of language. They guide the reader through your writing, indicating when to pause, stop, or change direction. Correct punctuation is not a mere formality; it is essential for clarity, meaning, and rhythm. This week, we focus on five key marks that add sophistication to your writing.

2. DETAILED CONTENT: FUNCTION AND APPLICATION

- **1. The Question Mark (?)**
    - **Use:** Placed at the end of a **direct question** (an interrogative sentence).
    - *Examples:* What is your name? Are you leaving already?
    - **Crucial Distinction:** Do **not** use a question mark for **indirect questions**, which are statements about a question being asked.
        - *Incorrect:* He asked me what my name was?
        - *Correct:* He asked me what my name was.
- **2. The Exclamation Mark (!)**
    - **Use:** Placed at the end of a sentence or phrase to convey strong emotion (surprise, shock, joy, anger) or to give a forceful command.
    - *Examples:* What a fantastic goal! Stop! I can't believe we won!
    - **Note on Formality:** Use exclamation marks very sparingly in formal writing (essays, reports). Overuse can make your writing seem immature or overly emotional.
- **3. The Colon (:)** - The Introducer
    - **Use 1 (Introducing a List):** A colon follows a **complete, independent clause** to introduce a list, explanation, or example.
        - *Correct:* You will need the following ingredients: flour, eggs, milk, and sugar. ("You will need the following ingredients" is a complete sentence).

        - *Incorrect:* The ingredients you need are: flour, eggs, milk, and sugar. ("The ingredients you need are" is not a complete sentence).
    - **Use 2 (Introducing an Explanation or Quote):** It signals that what follows explains or illustrates what came before.
        - *Explanation:* He had one overriding passion: football.
        - *Quote:* The headteacher made an announcement: "All students must return their books by Friday."
- **4. The Semi-Colon (;)** - The Connector
    - **Use 1 (Joining Related Independent Clauses):** It joins two closely related sentences **without** a conjunction (like 'and' or 'but'). The ideas must be intimately connected.
        - *Example:* The rain fell relentlessly; the streets began to flood.
    - **Use 2 (Separating Complex List Items):** Used to separate items in a list when the items themselves contain commas. This prevents confusion.
        - *Example:* The conference was attended by delegates from London, England; Paris, France; Tokyo, Japan; and Abuja, Nigeria.
- **5. The Hyphen (-)** - The Linker
    - **Use 1 (Compound Modifiers):** Used to join two or more words that act as a single adjective **before** a noun.
        - *With Hyphen (before noun):* He is a **well-behaved** student. It was a **last-minute** decision.
        - *Without Hyphen (after noun):* The student is **well behaved**. The decision was made **at the last minute**.
    - **Use 2 (With Certain Prefixes):** Often used with prefixes like *ex-*, *self-*, and *all-*.
        - *Examples:* ex-president, self-confidence, all-inclusive
    - **Use 3 (Writing Numbers):** Used in fractions and compound numbers from twenty-one to ninety-nine.
        - *Examples:* two-thirds, forty-five, sixty-eight

3. EVALUATION

1. When should you *not* use a question mark?
2. What is the primary function of a colon?
3. Explain the two main uses of a semi-colon.
4. Correct the punctuation in this sentence: "She packed her bag with: a toothbrush, a book, and a towel."

4. ASSIGNMENT

1. Insert the correct punctuation (colon, semi-colon, or hyphen) into the following sentences:
    - (a) The school offers three subjects French, German, and Spanish.
    - (b) She was a world famous actress.
    - (c) The class was noisy the teacher was angry.
    - (d) He bought a first class ticket.
    - (e) The committee includes Dr Bako, the scientist Mrs Eze, the treasurer and Mr Ali, the secretary.

B. VOCABULARY DEVELOPMENT: THE REGISTER OF PRESS AND JOURNALISM

1. INTRODUCTION The world of news reporting has its own specific vocabulary. Understanding this register is key to comprehending news articles and discussing current affairs with precision.

2. DETAILED CONTENT: WORD LIST AND CONTEXT

- **Journalist:** A person who researches, writes, and edits news stories for newspapers, magazines, television, or online platforms.
- **Reporter:** A type of journalist who is specifically involved in gathering information and presenting it in a report.
- **Correspondent:** A journalist who contributes reports from a particular location or on a specific subject (e.g., *foreign correspondent*, *political correspondent*).

- **Editor:** The person in charge of a publication or section of a publication, who decides what will be published and checks it for quality and accuracy.
- **Editorial:** A newspaper article written by or on behalf of the editor that expresses the publication's official opinion on a current issue.
- **Headline:** The title of a news story, printed in large, bold letters to attract attention.
- **By-line:** The line at the beginning of an article naming the author. (e.g., "By Chinedu Nwosu").
- **Scoop:** An exclusive news story uncovered and published by one news outlet before its competitors.
- **Libel:** The publication of a false statement that is damaging to a person's reputation.
- **Slander:** The act of making a false *spoken* statement damaging to a person's reputation.
- **Censorship:** The suppression or prohibition of any parts of news, books, or films that are considered obscene, politically unacceptable, or a threat to security.
- **Source:** A person, document, or record that provides information for a news story.
- **Press Conference:** A meeting organised for the purpose of distributing information to the press and answering questions from journalists.
- **Gutter Press / Yellow Journalism:** Newspapers that focus on sensationalism and scandal over factual reporting.

3. EVALUATION

1. Distinguish between an 'editor' and a 'reporter'.
2. What is the purpose of an 'editorial'?
3. Explain the legal difference between 'libel' and 'slander'.
4. What is a 'by-line'?

4. ASSIGNMENT

1. Write a short paragraph (50-80 words) from the perspective of a journalist describing a busy day at work. You must correctly use at least four of the following words: *reporter, headline, scoop, source, press conference*.
2. Find the front page of a newspaper (in print or online). Identify and write down:

- (a) The main headline.
- (b) The by-line of one article.

C. LISTENING COMPREHENSION: APPRECIATING POETRY

1. INTRODUCTION Poetry is language at its most musical and concentrated. When listening to a poem, you are not just processing information; you are experiencing an art form. You must pay attention to the speaker's **tone**, the poem's **purpose**, and the **figurative language** used to create vivid imagery.

2. DETAILED CONTENT: THE ELEMENTS OF POETIC APPRECIATION

- **Tone:** The speaker's attitude or feeling towards the subject. Is the voice sad, joyful, angry, nostalgic, sarcastic, or reflective? The tone is the emotional key to the poem.
- **Purpose:** The poet's reason for writing.
  - To tell a story (narrative).
  - To describe a scene or emotion (lyric).
  - To mourn someone (elegy).
  - To praise something (ode).
  - To criticise or mock (satire).
- **Figurative Expressions (Imagery):** The tools poets use to paint pictures with words.
  - **Simile:** A comparison using 'like' or 'as'. (e.g., *Her smile was as bright as the sun*).
  - **Metaphor:** A direct comparison, stating one thing *is* another. (e.g., *The world is a stage*).
  - **Personification:** Giving human qualities to non-human things. (e.g., *The wind whispered secrets through the trees*).
  - **Alliteration:** The repetition of the same consonant sound at the beginning of nearby words. (e.g., *The **s**lippery **s**nake **s**lithered **s**ilently*).
  - **Onomatopoeia:** A word that imitates the sound it represents. (e.g., *buzz, bang, pop, sizzle*).

3. ROBUST WORKED EXAMPLE (LISTENING PRACTICE) *(Imagine your teacher reads this short poem aloud with feeling)*

"The city breathes, a beast of steel and stone, Its heart a steady, pulsing, electric groan. Cars **hiss** and **growl** on wet, black streets, While **lonely** people pass in silent beats. The night is a **black velvet cloak**, worn and deep, Under which the tired world falls asleep."

- **Analysis:**
    - **Tone:** The tone is sombre, slightly ominous, and weary.
    - **Purpose:** To describe the city at night as a living, but impersonal and wearying, entity.
    - **Figurative Expressions:**
        - "The city breathes" & "Its heart... groan" → **Personification**.
        - "hiss and growl" → **Onomatopoeia**.
        - "lonely people" → **Alliteration** (of the 'l' sound).
        - "The night is a black velvet cloak" → **Metaphor**.

4. EVALUATION

1. Define (a) simile and (b) metaphor, providing your own example for each.
2. What is the effect of using personification?
3. How can you identify the tone of a poem you are listening to?
4. Identify the figurative device: "The ruthless ruler was a lion, roaring his commands."

5. ASSIGNMENT

1. Listen carefully to the lyrics of one of your favourite English-language songs.
2. Write down the song title and artist.
3. Identify **one** example of a figurative expression (simile, metaphor, or personification) from the lyrics and state which device it is.
4. In one or two sentences, describe the overall tone of the song.

D. VOCABULARY: WORDS OF THE WEEK

1. **Enmity** (n.): A state of deep-seated ill-will or hatred.
    - *Synonym:* Hostility, animosity, antagonism.
    - *Sentence:* The historic **enmity** between the two tribes made peace negotiations difficult.
2. **Inept** (adj.): Having or showing no skill; clumsy.
    - *Synonym:* Incompetent, unskilled, bungling.
    - *Sentence:* His **inept** handling of the project led to its eventual failure.
3. **Laudatory** (adj.): Expressing praise and commendation.
    - *Synonym:* Complimentary, praising, congratulatory.
    - *Sentence:* The film received **laudatory** reviews from all the major critics.
4. **Pinnacle** (n.): The most successful point; the peak.
    - *Synonym:* Apex, zenith, summit.
    - *Sentence:* Winning an Olympic gold medal was the **pinnacle** of her athletic career.
5. **Divine** (v.): To discover or perceive something through intuition or insight.
    - *Synonym:* Intuit, deduce, surmise.
    - *Sentence:* She could **divine** his true feelings from the tone of his voice.
6. **Flabbergasted** (adj.): (Informal) Extremely surprised or astonished.
    - *Synonym:* Astonished, dumbfounded, stunned.
    - *Sentence:* I was **flabbergasted** when I heard that our quietest classmate had won the national debating competition.
7. **Extant** (adj.): (Formal) Still in existence; surviving.
    - *Synonym:* Existing, surviving, remaining.
    - *Sentence:* Very few manuscripts from that period are still **extant**.
8. **Laconic** (adj.): Using very few words.
    - *Synonym:* Brief, concise, terse.
    - *Sentence:* His **laconic** reply, "No," ended the discussion.
9. **Pertinacious** (adj.): Holding firmly to an opinion or a course of action; persistent, sometimes to the point of stubbornness.
    - *Synonym:* Tenacious, determined, dogged.

- *Sentence:* Her **pertinacious** efforts finally led to the discovery of the truth.

10. **Enervate** (v.): To cause someone to feel drained of energy or vitality; to weaken.
    - *Synonym:* Exhaust, weary, debilitate.
    - *Sentence:* The humid, tropical heat can **enervate** even the most active person.

EVALUATION (VOCABULARY)

1. What is the opposite of "laudatory"?
2. If a document is "extant," what is its status?
3. Which word describes someone who is stubbornly persistent?

ASSIGNMENT (VOCABULARY)

1. Write five original sentences, each correctly using one of the following words: *enmity, pinnacle, flabbergasted, laconic, enervate*.

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WEEK 3

A. ORAL ENGLISH: INTONATION FOR EXPRESSING SURPRISE AND DISBELIEF

1. INTRODUCTION Intonation is the melody of speech—the rise and fall of your voice that adds emotional meaning to your words. While we use standard patterns for statements and questions, we can modify these to convey strong emotions like surprise, shock, or disbelief. Mastering these patterns makes your spoken English more expressive and natural.

2. DETAILED CONTENT: THE PATTERNS OF SURPRISE

- **The High-Rising Tone (↗) - The "Really?!" Pattern** This is the most common and instinctive way to express surprise. You take a statement and turn it into a question of disbelief by making your voice rise sharply at the end.
    - **Standard Statement (Falling Tone):** "He passed his \exam." (A simple fact.)
    - **Surprise/Disbelief (High-Rising Tone):** "He passed his ↗exam?!" (Meaning: "I can't believe it! Are you serious?")
    - *Other Examples:*
        - "You're moving to /London?" (I had no idea!)
        - "She sold the /car?" (That was her prized possession!)
- **The Fall-Rise Tone (V) - The "I Doubt It" Pattern** This tone is more complex. The voice starts at a normal pitch, falls, and then rises again on the key word. It expresses doubt, hesitation, or scepticism rather than outright shock.
    - *Example:* "He Vpassed his exam." (This implies: "Well, that's what he says, but I'm not sure I believe him.")

3. ROBUST WORKED EXAMPLES & PRACTICE

Let's use the statement: "The headmaster is dancing."

- **Neutral Statement (Falling):** "The headmaster is \dancing." (I'm informing you.)
- **Yes/No Question (Rising):** "Is the headmaster /dancing?" (I'm asking for confirmation.)

- **Surprise/Disbelief (High-Rising):** "The headmaster is ↗dancing?!" (I'm shocked! The headmaster never dances!)

Pronunciation Practice: Say the word "Really?" in two different ways:

- (a) As a simple question: "Rea\lly?" (Falling tone - you just want information).
- (b) To express total shock: "↗Really?!" (High-rising tone - your pitch should go much higher).

4. EVALUATION

1. What is the difference between using a rising tone for a yes/no question and for expressing surprise?
2. Change the following statement into a question of disbelief using intonation: "The school won the national championship."
3. When would you use a fall-rise tone instead of a high-rise tone to express disbelief?

5. ASSIGNMENT

1. Write three simple, factual statements (e.g., "The Prime Minister is on television.").
2. Rewrite each one to show how you would say them to express surprise, using the high-rising intonation symbol (↗).
3. Practice saying them aloud with exaggerated surprise to really feel the pitch change.

B. STRUCTURE: SENTENCE TYPES (BY FUNCTION)

1. INTRODUCTION We can categorise sentences based on what they are designed to *do*. Is the speaker informing, commanding, questioning, or exclaiming? Understanding these four functional types helps you to vary your writing and understand the author's intent when reading.

2. DETAILED CONTENT: THE FOUR FUNCTIONS

- **1. Declarative Sentence: The Informer**
    - **Function:** To make a statement, convey information, or express an idea. It is the most common sentence type.

- **Punctuation:** Ends with a full stop (.).
- **Examples:**
  - "The sun rises in the east." (Fact)
  - "I enjoy reading historical fiction." (Opinion)
  - "He asked me where I lived." (This is a statement about a question being asked, so it remains declarative.)

- **2. Imperative Sentence: The Commander**
  - **Function:** To give a command, make a request, or offer instruction. The subject (you) is almost always implied rather than stated.
  - **Punctuation:** Ends with a full stop (.) or an exclamation mark (!) for strong commands.
  - **Examples:**
    - "Close the door." (Direct command)
    - "Please take a seat." (Polite request)
    - "Stop talking!" (Forceful command)
    - "First, mix the flour and eggs." (Instruction)
- **3. Interrogative Sentence: The Questioner**
  - **Function:** To ask a question.
  - **Punctuation:** Ends with a question mark (?).
  - **Examples:**
    - "What is the time?" ('Wh-' question)
    - "Are you feeling better?" (Yes/No question)
    - "You've finished your homework, haven't you?" (Tag question)
- **4. Exclamatory Sentence: The Emoter**
  - **Function:** To express strong emotion or feeling, such as surprise, shock, joy, or anger.
  - **Punctuation:** Ends with an exclamation mark (!).

- **Key Feature:** Often begins with "What" or "How" but is not structured as a question.
- **Examples:**
  - "What a beautiful painting!"
  - "How incredible that is!"
  - "I can't believe we won!"

3. EVALUATION

1. What is the primary function of an imperative sentence?
2. Why is the sentence "He wondered if she was coming" classified as declarative?
3. Identify the type of sentence: "Could you pass the water, please?"
4. Identify the type of sentence: "What a terrible mess this is!"
5. What is the unstated subject in the command: "Sit down immediately."

4. ASSIGNMENT

1. Write one original and clear example for each of the four sentence types.
2. Punctuate the following sentences correctly and identify their type (Declarative, Imperative, Interrogative, Exclamatory):
   - (a) remember to bring your permission slip tomorrow
   - (b) how on earth did you manage to do that
   - (c) what a stunning performance
   - (d) the train arrives at platform four at ten o clock

C. WRITING: THE FORMAL LETTER OF COMPLAINT

1. INTRODUCTION A formal letter is a piece of correspondence written in a professional and respectful tone, following a strict format. A Letter of Complaint is a specific type of formal letter written to express dissatisfaction with a product, service, or situation, with the clear goal of seeking a resolution, such as a refund, replacement, or apology.

2. DETAILED CONTENT: FORMAT, TONE, AND CONTENT

The Structure of a Formal Complaint Letter:

- **1. Your Address:** Top right-hand corner. Do not include your name.
    - *Example:* 24, Oak Tree Avenue, Maitama, Abuja. 15th March, 2025.
- **2. Date:** Directly below your address.
- **3. Recipient's Address:** On the left-hand side, below the date.
    - *Example:* The Manager, Quality Goods Ltd., 15, Industrial Road, Ikeja, Lagos.
- **4. Salutation:**
    - "Dear Sir," (if you don't know the name)
    - "Dear Madam,"
    - "Dear Sir/Madam,"
- **5. Title/Heading:** Underlined and in capital letters. It should be clear and direct.
    - *Example:* LETTER OF COMPLAINT: FAULTY HAIR DRYER (MODEL HD-500)
- **6. Body of the Letter:**
    - **Paragraph 1 (Introduction):** State your purpose immediately and provide key details (what, when, where).
        - *Example:* "I am writing to formally complain about a hair dryer I purchased from your Ikeja branch on 1st March, 2025. The product, a SuperDry HD-500, has proven to be faulty."
    - **Paragraph 2 (The Problem):** Describe the issue factually and precisely. Explain what is wrong and how it failed to meet expectations. Avoid emotional language.
        - *Example:* "The hair dryer worked for only two days before it began emitting a burning smell and then stopped functioning entirely. I have not subjected it to any misuse. I believe the product is defective."
    - **Paragraph 3 (The Solution):** Clearly state what you want the company to do to resolve the situation. Be reasonable and specific.

        - *Example:* "As the product is still under warranty, I would like it to be replaced with a new model. Alternatively, I would accept a full refund of the purchase price, which was ₦25,000. I have attached a copy of the receipt for your reference."
- **7. Closing (Valediction):**
    - "Yours faithfully," (This is the **only** correct closing when you start with "Dear Sir/Madam").
- **8. Your Signature:** Sign in the space above your typed name.
- **9. Your Full Name (Printed):** Clearly printed underneath your signature.

3. EVALUATION

1. Why is it important to place your address and the recipient's address in the correct positions?
2. What is the correct salutation if you do not know the name of the manager?
3. What is the corresponding closing for "Dear Sir/Madam"?
4. Why should you avoid using emotional or angry language in the "Problem" paragraph?
5. What is the purpose of the heading?

4. ASSIGNMENT

1. You purchased a new laptop from "TechWorld Enterprises" two weeks ago. The laptop frequently overheats, shuts down unexpectedly, and the keyboard has a stuck key. Write a formal letter of complaint to the Manager.
2. Invent realistic addresses and details. Your letter must follow the correct format, have a clear heading, and explicitly state what action you want them to take (e.g., repair, replacement, or refund).

D. VOCABULARY: WORDS OF THE WEEK

1. **Cherish** (v.): To protect and care for someone or something lovingly; to hold something dear.

- *Synonym:* Treasure, adore, value.
- *Sentence:* I will always **cherish** the memories of my grandfather's stories.

2. **Capricious** (adj.): Given to sudden and unaccountable changes of mood or behaviour.
    - *Synonym:* Fickle, unpredictable, mercurial.
    - *Sentence:* The **capricious** weather meant our picnic plans changed every hour.
3. **Eschew** (v.): (Formal) To deliberately avoid using; to abstain from.
    - *Synonym:* Shun, forgo, renounce.
    - *Sentence:* A true leader will **eschew** corruption and act with integrity.
4. **Perusal** (n.): (Formal) The action of reading or examining something, typically with care.
    - *Synonym:* Scrutiny, inspection, study.
    - *Sentence:* The contract is ready for your **perusal** before you sign it.
5. **Renunciation** (n.): The formal rejection of something, typically a belief, claim, or course of action.
    - *Synonym:* Rejection, abandonment, repudiation.
    - *Sentence:* His **renunciation** of violence in favour of peaceful protest was a turning point for the movement.
6. **Rhapsodize** (v.): To speak or write about someone or something with great enthusiasm and delight.
    - *Synonym:* Rave, gush, enthuse.
    - *Sentence:* The food critic would **rhapsodize** about the chef's innovative dishes.
7. **Spurious** (adj.): Not being what it purports to be; false or fake.
    - *Synonym:* Bogus, counterfeit, fraudulent.
    - *Sentence:* The email was full of **spurious** claims designed to steal personal information.
8. **Tenable** (adj.): Able to be maintained or defended against challenge or objection.
    - *Synonym:* Defensible, justifiable, sustainable.
    - *Sentence:* Once the new evidence was revealed, his position was no longer **tenable**.

9. **Catalogue** (n.): A complete list of items, typically one in alphabetical or other systematic order.
    - *Synonym:* List, register, inventory.
    - *Sentence:* I found the book I needed by searching the library's online **catalogue**.
10. **Turgid** (adj.): (1) Swollen and distended. (2) (Of language or style) Tediously pompous or bombastic.
    - *Synonym:* Bloated; inflated, grandiloquent.
    - *Sentence:* The novel's **turgid** prose made it very difficult to read with enjoyment.
11. **Antediluvian** (adj.): (Often humorous) Ridiculously old-fashioned. (Literally: "of the time before the biblical Flood").
    - *Synonym:* Archaic, obsolete, prehistoric.
    - *Sentence:* My uncle's **antediluvian** views on mobile phones are a source of family amusement.

EVALUATION (VOCABULARY)

1. What word describes an argument that is false and cannot be defended?
2. If an idea is "tenable," is it strong or weak?
3. What does it mean to "eschew" something?

ASSIGNMENT (VOCABULARY)

1. Write five original sentences, each correctly using one of the following words: *cherish, eschew, rhapsodize, tenable, antediluvian*.

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WEEK 4

A. ORAL ENGLISH: THE FALLING TONE

1. INTRODUCTION Intonation gives English its rhythm and musicality. The **Falling Tone** (or "Glide-Down") is the most fundamental and frequently used intonation pattern in British English. It conveys certainty, finality, and completeness, making it the sound of statements, commands, and serious questions.

2. DETAILED CONTENT: MASTERING THE FALLING TONE ()

The falling tone occurs when your voice starts at a relatively high pitch and then "glides down" to a lower pitch on the most important word in the sentence (the **nucleus**).

- **Symbol:** A backslash () placed directly before the nucleus word.
- **The Nucleus:** This is the word that carries the most meaning in the sentence. It's the word you would stress even if you were speaking in a monotone.

Core Uses of the Falling Tone:

- **Use 1: Declarative Sentences (Statements of Fact)**
    - **Function:** To state a fact, opinion, or piece of information with confidence and finality.
    - *Examples:*
        - "My name is \John."
        - "The sky is \blue."
        - "I am going to the mar\ket."
- **Use 2: Imperative Sentences (Commands and Strong Instructions)**
    - **Function:** To give a direct, firm, or authoritative command. It leaves no room for doubt.
    - *Examples:*
        - "Sit \down."
        - "Open your \books."

        - "\Stop!"
- **Use 3: 'WH-' Questions (Information Questions)**
    - **Function:** Used when asking questions that begin with *Who, What, Where, When, Why,* and *How*. You are expecting a specific piece of information in return, not just a 'yes' or 'no'.
    - *Examples:*
        - "What is your \name?"
        - "Where do you \live?"
        - "How did you \do that?"

3. CONTRASTING TONES FOR CLARITY

Sentence	Tone	Function
"He's a \doctor."	Falling	A simple statement of fact.
"Is he a /doctor?"	Rising	A 'Yes/No' question.
"He's a ↗doctor?!"	High-Rise	An expression of surprise.

4. EVALUATION

1. What emotion or attitude does the falling tone primarily convey?
2. Name the three types of sentences where a falling tone is typically used.
3. Mark the nucleus with a falling tone () in this sentence: "Go to bed now."
4. Why is the falling tone used for 'WH-' questions but not for 'Yes/No' questions?

5. ASSIGNMENT

1. Copy the following sentences and mark the nucleus with a falling tone ().
    - (a) I live in Manchester.
    - (b) What is the capital of Nigeria?
    - (c) Put that bag on the floor.
    - (d) It is cold outside.
    - (e) Why are you late?

B. COMPREHENSION (LISTENING): READING FOR IMPLIED MEANING

1. INTRODUCTION Not everything an author or speaker means is stated directly. **Implied meaning** (or **inference**) is the meaning that is suggested or hinted at, rather than being explicitly said. It requires the reader or listener to be a detective, using clues from the text and their own knowledge to "read between the lines."

2. DETAILED CONTENT: THE ART OF INFERENCE

To infer meaning, you must use the **stated facts** (the clues) to arrive at a logical conclusion that is not directly written.

How to Make an Inference:

1. Identify the stated facts or clues.
2. Combine these clues with your own common sense and experience.
3. Draw a logical conclusion that makes sense of the clues.

Worked Examples:

- **Clue (Stated Fact):** "As soon as he walked into the warm room, his glasses fogged up completely."
- **Inference (Implied Meaning):** The room was much warmer than the outside environment.
- **Clue (Stated Fact):** "When the teacher asked for the homework, Chinedu avoided eye contact and began frantically searching through his empty bag."
- **Inference (Implied Meaning):** Chinedu had not done his homework and was anxious about being caught.
- **Clue (Author's Tone):** "The 'magnificent' new council building, which cost the taxpayers millions, was already showing cracks in its foundation and had no running water."

- **Inference (Implied Meaning):** The author is being sarcastic. They believe the building is poorly constructed, a waste of money, and not magnificent at all.

3. EVALUATION

1. What is the difference between stated meaning and implied meaning?
2. What is the process of deriving implied meaning called?
3. Read this sentence: "The children ran inside, their clothes soaked and their hair dripping, laughing as they left puddles on the floor." What can you infer about the weather outside?
4. What can you infer from this sentence? "Despite studying for ten hours straight, she still felt completely unprepared for the exam."

4. ASSIGNMENT

1. For each statement below, write one sentence stating the implied meaning.
    - (a) "After the final whistle blew, the stadium was utterly silent, except for the sound of the losing team's captain crying."
    - (b) "The politician talked for an hour about transparency and accountability, but refused to answer any questions from the journalists afterwards."
    - (c) "He still checks the mailbox every day, even though no one has written to him for years."

C. WRITING: THE INFORMAL LETTER

1. INTRODUCTION An **informal letter** (or friendly letter) is written to someone you have a personal relationship with, such as a friend, family member, or close acquaintance. The tone is casual, conversational, and warm. The primary goal is to communicate in a relaxed and personal way.

2. DETAILED CONTENT: FORMAT, TONE, AND CONTENT

The Structure of an Informal Letter:

- **1. Your Address:** Top right-hand corner.

    - *Example:* 14, Willow Lane, Brighton, BN2 1AA. 22nd March, 2025.
- **2. Date:** Below your address.
- **3. Salutation:** On the left-hand side. Use the person's first name.
    - *Examples:* "Dear Sarah,", "Hi Tom,", "Dearest Mum,"
- **4. Body of the Letter:** This is flexible, but a logical structure helps.
    - **Paragraph 1:** Open with friendly pleasantries. Ask about their well-being and state your reason for writing.
        - *Example:* "I hope this letter finds you well. I'm writing to tell you all about my trip to Scotland last week..."
    - **Paragraph 2/3:** This is the main content. Share your news, tell a story, or discuss the main topic of your letter.
    - **Final Paragraph:** Write closing remarks. This could be sending regards to their family, asking them to write back, or mentioning future plans.
- **5. Closing (Valediction):** This should match the friendly tone.
    - *Examples:* "Best wishes,", "Yours sincerely,", "Lots of love,", "Your friend,"
- **6. Your First Name:** Sign with just your first name directly under the closing.

Key Features of an Informal Tone:

- **Contractions:** Use *I'm, don't, it's, we'll*.
- **Informal Vocabulary:** You can use idioms and colloquialisms (e.g., "It was raining cats and dogs!").
- **Personal Questions:** "How is your new job going?" or "Did you end up buying that guitar?"
- **Exclamation Marks:** Can be used to show excitement or enthusiasm.

3. EVALUATION

1. What is the main difference in *tone* between a formal and informal letter?
2. What is the correct salutation for a letter to your cousin, Amina?

3. What is a suitable closing for a letter to your best friend?
4. Why is it acceptable to use contractions like "I'm" in an informal letter but not in a formal one?
5. Where do you write your address on an informal letter?

4. ASSIGNMENT

1. Write an informal letter to a friend or relative who lives in another town or country.
2. Describe a recent and interesting event that you experienced. This could be a school festival, a family celebration, a local incident, or a personal achievement.
3. Your letter must be at least 150 words and must clearly follow the informal letter format. Pay close attention to the tone.

D. VOCABULARY: WORDS OF THE WEEK

1. **Monumental** (adj.): (1) Great in importance, extent, or size. (2) Relating to a monument.
    - *Synonym:* Colossal, historic, enormous.
    - *Sentence:* Building the Great Pyramid of Giza was a **monumental** achievement.
2. **Moot** (adj.): Subject to debate, dispute, or uncertainty; of no practical importance.
    - *Synonym:* Debatable, arguable, academic.
    - *Sentence:* Whether the team would have won with their best player is a **moot** point; they lost the match.
3. **Luxuriant** (adj.): (Of vegetation) rich, lush, and growing thickly and healthily.
    - *Synonym:* Lush, abundant, dense.
    - *Sentence:* They hacked their way through the **luxuriant** jungle.
    - **!Common Confusion!** *Luxuriant* means lush and abundant (e.g., luxuriant hair). *Luxurious* means extremely comfortable and expensive (e.g., a luxurious hotel).
4. **Intrude** (v.): To put oneself deliberately into a place or situation where one is unwelcome or uninvited.
    - *Synonym:* Trespass, encroach, interrupt.
    - *Sentence:* I'm sorry to **intrude**, but you have a phone call.

5. **Succinct** (adj.): (Especially of something written or spoken) briefly and clearly expressed.
    - *Synonym:* Concise, compact, pithy.
    - *Sentence:* Her summary of the complex issue was remarkably **succinct**.
6. **Wheedle** (v.): To use flattery or coaxing in order to persuade someone to do something or give one something.
    - *Synonym:* Coax, cajole, inveigle.
    - *Sentence:* The child tried to **wheedle** an extra hour of television from his parents.
7. **Brochure** (n.): A small book or magazine containing pictures and information about a product or service.
    - *Synonym:* Pamphlet, leaflet, booklet.
    - *Sentence:* The travel agent gave us a **brochure** full of holiday options.
8. **Herbivore** (n.): An animal that feeds on plants.
    - *Antonyms:* Carnivore (meat-eater), Omnivore (eats both plants and meat).
    - *Sentence:* Cows, deer, and rabbits are all **herbivores**.
9. **Spasmodic** (adj.): Occurring or done in brief, irregular bursts.
    - *Synonym:* Intermittent, fitful, sporadic.
    - *Sentence:* The old engine made a **spasmodic** choking sound before it finally started.
10. **Medley** (n.): A varied mixture of people or things; a collection of different musical items performed as a continuous piece.
    - *Synonym:* Assortment, mélange, potpourri.
    - *Sentence:* The band played a **medley** of their greatest hits.

EVALUATION (VOCABULARY)

1. Explain the difference between "luxuriant" and "luxurious."
2. What is a "succinct" explanation?
3. What is the word for an animal that only eats plants?

ASSIGNMENT (VOCABULARY)

1. Write five original sentences, each correctly using one of the following words: *monumental, moot, intrude, wheedle, spasmodic*.

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WEEK 5: MID-TERM EXAMINATION

CONTENT AND PREPARATION GUIDE

This week is dedicated to your Mid-Term Examination. The examination will comprehensively assess your understanding and application of all topics covered in Weeks 1-4. Use this guide to focus your revision effectively.

EXAMINATION SCOPE:

- **ORAL ENGLISH:**
    - Voiced vs. Voiceless Consonants: Be able to define, identify, and provide examples of minimal pairs.
    - Intonation: Recognise and use the Falling Tone (for statements, commands, WH-questions) and the High-Rising Tone (for expressing surprise and disbelief).
- **STRUCTURE:**
    - Possessive Apostrophe: Apply all rules (singular, plural, irregular plurals, joint/separate possession) correctly.
    - Punctuation Marks: Use the question mark, exclamation mark, colon, semi-colon, and hyphen accurately in context.
    - Sentence Types (Functional): Identify and write declarative, imperative, interrogative, and exclamatory sentences.
- **WRITING:**
    - Formal Letter (Complaint): Demonstrate mastery of the full format, formal tone, and logical structure (heading, problem description, requested solution).
    - Informal Letter: Write a letter with the correct layout, using an appropriate conversational and personal tone.
- **COMPREHENSION:**
    - Grasping Main Points: Identify the main idea and topic sentence in a given passage.
    - Implied Meaning: Draw logical inferences from stated facts and descriptions.

- Poetry Appreciation: Analyse a poem or song lyric for tone, purpose, and figurative language (simile, metaphor, personification).

- **VOCABULARY:**
  - All "Words of the Week" from Weeks 1-4.
  - The Register of Press and Journalism.

REVISION TIPS:

1. Re-read your notes and the worked examples for each topic.
2. Practice writing a formal and an informal letter under timed conditions.
3. Test yourself on the vocabulary words by writing original sentences.
4. Practice identifying consonant sounds and intonation patterns by reading aloud.

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WEEK 6

A. ORAL ENGLISH: RHYME SCHEME

1. INTRODUCTION Rhyme is a foundational element of poetry, creating rhythm, music, and structure. A **Rhyme Scheme** is the ordered pattern of rhymes at the ends of lines of a poem or verse. Identifying it is the first step to understanding a poem's formal structure.

2. DETAILED CONTENT: IDENTIFYING AND LABELLING RHYME

How to Determine a Rhyme Scheme:

1. Read the poem aloud, paying close attention to the sound of the final word in each line.
2. Assign the letter **A** to the sound of the first line's final word.
3. Assign the same letter to any other line that ends with a word rhyming with the first.
4. When you encounter a new sound, assign the next letter of the alphabet (**B**, then **C**, and so on).
5. Continue this process stanza by stanza.

Common Rhyme Scheme Patterns:

- **Couplet (AABB):** Pairs of rhyming lines.
- **Alternate Rhyme (ABAB):** The first and third lines rhyme, and the second and fourth lines rhyme.
- **Enclosed Rhyme (ABBA):** The first and fourth lines rhyme, enclosing the rhyming second and third lines.

3. ROBUST WORKED EXAMPLES

- **Example 1:**
    - "Twinkle, twinkle, little **star**, (A)
    - How I wonder what you **are**! (A)
    - Up above the world so **high**, (B)

- Like a diamond in the **sky**." (B)
- **Rhyme Scheme:** AABB (A Couplet)

- **Example 2:**
  - "The seed you **sow**, (A)
  - Another **reaps**; (B)
  - The wealth you **find**, (C)
  - Another **keeps**." (B)
  - **Rhyme Scheme:** ABCB

4. EVALUATION

1. What is a rhyme scheme?
2. What is a rhyming couplet?
3. Identify the rhyme scheme of this stanza:
   - "He gives his harness bells a shake (A)
   - To ask if there is some mistake. (A)
   - The only other sound's the sweep (B)
   - Of easy wind and downy flake." (B)

5. ASSIGNMENT

1. Identify the rhyme scheme for the following stanzas:
   - (a) "The sun is clear and **bright**, (A)
   - A welcome and a **sight**, (A)
   - That makes the world feel **new**, (B)
   - For me and also **you**." (B)
   - (b) "I wandered lonely as a **cloud** (A)
   - That floats on high o'er vales and **hills**, (B)
   - When all at once I saw a **crowd**, (A)
   - A host, of golden **daffodils**;" (B)

B. STRUCTURE: PRONOUNS (PERSONAL & RELATIVE) - A DEEPER DIVE

1. INTRODUCTION Pronouns replace nouns to avoid repetition. This week, we refine our understanding of two critical types: **Personal Pronouns** (which change form based on their role in a sentence) and **Relative Pronouns** (which link clauses to nouns).

2. DETAILED CONTENT: CASE AND FUNCTION

i. Personal Pronouns: Mastering Case The **case** of a personal pronoun indicates its function in a sentence.

- **Subject Case (Doer of the action):** *I, you, he, she, it, we, they*
    - *Correct:* "**He** and **I** went to the cinema." (NOT "Him and me")
- **Object Case (Receiver of the action):** *me, you, him, her, it, us, them*
    - *Correct:* "The teacher gave the prize to **him** and **me**." (NOT "he and I")
- **The "Between You and __" Rule:** The preposition "between" must be followed by object pronouns.
    - *Correct:* "This is a secret between you and **me**."
    - *Incorrect:* "This is a secret between you and **I**."

ii. Relative Pronouns: Connecting Clauses These pronouns introduce a relative (adjectival) clause that describes a noun.

Pronoun	Use	Example
WHO	Refers to people (Subject)	The woman **who** called you is my boss. (She called)
WHOM	Refers to people (Object)	The woman **whom** you called is my boss. (You called her)
WHOSE	Shows possession (People/Things)	The student **whose** book was lost is here.
WHICH	Refers to things and animals	The book, **which** is on the table, is mine.
THAT	Refers to people, things, animals (less formal)	The book **that** you gave me is brilliant.

A Quick Trick for Who/Whom: Try substituting *he/him*. If *he* works, use **who**. If *him* works, use **whom**.

- *He* called you → **Who** called you?
- You called *him* → **Whom** did you call?

3. EVALUATION

1. Choose the correct pronoun: "Just between you and (I / me), I think the plan will fail."
2. Choose the correct pronoun: "The team gave (we / us) players a standing ovation."
3. Choose the correct pronoun: "The man (who / whom) I met yesterday was very kind."
4. Choose the correct pronoun: "This is the house (who / which) Jack built."
5. What is the function of a relative pronoun?

4. ASSIGNMENT

1. Fill in the blanks with the correct relative pronoun (*who, whom, whose, which, that*).
    - a. The artist, _____ work is famous, is visiting our town.
    - b. The keys _____ were on the table are now missing.
    - c. She is the candidate for _____ we voted.
    - d. I have a friend _____ father is a pilot.
2. Correct the errors in these sentences:
    - a. Him and me are best friends.
    - b. The invitation was for my sister and I.

C. COMPREHENSION (LISTENING): THE ART OF NOTE-MAKING

1. INTRODUCTION Note-making is an essential academic and professional skill. It involves actively processing spoken information to capture the core ideas and structure in a clear, concise format for later review.

2. DETAILED CONTENT: TECHNIQUES FOR EFFECTIVE NOTE-MAKING

- **Be Prepared:** Have a dedicated notebook and pen. Start by writing the date and the topic of the lecture/talk.
- **Listen for the Skeleton, Not the Flesh:** Your goal is to capture the main ideas (the "bones") and key supporting details (the "flesh"), not to transcribe every word.
- **Use Abbreviations & Symbols:** This is crucial for speed.
    - e.g. = for example
    - i.e. = that is
    - → = leads to/results in
    - ∴ = therefore
    - & = and
    - w/ = with
    - w/o = without
    - govt = government
    - devt = development
- **Use an Outline Format:** This visually represents the hierarchy of ideas.
    - I. Main Idea 1
        - A. Supporting detail
        - B. Supporting detail
    - II. Main Idea 2
- **Listen for Signpost Words:** Speakers use these to signal important information.
    - "The three main causes are..."
    - "On the other hand..."
    - "Most importantly..."
    - "In conclusion..."

3. EVALUATION

1. Why is it ineffective to try to write down every word a speaker says?
2. What is the purpose of using abbreviations in note-making?
3. What is the symbol for "therefore"?

4. What might a speaker say to signal they are about to give a key point? (Give one example of a signpost phrase).

4. ASSIGNMENT

1. **Task:** Your teacher will read a short lecture or you will listen to a 3-minute educational video or podcast (e.g., a BBC News segment or a TED-Ed talk).
2. **Action:** Take notes using the outline method and your own abbreviations.
3. **Follow-up:** Using only your notes, write a 2-3 sentence summary of the main points you heard.

D. VOCABULARY: WORDS OF THE WEEK

1. **Abduct** (v.): To take someone away illegally by force or deception.
    - *Synonym:* Kidnap, seize.
    - *Sentence:* The film's plot revolves around a plot to **abduct** the ambassador's daughter.
2. **Abrogate** (v.): To repeal or do away with a law, right, or formal agreement.
    - *Synonym:* Revoke, annul, cancel.
    - *Sentence:* The government decided to **abrogate** the outdated treaty.
3. **Dirge** (n.): A mournful song, piece of music, or poem, especially one for the dead.
    - *Synonym:* Lament, elegy.
    - *Sentence:* A slow, haunting **dirge** was played as the funeral procession moved.
4. **Dilatory** (adj.): Slow to act; intended to cause delay.
    - *Synonym:* Tardy, procrastinating, delaying.
    - *Sentence:* The company's **dilatory** response to the complaint angered its customers.
5. **Embellish** (v.): To make something more attractive by adding decorative details; to make a story more interesting by adding fictitious details.
    - *Synonym:* Adorn, decorate; exaggerate.

- *Sentence:* He tends to **embellish** his fishing stories, making the fish bigger each time.

6. **Entail** (v.): To involve something as a necessary or inevitable part or consequence.
    - *Synonym:* Involve, necessitate, require.
    - *Sentence:* The new managerial position **entails** a great deal of responsibility.
7. **Novice** (n.): A person new to and inexperienced in a job or situation.
    - *Synonym:* Beginner, rookie, trainee.
    - *Sentence:* As a complete **novice** at gardening, she killed every plant she bought.
8. **Nefarious** (adj.): Wicked, villainous, or criminal.
    - *Synonym:* Evil, heinous, vile.
    - *Sentence:* The villain's **nefarious** plan was to hold the city for ransom.
9. **Orthodox** (adj.): Following the traditional or generally accepted rules or beliefs.
    - *Synonym:* Conventional, traditional, customary.
    - *Sentence:* He treated the infection using **orthodox** medical practices.
10. **Palliate** (v.): To make a disease or its symptoms less severe without removing the cause.
    - *Synonym:* Alleviate, ease, mitigate.
    - *Sentence:* This medicine will only **palliate** the pain; you need surgery for a permanent cure.

EVALUATION (VOCABULARY)

1. What is the difference between a "novice" and an expert?
2. What is the opposite of "orthodox"?
3. What does it mean to "abrogate" a law?

ASSIGNMENT (VOCABULARY)

1. Write five original sentences, each correctly using one of the following words: *abduct, dirge, dilatory, embellish, nefarious*.

WEEK 7: MID-TERM BREAK

CONTENT: This is a non-academic week. Use this time to rest, recuperate, and consolidate your learning from the first half of the term.

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WEEK 8

A. ORAL ENGLISH: THE RISING TONE

1. INTRODUCTION Having mastered the finality of the **Falling Tone**, we now explore its counterpart: the **Rising Tone** (or "Glide-Up"). This pattern conveys incompleteness, uncertainty, and openness. It is the sound of questions, politeness, and tentative suggestions.

2. DETAILED CONTENT: USES OF THE RISING TONE (/)

The rising tone occurs when your voice starts at a normal pitch and "glides up" to a higher pitch on the nucleus word.

- **Symbol:** A forward-slash (/) placed directly before the nucleus word.

Core Uses of the Rising Tone:

- **Use 1: Yes/No Questions (The Primary Use)**
    - **Function:** Used for questions that can be answered with 'yes' or 'no'. It signals that you are awaiting a response.
    - *Examples:*
        - "Are you /coming?"
        - "Is that your /book?"
        - "Have you /eaten?"
- **Use 2: Politeness, Friendliness, and Encouragement**
    - **Function:** A rising tone can soften a greeting or an offer, making it sound more welcoming.
    - *Examples:*
        - "Good /morning." (Sounds warmer than "Good \morning.")
        - "Come /in." (More inviting.)
        - "Can I /help you?"
- **Use 3: Tentativeness or Uncertainty**

- **Function:** Shows that you are not entirely sure of your statement.
- *Examples:*
  - "I think it's /blue..." (I'm not completely certain.)
  - "Perhaps we should /go?" (This is a suggestion, not a command.)

- **Use 4: Listing Items (Non-Final Items)**
  - **Function:** When listing things, use a rising tone on all items except the last one, which takes a falling tone to show the list is complete.
  - *Example:* "I bought /bread, /milk, /sugar, and \eggs."

3. CONTRASTING TONES FOR CLARITY

Sentence	Tone	Function
"He's a \doctor."	Falling	A confident statement of fact.
"Is he a /doctor?"	Rising	A simple 'Yes/No' question.
"He's a ↗doctor?!"	High-Rise	An expression of shocked surprise (Week 3).
"He's a Vdoctor..."	Fall-Rise	An expression of doubt.

4. EVALUATION

1. What is the primary grammatical function of the rising tone?
2. What intonation pattern is used for "WH-" questions (like "What?")?
3. How does intonation change the meaning of "Come in" from a command to an invitation?
4. Mark the intonation on this sentence: "For the recipe, you need onions, tomatoes, peppers, and chicken."

5. ASSIGNMENT

1. Copy the following sentences and mark the correct intonation (Rising / or Falling) on the nucleus word.
   - (a) What is your name?
   - (b) Is this your pen?
   - (c) I think he's a doctor. (Stated as a confident fact)

- (d) I think he's a doctor? (Expressing uncertainty)
- (e) Sit down.

B. VOCABULARY DEVELOPMENT: THE REGISTER OF THE ENVIRONMENT

1. INTRODUCTION The language of ecology and environmental science is increasingly vital in global discourse. Understanding this register is essential for comprehending news reports, scientific articles, and for participating in discussions about our planet's future.

2. DETAILED CONTENT: WORD LIST AND CONTEXT

- **Environment:** The surroundings or conditions in which a person, animal, or plant lives or operates.
- **Ecology:** The branch of biology that deals with the relationships between living organisms and their physical environment.
- **Pollution:** The introduction of harmful substances or contaminants into the natural environment.
  - **Air Pollution:** Caused by emissions from vehicles and industry.
  - **Water Pollution:** Caused by sewage, industrial waste, and agricultural runoff.
- **Erosion:** The gradual destruction and removal of rock or soil by wind, water, or other natural agents. (e.g., *gully erosion*).
- **Deforestation:** The clearing or thinning of forests by humans.
- **Reforestation / Afforestation:** The process of planting trees in an area where forest cover has been lost.
- **Conservation:** The careful preservation and protection of natural resources to prevent exploitation or destruction.
- **Biodiversity:** The variety of plant and animal life in a particular habitat or in the world as a whole.
- **Climate Change:** A long-term shift in global or regional climate patterns, largely attributed to human activity.

- **Global Warming:** The long-term heating of Earth's surface observed since the pre-industrial period due to human activities and the **greenhouse effect**.
- **Greenhouse Effect:** The trapping of the sun's warmth in a planet's lower atmosphere due to the greater transparency of the atmosphere to visible radiation from the sun than to infrared radiation emitted from the planet's surface.
- **Habitat:** The natural home or environment of an animal, plant, or other organism.
- **Ecosystem:** A biological community of interacting organisms and their physical environment.
- **Recycling:** The process of converting waste materials into new materials and objects.
- **Sanitation:** Conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal.

3. EVALUATION

1. What is the difference between *deforestation* and *reforestation*?
2. Explain the link between the *greenhouse effect* and *global warming*.
3. What does *biodiversity* mean?
4. The protection of natural resources is called _____.

4. ASSIGNMENT

1. Write a paragraph (80-100 words) about an environmental issue in Nigeria (e.g., erosion in the South-East, desertification in the North, or pollution in a city). You must correctly use at least four of the vocabulary words from this list (e.g., *erosion, deforestation, habitat, conservation, pollution*).

C. WRITING: INTRODUCTION TO CREATIVE WRITING

1. INTRODUCTION Creative Writing is writing that expresses ideas and thoughts in an imaginative, often symbolic, way. Its primary purpose is to entertain, evoke emotion, and tell a story, rather than simply to inform. The most common form is the **short story**.

2. DETAILED CONTENT: THE FIVE ELEMENTS OF A SHORT STORY

A compelling short story is built on five essential pillars:

- **1. Plot:** The sequence of events—the storyline. A strong plot typically follows this arc:
    - **Exposition:** The introduction. We meet the characters and learn about the setting.
    - **Rising Action:** A conflict is introduced, and the tension builds.
    - **Climax:** The turning point of the story—the moment of highest tension and drama.
    - **Falling Action:** The events that occur after the climax, leading towards the end.
    - **Resolution:** The story's conclusion; the conflict is resolved (for better or worse).
- **2. Character:** The 'people' (or animals, objects, etc.) in the story. The main character is the **protagonist**; the character or force in conflict with them is the **antagonist**.
- **3. Setting:** The time and place where the story occurs. A well-described setting uses sensory details (sight, sound, smell, touch) to immerse the reader.
- **4. Conflict:** The central problem that drives the plot. There are several main types:
    - **Character vs. Character:** The protagonist against another person.
    - **Character vs. Nature:** The protagonist against a force of nature (e.g., a storm, a wild animal).
    - **Character vs. Society:** The protagonist against the rules or norms of their society.
    - **Character vs. Self:** An internal struggle within the protagonist (e.g., fear, doubt, a moral dilemma).
- **5. Theme:** The central idea, message, or insight about life that the story explores. It is not the plot, but the underlying meaning (e.g., "the importance of family," "the danger of greed").

3. EVALUATION

1. What are the five main elements of a short story?
2. What is the 'climax'?
3. Describe two different types of 'conflict'.
4. What is the difference between 'plot' and 'theme'?

4. ASSIGNMENT

1. **Option A (Story):** Write a short story (300-400 words) that begins with the following sentence: "The silence in the house was suddenly shattered by a scream." Your story must clearly feature a **setting**, a main **character**, a **conflict**, and a **resolution**.
2. **Option B (Poetry):** Write a poem of at least 12 lines on one of the following themes: "The Rainy Season" or "A Busy Market." Use at least two examples of figurative language (e.g., simile, metaphor, personification).

D. VOCABULARY: WORDS OF THE WEEK

1. **Paucity** (n.): The presence of something in only small or insufficient quantities; scarcity.
    - *Synonym:* Dearth, shortage, insufficiency.
    - *Sentence:* The project's failure was due to a **paucity** of reliable information.
2. **Ostracism** (n.): Exclusion from a society or group.
    - *Synonym:* Exclusion, banishment, shunning.
    - *Sentence:* After he betrayed the team's secret, he faced total **ostracism** from his friends.
3. **Acclaim** (n.): Enthusiastic and public praise.
    - *Synonym:* Praise, accolade, applause.
    - *Sentence:* The young author's first novel received widespread critical **acclaim**.
4. **Acerbic** (adj.): (Especially of a comment or style of speaking) sharp and forthright; biting.
    - *Synonym:* Sharp, sarcastic, caustic.
    - *Sentence:* She was feared for her **acerbic** wit and pointed criticisms.
5. **Bereft** (adj.): Deprived of or lacking something, especially a non-material asset.
    - *Synonym:* Deprived, devoid, lacking.
    - *Sentence:* After the loss, he felt utterly **bereft** of hope.
6. **Nomadic** (adj.): Living the life of a nomad; wandering.
    - *Synonym:* Wandering, itinerant, migratory.
    - *Sentence:* The **nomadic** Fulani herdsmen move their cattle with the seasons.

7. **Beguile** (v.): To charm or enchant (someone), sometimes in a deceptive way.
    - *Synonym:* Charm, enchant, captivate.
    - *Sentence:* The salesman tried to **beguile** them with his smooth talk.
8. **Munificence** (n.): The quality or action of being lavishly generous; great generosity.
    - *Synonym:* Generosity, magnanimity, bounty.
    - *Sentence:* The new hospital wing was paid for by the **munificence** of a local philanthropist.
9. **Pallid** (adj.): (Of a person's face) pale, typically because of poor health.
    - *Synonym:* Pale, wan, ashen.
    - *Sentence:* His **pallid** complexion suggested he had not been outdoors for weeks.
10. **Phlegmatic** (adj.): Having an unemotional and calm disposition.
    - *Synonym:* Stoic, composed, unflappable.
    - *Sentence:* The **phlegmatic** air traffic controller remained calm throughout the emergency.

EVALUATION (VOCABULARY)

1. What is a "paucity" of resources?
2. What word describes "extreme generosity"?
3. If a person is "phlegmatic," how do they typically react to stress?

ASSIGNMENT (VOCABULARY)

1. Write five original sentences, each correctly using one of the following words: *ostracism, acerbic, bereft, nomadic, beguile*.

WEEK 9

A. ORAL ENGLISH: CONSONANT CONTRASTS IN MINIMAL PAIRS

1. INTRODUCTION While we've studied voiced and voiceless consonants in isolation, the true test of mastery comes in distinguishing them within words. This week, we focus on **minimal pairs**—words that differ by only one consonant sound—to train your ear and articulation. Confusing these sounds can lead to significant misunderstandings.

2. DETAILED CONTENT: PRECISION THROUGH MINIMAL PAIRS

A **minimal pair** consists of two words that are identical in pronunciation except for one sound in the same position. Practicing these pairs sharpens your ability to hear and produce the subtle differences that change word meanings.

Targeted Minimal Pair Drills:

- **1. /p/ (voiceless) vs. /b/ (voiced) - The Lip Plosives**
    - **Articulation:** Both are bilabial plosives (made with both lips). For /p/, the sound is a puff of air (aspirated). For /b/, the vocal cords buzz.
    - *Drill:* **p**at / **b**at, **p**ig / **b**ig, **p**ack / **b**ack, ra**p**id / ra**b**id
    - *Sentence:* The **p**ig slept in the **b**ig pen.
- **2. /t/ (voiceless) vs. /d/ (voiced) - The Alveolar Plosives**
    - **Articulation:** Both are made with the tongue against the alveolar ridge (just behind the teeth).
    - *Drill:* **t**own / **d**own, **t**ie / **d**ie, wri**t**e / ri**d**e, be**t** / be**d**
    - *Sentence:* I don't want to **t**ie and **d**ye this fabric.
- **3. /s/ (voiceless) vs. /z/ (voiced) - The Alveolar Fricatives**
    - **Articulation:** The hiss (/s/) versus the buzz (/z/). Place your fingers on your throat to feel the difference.
    - *Drill:* **s**ip / **z**ip, **s**ue / **z**oo, pri**c**e / pri**z**e, bu**s** / bu**zz**
    - *Sentence:* The **s**urpri**s**e pri**z**e was a trip to the **z**oo.

3. EVALUATION

1. Define a "minimal pair" and explain its importance in learning pronunciation.
2. Pronounce these pairs, focusing on the voicing difference: (a) rope/robe, (b) leaf/leave, (c) face/phase.
3. Identify the initial sound in "van" (voiced) and "fan" (voiceless).

4. ASSIGNMENT

1. Write one clear, original sentence that correctly uses both words from the following minimal pairs. Underline the paired words.
    - (a) cheap / jeep
    - (b) ferry / very
    - (c) wash / watch

B. STRUCTURE: SEQUENCE OF TENSES (REPORTED SPEECH)

1. INTRODUCTION When we report what someone else has said, we often need to change the tense of the original statement. This set of rules is known as **Sequence of Tenses** or **Reported Speech**. The key principle is the **"back-shift" rule**, which ensures our reporting is grammatically consistent.

2. DETAILED CONTENT: THE "BACK-SHIFT" RULE AND BEYOND

The primary rule: When the main reporting verb (e.g., *said, told, explained, asked*) is in the past tense, the verb in the reported clause usually shifts back one step into the past.

Tense Transformation Table:

Direct Speech (Original)	Reported Speech (Shifted)
Simple Present ("I *work* here.")	Simple Past ("He said he *worked* here.")
Present Continuous ("I *am working*.")	Past Continuous ("He said he *was working*.")
Present Perfect ("I *have finished*.")	Past Perfect ("He said he *had finished*.")
Simple Past ("I *finished* it.")	Past Perfect ("He said he *had finished* it.")
WILL (Future)	**WOULD**
CAN	**COULD**
MAY	**MIGHT**
MUST	**HAD TO**

Changes to Time and Place References:

- "now" → then
- "today" → that day
- "tomorrow" → the next day / the following day
- "yesterday" → the day before / the previous day
- "this" → that
- "these" → those
- "here" → there

The Exception to the Rule: If the reporting verb is in the present tense (e.g., *says, explains*), or if the reported information is still true at the time of reporting, the tense does not have to change.

- *Direct:* "I **am** 16 years old." (The speaker is still 16).
- *Reported:* He **says** he **is** 16 years old. OR He **said** he **is** 16 years old.

3. ROBUST WORKED EXAMPLE

- **Direct Speech:** "I **cannot** attend the meeting **tomorrow** because I **have** a doctor's appointment," she said.
- **Reported Speech:** She said that she **could not** attend the meeting **the following day** because she **had** a doctor's appointment.

4. EVALUATION

1. What is the "back-shift" rule in reported speech?
2. Change to reported speech: "I will call you later," he said.
3. Why might you choose *not* to back-shift the tense in the following example? "She said the Earth *revolves* around the sun."
4. How does the word "here" typically change in reported speech?

5. ASSIGNMENT

1. Change the following sentences from direct to reported speech. Remember to change pronouns, tenses, and time expressions where necessary.
    - (a) "I am reading a fascinating book," John said.

- (b) "We visited our grandparents last weekend," they told me.
- (c) "The train will arrive at 8 PM," the announcement stated.
- (d) "You must complete this form today," the secretary said to me.

C. COMPREHENSION: READING FOR CRITICAL EVALUATION

1. INTRODUCTION Moving beyond basic understanding, **critical evaluation** requires you to analyse and judge a text. You are assessing the author's argument, identifying potential bias, and evaluating the strength of the evidence presented. It is about becoming a discerning, rather than a passive, reader.

2. DETAILED CONTENT: THE CRITICAL READER'S TOOLKIT

To evaluate a text critically, ask these key questions:

- **1. Author's Purpose:** Why was this text written?
  - *To inform?* (News article, textbook)
  - *To persuade?* (Opinion piece, advertisement, political speech)
  - *To entertain?* (Novel, comic strip)
  - *To satirise?* (Using humour to criticise)
- **2. Author's Tone:** What is the author's attitude towards the subject?
  - *Is it objective and neutral?* (Uses facts, avoids emotion)
  - *Is it subjective and emotional?* (Uses loaded language, exclamation marks)
  - *Is it sarcastic, angry, enthusiastic, or dismissive?*
- **3. Author's Bias:** Does the author have a preconceived opinion that affects their fairness?
  - **Look for:** Loaded language (e.g., "heroic freedom fighters" vs. "ruthless terrorists"), presenting only one side of an argument, omitting key facts, or an overtly emotional appeal.
- **4. Validity of the Argument:** How strong is the reasoning?

    - **Evidence:** Is it based on facts, statistics, and examples, or on personal anecdotes and emotions?
    - **Logical Fallacies:** Watch for common errors in reasoning, such as:
        - *Ad Hominem:* Attacking the person instead of their argument.
        - *Hasty Generalisation:* Making a broad claim based on a small sample.
- **5. Reliability of the Source:** Who is the author and where is it published?
    - Is the author an expert? Is the publication reputable? Is it a personal blog or a peer-reviewed journal?

3. EVALUATION

1. What is the difference between a text that *informs* and one that *persuades*?
2. How can you identify an author's bias?
3. What is a "logical fallacy"? Give one example.

4. ASSIGNMENT

1. Find a short opinion article or a letter to the editor in a newspaper or online news site.
2. Write a short critical evaluation (150-200 words) of the text by addressing the following:
    - (a) What is the author's primary purpose?
    - (b) Describe the tone of the writing. Provide one quoted phrase as evidence.
    - (c) Identify one potential bias or one piece of evidence the author uses to support their argument.

D. VOCABULARY: WORDS OF THE WEEK

1. **Propriety** (n.): Conformity to conventionally accepted standards of behaviour or morals.
    - *Synonym:* Decorum, respectability, etiquette.
    - *Sentence:* She questioned the **propriety** of the minister's close relationship with the lobbyist.
2. **Preclusive** (adj.): Serving to prevent something from happening; making something impossible.

- *Synonym:* Preventive, inhibitory.
- *Sentence:* The **preclusive** cost of the project meant it was never started.

3. **Canvass** (v.): To solicit votes, opinions, or orders from people.
    - *Synonym:* Campaign, poll, survey.
    - *Sentence:* Volunteers went door-to-door to **canvass** for the local candidate.
    - **Note:** The verb is spelled **canvass**. The noun for a type of cloth is **canvas**.
4. **Exigent** (adj.): Pressing; demanding immediate action or attention.
    - *Synonym:* Urgent, critical, imperative.
    - *Sentence:* The **exigent** circumstances of the humanitarian crisis required an immediate response.
5. **Requisition** (n.): An official order laying claim to the use of property or materials.
    - *Synonym:* Order, request, application.
    - *Sentence:* The headteacher signed a **requisition** for new textbooks.
6. **Carouse** (v.): To drink alcohol and enjoy oneself with others in a noisy, lively way.
    - *Synonym:* Revel, roister, celebrate.
    - *Sentence:* The sailors spent their first night on shore **carousing** in the taverns.
7. **Forestall** (v.): To prevent or anticipate (an event) by taking action ahead of time.
    - *Synonym:* Pre-empt, avert, thwart.
    - *Sentence:* The government took action to **forestall** a potential economic collapse.
8. **Tranquil** (adj.): Free from disturbance; calm.
    - *Synonym:* Peaceful, serene, placid.
    - *Sentence:* The garden was a **tranquil** retreat from the noise of the city.
9. **Heterogeneous** (adj.): Diverse in character or content; composed of different kinds of elements.
    - *Synonym:* Varied, mixed, multifaceted.
    - *Antonym:* Homogeneous.
    - *Sentence:* London is a **heterogeneous** city, home to people from all over the world.
10. **Unctuous** (adj.): Excessively flattering or ingratiating; oily.

- *Synonym:* Sycophantic, obsequious, smarmy.
- *Sentence:* The waiter's **unctuous** manner made us feel uncomfortable.

EVALUATION (VOCABULARY)

1. Which word describes a very diverse mixture?
2. What does it mean to "forestall" a problem?
3. What is the correct spelling of the verb meaning "to solicit votes"?

ASSIGNMENT (VOCABULARY)

1. Write five original sentences, each correctly using one of the following words: *propriety, exigent, carouse, tranquil, heterogeneous*.

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WEEK 10

A. STRUCTURE: PHRASAL VERBS (THREE-PART)

1. INTRODUCTION Phrasal verbs are a fundamental aspect of fluent, natural-sounding English. They consist of a verb combined with one or two particles (adverbs or prepositions) to create a new meaning that isn't always obvious from the individual words. This week, we focus on **three-part phrasal verbs**, which are common in both spoken and written English.

2. DETAILED CONTENT: MASTERING THREE-PART PHRASAL VERBS

These verbs follow the pattern: **Verb + Adverb + Preposition**. They are generally idiomatic, meaning you must learn the meaning as a whole unit.

Essential Three-Part Phrasal Verbs:

- **Put up with:** To tolerate or endure something unpleasant.
    - *Sentence:* I cannot **put up with** his constant complaining any longer.
- **Look up to:** To admire and respect someone.
    - *Sentence:* Many young athletes **look up to** their professional idols.
- **Look down on:** To regard someone with contempt; to consider yourself superior.
    - *Sentence:* It is unkind to **look down on** people who have less than you.
- **Get away with:** To escape blame or punishment for a wrongdoing.
    - *Sentence:* He thought he could **get away with** cheating, but the teacher caught him.
- **Come up with:** To think of or produce an idea, plan, or solution.
    - *Sentence:* We need to **come up with** a better strategy for the project.
- **Do away with:** To abolish, remove, or put an end to something.
    - *Sentence:* The company decided to **do away with** the strict dress code.
- **Run out of:** To exhaust the supply of something; to have none left.
    - *Sentence:* We **ran out of** fuel just a few miles from the nearest station.
- **Cut down on:** To reduce the amount of something consumed or done.
    - *Sentence:* The doctor advised him to **cut down on** salty foods.

- **Keep up with:** To move or progress at the same rate as someone or something.
    - *Sentence:* She walks so fast it's hard to **keep up with** her.
- **Face up to:** To accept and deal with a difficult situation or truth.
    - *Sentence:* He had to **face up to** the fact that he had failed the exam.

3. EVALUATION

1. What is a three-part phrasal verb?
2. What is the difference between "look up to" and "look down on"?
3. Which phrasal verb means "to tolerate"?
4. Give the phrasal verb that means "to think of an idea".

4. ASSIGNMENT

1. Fill in the blanks with the correct particles to complete the three-part phrasal verbs.
    - (a) I can't put up ___ your bad behaviour any longer.
    - (b) We need to come up ___ a solution quickly.
    - (c) She really looks up ___ her older sister.
    - (d) We've run out ___ milk; could you buy some?
    - (e) The school should do away ___ this unfair rule.
2. Write a short paragraph (50-70 words) about a problem in your community or school, using at least two of the phrasal verbs from this lesson.

B. VOCABULARY DEVELOPMENT: THE REGISTER OF BUILDING AND CONSTRUCTION

1. INTRODUCTION This vocabulary is essential for discussing architecture, engineering, and urban development. It allows for precise description of the physical structures around us and the processes involved in creating them.

2. DETAILED CONTENT: FROM FOUNDATION TO ROOF

- **Blueprint:** A detailed technical drawing or plan for a building, often blue on white.

- **Foundation:** The lowest load-bearing part of a building, typically below ground level.
- **Scaffolding:** A temporary structure of poles and planks used by workers to stand on while building or repairing a structure.
- **Masonry:** Stonework or brickwork.
- **Mortar:** A mixture of lime, cement, sand, and water, used to bind bricks or stones together.
- **Facade:** The principal front of a building, facing a street or open space.
- **Lintel:** A horizontal support of timber, stone, or concrete across the top of a door or window.
- **Joist:** A length of timber or steel supporting a floor or ceiling.
- **Girder:** A large iron or steel beam used in major construction.
- **Buttress:** A structure of stone or brick built against a wall to strengthen or support it.
- **Culvert:** A tunnel or pipe carrying a stream or drain under a road or railway.
- **Truss:** A framework, typically consisting of rafters, posts, and struts, supporting a roof, bridge, or other structure.

3. EVALUATION / ASSIGNMENT

1. What is the purpose of a *foundation*?
2. What is the difference between *mortar* and *masonry*?
3. What is the name of the structure workers stand on while building a high wall?
4. What is a *culvert* used for?
5. **Practical Task:** Draw a simple, labelled diagram of a house. Label at least five parts using the vocabulary from this list (e.g., *foundation, facade, roof truss, window lintel*).

C. WRITING: ARTICLES FOR A PUBLIC AUDIENCE

1. INTRODUCTION An **article** is a piece of writing intended for publication in a newspaper, magazine, or online platform. Unlike a formal letter, it addresses a wide, public audience. Its purpose can be to inform, persuade, or entertain, and its tone can be adapted accordingly.

2. DETAILED CONTENT: CRAFTING AN EFFECTIVE ARTICLE

Structure of an Article:

- **1. Title/Headline:** Must be catchy, engaging, and give a clear idea of the article's content.
    - *Example:* "THE SILENT EPIDEMIC: COMBATTING LONELINESS IN A HYPER-CONNECTED WORLD"
- **2. By-line:** The author's name, and sometimes their role or a brief bio.
    - *Example: By Adeola Samuel, SS2 Student and Youth Columnist*
- **3. Introduction (The Hook):** The first paragraph must grab the reader's attention immediately.
    - **Techniques:** Start with a surprising statistic, a rhetorical question, a short anecdote, or a bold statement.
- **4. Body:** Develops the main topic over several paragraphs.
    - Each paragraph should focus on one main idea.
    - Use facts, examples, quotations, and logical arguments to support your points.
- **5. Conclusion:** Provides a satisfying ending.
    - **Techniques:** Summarise the main points, offer a solution, make a prediction, or end with a powerful final thought or call to action.

Key Differences Between an Article and a Formal Letter:

Feature	Article	Formal Letter
Addresses	No addresses.	Your address and recipient's address.
Salutation	No "Dear Sir,".	"Dear Sir/Madam,".
Closing	No "Yours faithfully,".	"Yours faithfully,".
Audience	The general public.	A specific person or organisation.
Layout	Title and By-line.	Full letter format.

3. EVALUATION

1. What is the function of a headline?

2. What is a "by-line"?
3. List two techniques you could use to start an article in an engaging way.
4. How is the intended audience of an article different from that of a formal letter?

4. ASSIGNMENT

1. Write an article (about 250-300 words) suitable for publication in your school magazine on **one** of the following topics:
    - "The Importance of Extracurricular Activities"
    - "How Young People Can Contribute to a Greener Environment"
    - "The Double-Edged Sword of Social Media"
2. Ensure your article has a clear and catchy title, a by-line, an engaging introduction, a well-structured body, and a thoughtful conclusion.

D. VOCABULARY: WORDS OF THE WEEK

1. **Culvert** (n.): A tunnel or pipe carrying a stream or drain under a road or railway.
    - *Sentence:* The heavy rain overflowed the **culvert**, causing the road to flood.
2. **Ideograph** (n.): A written character symbolising the idea of a thing without indicating the sounds used to say it (e.g., Chinese characters, or the numeral '7').
    - *Sentence:* The Chinese language uses a complex system of **ideographs**.
3. **Mycophobia** (n.): An irrational fear of mushrooms.
    - *Sentence:* His **mycophobia** was so severe he couldn't even look at a picture of a mushroom.
4. **Closely** (adv.): With little or no space or time in between; in a careful and attentive way.
    - *Sentence:* The detective examined the evidence **closely**.
5. **Grunge** (n.): (1) Dirt that is ingrained on a surface. (2) A style of rock music characterised by a raw, distorted sound.
    - *Sentence:* (1) The mechanic's hands were covered in **grunge**. (2) Nirvana was a famous **grunge** band from the 1990s.
6. **Unsightly** (adj.): Unpleasant to look at; ugly.

- *Synonym:* Unattractive, hideous, eyesore.
- *Sentence:* The old, abandoned factory was an **unsightly** blot on the landscape.

7. **Wishy-washy** (adj.): (Informal) Lacking in strength, clarity, or conviction; indecisive.
    - *Synonym:* Indecisive, feeble, weak.
    - *Sentence:* The manager's **wishy-washy** instructions left the team confused.
8. **Asylum** (n.): (1) The protection granted by a state to someone who has left their home country as a political refugee. (2) (Historical) An institution for the care of people who are mentally ill.
    - *Sentence:* (1) He sought **asylum** in a neighbouring country after being persecuted for his political views.
9. **Consensus** (n.): A general agreement among a group.
    - *Synonym:* Agreement, unanimity, accord.
    - *Sentence:* After much debate, the committee finally reached a **consensus**.
10. **Hospice** (n.): A home providing care for the terminally ill.
    - *Sentence:* The **hospice** provided compassionate care for patients in their final days.

EVALUATION (VOCABULARY)

1. What is an "ideograph"?
2. What is the word for a "general agreement"?
3. What is a "hospice"?

ASSIGNMENT (VOCABULARY)

1. Write four original sentences, each correctly using one of the following words: *unsightly, wishy-washy, asylum, consensus*.

WEEK 11

A. STRUCTURE: ACTIVE AND PASSIVE VOICE

1. INTRODUCTION Voice is a grammatical category that describes the relationship between the action expressed by the verb and the participants (subject, object). Understanding and correctly using **active** and **passive** voice allows you to control the focus of your sentences and is essential for formal and academic writing.

2. DETAILED CONTENT: TRANSFORMING VOICE

- **Active Voice:** The subject of the sentence performs the action. This is the most common, direct, and vigorous sentence structure.
    - *Structure:* [Subject] + [Verb] + [Object]
    - *Example:* "The dog [subject] chased [verb] the cat [object]."
- **Passive Voice:** The subject of the sentence is acted upon. The focus is on the action or the recipient of the action, not the doer.
    - *Structure:* [Subject] + [a form of 'to be' + Past Participle] + [by + Agent] (The 'by' phrase is often omitted).
    - *Example:* "The cat [subject] was chased [verb: was + past participle of chase] by the dog [agent]."

Rules for Converting Active to Passive Voice:

1. The **object** of the active sentence becomes the **subject** of the passive sentence.
2. The main verb is changed to its **past participle** form and is preceded by the appropriate form of the verb **'to be'** (am, is, are, was, were, be, being, been).
3. The **subject** of the active sentence becomes the **agent**, introduced by the preposition **'by'**, or is omitted if it is unknown or unimportant.

Tense-by-Tense Conversion Table:

Tense	Active Sentence	Passive Sentence

Tense	Active Sentence	Passive Sentence
Simple Present	He **writes** the letter.	The letter **is written** by him.
Present Continuous	He **is writing** the letter.	The letter **is being written** by him.
Present Perfect	He **has written** the letter.	The letter **has been written** by him.
Simple Past	He **wrote** the letter.	The letter **was written** by him.
Past Continuous	He **was writing** the letter.	The letter **was being written** by him.
Past Perfect	He **had written** the letter.	The letter **had been written** by him.
Future (will)	He **will write** the letter.	The letter **will be written** by him.
Modal (can)	He **can write** the letter.	The letter **can be written** by him.

3. ROBUST WORKED EXAMPLE

- **Active:** "The chef [subject] is preparing [verb] the meal [object]."
- **Passive Conversion:**
    a. Object becomes Subject: "The meal"
    b. Verb changes: "is preparing" (Present Continuous) → "is being prepared"
    c. Subject becomes Agent: "by the chef"
- **Passive Sentence:** "The meal **is being prepared** by the chef."

4. EVALUATION

1. In the active voice, the subject _____ the action. In the passive voice, the subject _____ the action.
2. What is the role of the verb 'to be' in the passive voice?
3. Change to passive voice: "The company will launch the new product next month."
4. Change to active voice: "The window was broken by the children."

5. ASSIGNMENT

1. Change the following sentences from Active to Passive voice. Include the agent only if it is important.
    - (a) The students are reading the books.

- (b) Someone has stolen my bicycle.
- (c) The government must address this issue.

2. Change the following sentences from Passive to Active voice.
    - (d) The speech was written by the president's advisor.
    - (e) A new shopping centre is being built in our town.

B. VOCABULARY DEVELOPMENT: THE REGISTER OF TECHNOLOGY

1. INTRODUCTION In our increasingly digital world, the register of technology is indispensable. This vocabulary is crucial for navigating modern life, from using personal devices to understanding global news about innovation and cybersecurity.

2. DETAILED CONTENT: THE DIGITAL LEXICON

- **Email (Electronic Mail):** A system for sending and receiving messages electronically over a computer network.
- **Satellite:** An artificial body placed in orbit around the earth or another planet to collect information or for communication.
- **Virus:** A piece of code that is capable of copying itself and typically has a detrimental effect, such as corrupting the system or destroying data.
- **Password:** A secret word or phrase that must be used to gain admission to a computer system, website, or application.
- **Software:** The programs and other operating information used by a computer (e.g., Microsoft Word, Windows).
- **Hardware:** The physical components of a computer system (e.g., the monitor, keyboard, hard drive).
- **Internet:** A global computer network providing a variety of information and communication facilities.
- **Website:** A location connected to the Internet that maintains one or more pages on the World Wide Web.

- **Database:** A structured set of data held in a computer, especially one that is accessible in various ways.
- **Hacker:** A person who uses computers to gain unauthorized access to data.
- **Firewall:** A network security system that monitors and controls incoming and outgoing network traffic based on predetermined security rules.
- **Cloud Computing:** The practice of using a network of remote servers hosted on the Internet to store, manage, and process data, rather than a local server or a personal computer.
- **Algorithm:** A process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer.
- **Artificial Intelligence (AI):** The theory and development of computer systems able to perform tasks normally requiring human intelligence, such as visual perception, speech recognition, and decision-making.

3. EVALUATION

1. What is the key difference between *software* and *hardware*?
2. What is the purpose of a *firewall*?
3. Explain what the *cloud* is in computing.
4. What is a *virus* in the context of computing?

4. ASSIGNMENT

1. Write a short guide (80-100 words) for an elderly person on how to stay safe online. You must correctly use at least four of the following words: *password, virus, hacker, firewall, internet*.

C. ORAL ENGLISH: RECOGNITION OF STRESS PATTERNS

1. INTRODUCTION Word stress is a cornerstone of English pronunciation. A **stressed syllable** is pronounced with more force, is longer, and often higher in pitch than an unstressed syllable. Placing stress on the wrong syllable can make a word difficult to understand.

2. DETAILED CONTENT: PATTERNS AND RULES

- **Primary Stress:** The strongest emphasis in a word, marked with a high vertical line (') before the stressed syllable.
- **Secondary Stress:** A weaker emphasis, marked with a low vertical line (,) before the syllable.

Common Stress Patterns:

- **Two-Syllable Words:**
    - **'x** (Stress on 1st syllable): Often nouns and adjectives.
        - 'TA-ble, 'MOT-her, 'HAP-py
    - **x '** (Stress on 2nd syllable): Often verbs.
        - pre-'SENT, re-'CORD, de-'CIDE
- **Three-Syllable Words:**
    - **'x x** (Stress on 1st syllable):
        - 'HOS-pi-tal, 'MAN-age-ment
    - **x 'x** (Stress on 2nd syllable):
        - to-'MO-rrow, con-'DI-tion
    - **x x '** (Stress on 3rd syllable):
        - engi-'NEER, vol-un-'TEER
- **Stress-Shifting Suffixes:**
    - **-tion, -sion, -ic, -ity:** The stress falls on the syllable *immediately before* the suffix.
        - infor-'MA-tion, de-'CI-sion, eco-'NO-mic, a-'BI-li-ty
    - **-al, -ise/ize, -ful, -less:** These suffixes *do not* usually affect the stress of the root word.
        - 'MUS-ic -> mu-'SI-cal, 'MEM-ory -> 'MEM-o-rise

3. EVALUATION

1. What are the three characteristics of a stressed syllable?

2. What is the stress pattern for "computer"? (x 'x x)
3. Which word has a different stress pattern? (a) 'father, (b) a'gree, (c) 'happy.
4. Where is the stress in words ending in "-tion"?

4. ASSIGNMENT

1. Write the following words and mark the primary stress (').
    - (a) development
    - (b) photography
    - (c) understand
    - (d) afternoon
    - (e) impossible
    - (f) politics
    - (g) political
    - (h) politician
    - (i) telephone
    - (j) referee

D. VOCABULARY: WORDS OF THE WEEK

1. **Nuzzle** (v.): To rub or push against gently with the nose and mouth.
    - *Synonym:* Snuggle, nestle.
    - *Sentence:* The puppy **nuzzled** its head against my hand.
2. **Platitude** (n.): A remark or statement that has been used too often to be interesting or thoughtful; a cliché.
    - *Synonym:* Cliche, truism, banality.
    - *Sentence:* The politician's speech was full of empty **platitudes**.
3. **Feisty** (adj.): (Informal) Lively, determined, and courageous.
    - *Synonym:* Spirited, plucky, spunky.
    - *Sentence:* Despite her age, she was a **feisty** and independent woman.

4. **Oust** (v.): To drive out or expel someone from a position or place.
    - *Synonym:* Eject, remove, topple.
    - *Sentence:* The board of directors voted to **oust** the CEO.
5. **Disarmament** (n.): The reduction or withdrawal of military forces and weapons.
    - *Synonym:* Demilitarization.
    - *Sentence:* The treaty was a major step towards nuclear **disarmament**.
6. **Vestige** (n.): A trace or remnant of something that is disappearing or no longer exists.
    - *Synonym:* Remnant, relic, trace.
    - *Sentence:* Not a **vestige** of the ancient city remains above ground.
7. **Exude** (v.): To discharge moisture or a smell slowly and steadily; to display an emotion or quality strongly and openly.
    - *Synonym:* Emit, ooze, radiate.
    - *Sentence:* She **exuded** confidence during her presentation.
8. **Rattle** (v.): (1) To make a rapid succession of short, sharp sounds. (2) To make someone nervous or annoyed.
    - *Synonym:* (2) Fluster, disconcert, unnerve.
    - *Sentence:* The constant criticism began to **rattle** the young player.
9. **Tantalizing** (adj.): Tormenting or teasing with the sight or promise of something that is unobtainable.
    - *Synonym:* Tempting, alluring, mouth-watering.
    - *Sentence:* The **tantalizing** smell of food from the kitchen made us even hungrier.
10. **Unbridled** (adj.): Uncontrolled; unconstrained.
    - *Synonym:* Unrestrained, unchecked, rampant.
    - *Sentence:* The news was met with **unbridled** joy.

EVALUATION (VOCABULARY)

1. What is a "platitude"?
2. What does it mean to "oust" a leader?
3. If a person "exudes" confidence, what impression do they give?

ASSIGNMENT (VOCABULARY)

1. Write five original sentences, each correctly using one of the following words: *nuzzle, feisty, vestige, exude, unbridled*.

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WEEK 12: REVISION AND CONSOLIDATION

CONTENT AND PREPARATION GUIDE

This final week is dedicated to comprehensive revision of all topics covered during the Second Term. Use this structured guide to systematically review and consolidate your learning in preparation for end-of-term examinations.

GRAMMAR AND STRUCTURE REVISION

- **1. Possessive Apostrophe:**
    - Review all rules: singular nouns ('s), plural nouns ending in s ('), irregular plurals ('s), and joint vs. separate possession.
    - Master the critical distinction: *its* (possessive) vs. *it's* (contraction for 'it is').
    - *Practice:* The childrens toys were scattered around the room. (Correct to: children's)
- **2. Punctuation Marks:**
    - **Colon:** Use after a complete sentence to introduce a list, explanation, or quote.
    - **Semi-colon:** Join closely related independent clauses; separate complex list items.
    - **Hyphen:** Join compound modifiers before a noun (a well-written essay).
    - *Practice:* Insert correct punctuation: She needed the following items a passport a ticket and a suitcase.
- **3. Sentence Types (Functional):**
    - **Declarative:** Makes a statement (.)
    - **Interrogative:** Asks a question (?)
    - **Imperative:** Gives a command (. or !)
    - **Exclamatory:** Expresses strong emotion (!)
    - *Practice:* Identify the type: "What an incredible achievement!"
- **4. Pronouns:**

- **Personal:** Case (Subject: I, he, she; Object: me, him, her). Remember: "between you and me."
- **Relative:** Who (subject), whom (object), whose (possession), which (things), that (people/things).
- *Practice:* Choose the correct pronoun: The person (who/whom) I met was friendly.

- **5. Sequence of Tenses (Reported Speech):**
  - Apply the "back-shift" rule when the reporting verb is in the past.
  - Remember changes to time expressions (today → that day, etc.).
  - *Practice:* Convert to reported speech: "I will finish the project tomorrow," she said.
- **6. Phrasal Verbs:**
  - Recall key three-part phrasal verbs: *put up with, look up to, get away with, come up with, run out of.*
  - *Practice:* We need to _____ a better plan. (come up with)
- **7. Active and Passive Voice:**
  - **Active:** Subject performs the action (The chef cooked the meal).
  - **Passive:** Subject receives the action (The meal was cooked by the chef).
  - Know how to transform sentences across different tenses.
  - *Practice:* Change to passive: The company is launching a new product.

ORAL ENGLISH REVISION

- **1. Consonant Sounds:**
  - Voiced vs. Voiceless pairs: /p/ /b/, /t/ /d/, /k/ /g/, /s/ /z/, etc.
  - Practice with minimal pairs: *pat/bat, safe/save, price/prize.*
- **2. Intonation Patterns:**
  - **Falling Tone ():** Statements, commands, WH- questions (certainty).

    - **Rising Tone (/):** Yes/No questions, politeness, uncertainty.
    - **High-Rising Tone (↗):** Expressing surprise/disbelief.
    - *Practice:* Say "You're leaving" as a statement, a question, and an expression of surprise.
- **3. Rhyme Scheme:**
    - Identify patterns in poetry (AABB, ABAB, ABCB).
    - *Practice:* Mark the rhyme scheme of a simple poem.
- **4. Stress Patterns:**
    - Recognize stress placement in multi-syllable words.
    - Remember rules for suffixes: -tion (stress before), -ic (stress before).
    - *Practice:* Mark the stress: information, ability, understand, political.

WRITING SKILLS REVISION

- **1. Formal Letter (Letter of Complaint):**
    - **Format:** Your address, date, recipient's address, formal salutation, heading, body (purpose, problem, solution), "Yours faithfully," signature, printed name.
    - **Tone:** Formal, objective, polite but firm.
    - *Practice:* Plan a complaint about a faulty product you purchased.
- **2. Informal Letter:**
    - **Format:** Your address, date, informal salutation, flexible body, friendly closing, first name.
    - **Tone:** Personal, conversational, uses contractions.
    - *Practice:* Write the opening paragraph of a letter to a friend about your holiday.
- **3. Creative Writing (Short Story):**
    - Remember the 5 elements: Plot (exposition, rising action, climax, falling action, resolution), Character, Setting, Conflict, Theme.
    - *Practice:* Outline a simple story using these five elements.

- **4. Article Writing:**
    - **Format:** Catchy headline, by-line, engaging introduction, structured body, effective conclusion.
    - **Difference from Letter:** No addresses, no salutation, no "Yours faithfully."
    - *Practice:* Brainstorm a headline and introduction for an article about cyberbullying.

COMPREHENSION AND SUMMARY REVISION

- **1. Reading for Main Points:**
    - Identify the topic sentence and distinguish between main ideas and supporting details.
    - *Practice:* Read a paragraph and summarize the main point in one sentence.
- **2. Implied Meaning (Inference):**
    - Draw logical conclusions from stated facts and descriptions.
    - *Practice:* "He walked out of the exam hall with a spring in his step." What can you infer?
- **3. Note-Making:**
    - Use abbreviations, symbols, and outline format.
    - *Practice:* Listen to a short news clip and take notes using your own abbreviations.
- **4. Critical Evaluation:**
    - Analyze author's purpose, tone, bias, and the validity of their argument.
    - *Practice:* Read an editorial and identify the author's bias and purpose.

VOCABULARY REVISION

- **1. "Words of the Week":**
    - Create flashcards or a list for all vocabulary from Weeks 1, 2, 3, 4, 6, 8, 9, 10, and 11.

- Focus on spelling, definition, and usage in context.
- *Practice:* Write one sentence for each of five challenging words from the term.

- **2. Registers:**
  - **Press and Journalism:** headline, by-line, editorial, libel, censorship.
  - **Environment:** pollution, erosion, deforestation, conservation, biodiversity.
  - **Building and Construction:** foundation, scaffolding, mortar, blueprint.
  - **Technology:** software, hardware, virus, firewall, cloud computing.
  - *Practice:* Write a sentence using one word from each register correctly.

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SS2 ENGLISH LANGUAGE LESSON NOTES

THIRD TERM

WEEK 1

A. GRAMMAR: REVISION OF TENSES

1. INTRODUCTION Welcome to the Third Term. A solid grasp of tenses is the bedrock of effective communication in English. Tense does more than just indicate time; it reveals the relationship between actions, their duration, and their completeness. Mastering this allows you to convey your thoughts with precision and clarity.

2. DETAILED CONTENT: A COMPREHENSIVE OVERVIEW OF ENGLISH TENSES
Tenses can be understood through two lenses: **Time** (Past, Present, Future) and **Aspect** (Simple, Continuous, Perfect, Perfect Continuous). The combination of these gives us our 12 primary tenses.

I. THE PRESENT TENSES

1. **Simple Present:**
    - **Form:** Base verb (add -s or -es for third person singular: he, she, it).
    - **Core Uses & Examples:**
        - **Habits & Routines:** "She *walks* to school every day."
        - **General Truths & Facts:** "Water *boils* at 100 degrees Celsius."
        - **Fixed Future Schedules (Timetables):** "The film *starts* at 9 PM."
        - **Stative Verbs (feelings, thoughts, possession):** "I *believe* you. He *owns* a car."
2. **Present Continuous (Progressive):**
    - **Form:** am/is/are + present participle (verb-ing).
    - **Core Uses & Examples:**
        - **Actions Happening Now:** "Be quiet, please. I *am studying*."

- **Temporary Situations:** "He *is staying* with his cousin for a few weeks."
- **Definite Future Plans:** "We *are travelling* to Lagos tomorrow."
- **Expressing Annoyance (with 'always'):** "You *are always interrupting* me!"

3. **Present Perfect:**
    - **Form:** has/have + past participle.
    - **Core Uses & Examples:**
        - **Past Action with a Present Result:** "I *have lost* my wallet." (The result: I don't have it now).
        - **Life Experience (time not specified):** "She *has visited* Ghana three times."
        - **Unfinished Action (started in the past, continues now):** "He *has lived* in London *for* ten years." / "She *has worked* here *since* 2020."
4. **Present Perfect Continuous:**
    - **Form:** has/have + been + present participle (verb-ing).
    - **Core Uses & Examples:**
        - **To Emphasise Duration:** Focuses on the ongoing nature of an action that started in the past and may or may not be finished. "She *has been painting* the room *all morning*." (She is probably covered in paint and the room is not finished).
        - **Recent, Temporary Actions:** "You look tired." "I *have been running*."

II. THE PAST TENSES

1. **Simple Past:**
    - **Form:** Regular: verb + -ed. Irregular: various forms (e.g., ate, went, saw).
    - **Core Uses & Examples:**
        - **Completed Action at a Definite Time in the Past:** "I *finished* my homework *last night*."

        - **A Series of Completed Actions:** "I *woke up*, *brushed* my teeth, and *went* to work."

2. **Past Continuous:**
    - **Form:** was/were + present participle (verb-ing).
    - **Core Uses & Examples:**
        - **Action in Progress at a Specific Past Moment:** "At 8 PM yesterday, I *was watching* a film."
        - **Interrupted Action:** "I *was sleeping* when the phone *rang*."
        - **Two Simultaneous, Ongoing Actions:** "While I *was cooking*, he *was cleaning*."
3. **Past Perfect:**
    - **Form:** had + past participle.
    - **Core Uses & Examples:**
        - **The 'Past-in-the-Past':** Describes an action that occurred before another action in the past. "When we *arrived* at the cinema, the film *had already started*." (First: film started. Second: we arrived).
4. **Past Perfect Continuous:**
    - **Form:** had + been + present participle (verb-ing).
    - **Core Uses & Examples:**
        - **Duration Before Another Past Action:** Emphasises how long an action had been happening before a second action interrupted it. "He *had been waiting* for an hour before she finally *arrived*."

III. THE FUTURE TENSES

1. **Simple Future:**
    - **Form:** will + base verb. (shall is sometimes used with I and we for formal offers).
    - **Core Uses & Examples:**
        - **Predictions:** "I think it *will rain* later."

        - **Spontaneous Decisions:** "The phone is ringing. I *will get* it."
        - **Promises/Offers:** "I *will help* you with that heavy bag."
2. **Future Continuous:**
    - **Form:** will be + present participle (verb-ing).
    - **Core Uses & Examples:**
        - **Action in Progress at a Specific Future Time:** "This time next Friday, I *will be flying* to Abuja."
        - **Asking Politely About Someone's Plans:** "*Will you be using* the car tonight?"
3. **Future Perfect:**
    - **Form:** will have + past participle.
    - **Core Uses & Examples:**
        - **Action Completed Before a Specific Future Time:** "By 2030, I *will have graduated* from university and *started* my career."

3. ROBUST WORKED EXAMPLES & ILLUSTRATIONS

- **Illustration: Present Perfect vs. Simple Past** Imagine two people looking at an empty parking space.
    - Person A: "Where is your car?"
    - Person B: "I **sold** it." (Simple Past: The action is complete and finished in the past. We might ask, "When did you sell it?")
    - Person B: "I **have sold** it." (Present Perfect: The action has a present result – the car is gone, I no longer own it. The focus is on the current state).
- **Example 2 (Past Continuous for Interruption):**
    - "I **was watching** television when the lights **went** out." (The watching was in progress and was interrupted by the lights going out).
- **Example 3 (Past Perfect for Sequence):**

- "She **was** late because she **had missed** her bus." (First: missed bus. Second: was late).

4. EVALUATION

1. Explain the difference in meaning between "I did my homework" and "I have done my homework."
2. Which tense is used to describe an action that was ongoing until another action interrupted it?
3. Identify the tense: "By the end of this term, we will have covered all the topics."
4. Correct the error: "I have seen that film last year."

5. ASSIGNMENT

1. Write a short narrative (5-7 sentences) about a memorable day you experienced. You must correctly use the **Simple Past**, **Past Continuous**, and **Past Perfect** tenses at least once each. Underline and label them.
2. Fill in the blanks with the correct tense of the verb in brackets: a. She _____ (live) in that house since 2010. b. While I _____ (read), my father came in. c. I think it _____ (rain) tomorrow. d. The patient _____ (die) before the doctor arrived.

B. VOCABULARY DEVELOPMENT: WORDS FOR THE WEEK

1. DEFINITIONS, ETYMOLOGY, AND EXAMPLES

1. **Acronym** (n.) /ˈæk.rə.nɪm/
    - **Definition:** A word formed from the initial letters of other words and pronounced as a word.
    - **Etymology:** From Greek *akron* (end) + *onyma* (name).
    - **Examples:** NATO (North Atlantic Treaty Organisation), LASER (Light Amplification by Stimulated Emission of Radiation), PIN (Personal Identification Number).

- **Sentence:** "SCUBA is an **acronym** for Self-Contained Underwater Breathing Apparatus."

2. **Troupe** (n.) /truːp/
    - **Definition:** A group of dancers, actors, or other performers who work and travel together.
    - **Synonym:** Company, ensemble.
    - **Sentence:** "A travelling theatre **troupe** performed Shakespeare's plays in the village square."
3. **Ardour** (n.) /ˈɑː.də(r)/ (US: Ardor)
    - **Definition:** Great enthusiasm, passion, or zeal.
    - **Synonym:** Passion, fervour, zeal.
    - **Sentence:** "She defended her political beliefs with great **ardour**."
4. **Professionalism** (n.) /prəˈfeʃ.ən.əl.ɪ.zəm/
    - **Definition:** The skill, good judgment, and polite behaviour expected from a person trained to do a job well.
    - **Sentence:** "Despite the difficult client, the lawyer handled the situation with impeccable **professionalism**."
5. **Behemoth** (n.) /bɪˈhiː.mɒθ/
    - **Definition:** Something enormous, especially a large and powerful organisation.
    - **Etymology:** From a biblical monster.
    - **Synonym:** Giant, colossus, leviathan.
    - **Sentence:** "The multinational corporation was a **behemoth** that dominated the industry."
6. **Calumny** (n.) /ˈkæl.əm.ni/
    - **Definition:** The making of false and defamatory statements to damage someone's reputation; slander.
    - **Synonym:** Slander, defamation, libel.

- **Sentence:** "He sued the magazine for **calumny** after they printed lies about his past."

7. **Compliment** (n./v.) /ˈkɒm.plɪ.mənt/
    - **Definition:** (n) A polite expression of praise or admiration. (v) To politely praise or admire.
    - **Sentence:** "She received a lovely **compliment** on her presentation."
    - ⚠ **Common Error:** Do not confuse with **Complement** (something that completes or goes well with something else). E.g., "The wine was a perfect **complement** to the cheese."
8. **Indigent** (adj.) /ˈɪn.dɪ.dʒənt/
    - **Definition:** Poor; needy.
    - **Synonym:** Destitute, impoverished, penniless.
    - **Sentence:** "The legal aid society offers free services to **indigent** members of the community."
9. **Dissemble** (v.) /dɪˈsem.bl̩/
    - **Definition:** To conceal one's true motives, feelings, or beliefs.
    - **Synonym:** Disguise, feign, pretend.
    - **Sentence:** "Though terrified, he tried to **dissemble** courage in front of his men."

2. EVALUATION

1. What is the word for a group of touring performers?
2. Explain the difference between "compliment" and "complement" with an example for each.
3. Provide a synonym for "calumny."
4. Is "SIM" (as in MTN SIM) an acronym? Why or why not?

3. ASSIGNMENT

1. Write a clear, original sentence for five of this week's words: **ardour, behemoth, indigent, dissemble, professionalism.**

2. Write a short paragraph (3-4 sentences) about a successful person, using the words **professionalism** and **acronym** correctly.

WEEK 2

A. GRAMMAR: SENTENCES (CONDITIONAL & COMPLEX)

1. INTRODUCTION This week, we delve into the logic and structure of **Conditional Clauses** and **Complex Sentences**. Conditional sentences allow us to speculate, negotiate, and imagine possibilities by stating a condition and its consequence. Mastering them is essential for expressing everything from scientific facts to heartfelt regrets. Understanding complex sentences, in turn, is key to writing with sophistication and clarity.

2. DETAILED CONTENT: CONDITIONAL CLAUSES Conditional sentences typically have two parts: the if-clause (the condition) and the main clause (the result). There are three primary types, plus a 'zero' conditional for completeness.

- **TYPE 0: GENERAL TRUTHS**
    - **Function:** To express scientific facts, general truths, or habitual results that are always true.
    - **Structure:** If + Simple Present, ... Simple Present
    - **Examples:**
        - "If you **heat** ice, it **melts**."
        - "If my father **has** a day off, he **goes** fishing."
- **TYPE 1: LIKELY / PROBABLE CONDITION**
    - **Function:** To talk about a real and possible situation in the present or future.
    - **Structure:**
        - IF-Clause: Simple Present Tense
        - MAIN-Clause: Simple Future Tense (will + base verb)
    - **Formula:** If + Simple Present, ... will + base verb
    - **Examples:**
        - "If it **rains** tomorrow, the match **will be** cancelled."
        - "If you **study** hard, you **will pass** the exam."

- **TYPE 2: UNLIKELY / HYPOTHETICAL CONDITION**
    - **Function:** To talk about an unreal, improbable, or imaginary situation in the present or future. It often refers to a situation that is contrary to known facts.
    - **Structure:**
        - IF-Clause: Simple Past Tense
        - MAIN-Clause: Conditional (would + base verb)
    - **Formula:** If + Simple Past, ... would + base verb
    - **Examples:**
        - "If I **won** the lottery, I **would buy** a private jet." (The speaker does not expect to win).
        - "If I **were** you, I **would apologise**." (I am not you, but this is my advice).
    - ⚠ **Important Note:** In formal, correct British English, we use "**were**" for all subjects (I, he, she, it) in the if-clause of Type 2 conditionals. This is called the **subjunctive mood**. While "If I was..." is common in informal speech, "If I were..." is the grammatically preferred form.
- **TYPE 3: IMPOSSIBLE / PAST CONDITION**
    - **Function:** To talk about an unreal situation in the past; it often expresses regret or criticism about something that did not happen. The condition can no longer be fulfilled.
    - **Structure:**
        - IF-Clause: Past Perfect Tense (had + past participle)
        - MAIN-Clause: Perfect Conditional (would have + past participle)
    - **Formula:** If + Past Perfect, ... would have + past participle
    - **Examples:**
        - "If I **had studied** harder, I **would have passed** the examination." (But I didn't study hard, and I failed).
        - "If she **had taken** the earlier train, she **would not have been** late." (But she didn't take it, so she was late).

COMPLEX SENTENCES A conditional sentence is a specific type of **Complex Sentence**.

- A **Complex Sentence** contains one **Main (Independent) Clause** and one or more **Subordinate (Dependent) Clauses**.
- A **Main Clause** can stand alone as a complete sentence because it expresses a full thought.
- A **Subordinate Clause** cannot stand alone; it depends on the main clause to complete its meaning. It often begins with a subordinating conjunction like if, when, because, although, who, which, that.
- **Example Analysis:**
    - "The match will be cancelled [Main Clause] + if it rains tomorrow [Subordinate Clause]."
    - "The student [Main Clause Subject] who won the prize [Subordinate Clause describing 'student'] was very happy [Main Clause Verb]."

3. ROBUST WORKED EXAMPLES & ILLUSTRATIONS

- **Illustration: The Logic of Conditionals**
    - **Type 1 (Real):** "If I have enough money, I will buy a car." (This is a real future plan. I might have the money).
    - **Type 2 (Unreal):** "If I had enough money, I would buy a car." (This is a dream or wish. I currently do not have the money).
    - **Type 3 (Past Unreal):** "If I had had enough money, I would have bought a car." (This is a past regret. I didn't have the money in the past, so I didn't buy it).
- **Example 1 (Identifying the Type):**
    - "If he spoke French, he would get the job in Paris."
    - **Answer:** Type 2. The use of spoke (Simple Past) and would get indicates a hypothetical present situation—he does not speak French.
- **Example 2 (Completing a Type 3 Sentence):**
    - "If the team _____ (train) harder, they _____ (win) the match last week."

- **Answer:** "If the team **had trained** harder, they **would have won** the match last week." (Past regret).

4. EVALUATION

1. What tense is used in the if-clause of a Type 1 conditional? What about the main clause?
2. Explain the difference in meaning between "If I see him, I will tell him" and "If I saw him, I would tell him."
3. Correct the error in this sentence: "If I was the president, I will reduce taxes."
4. In the complex sentence, "Although it was raining, we went for a walk," identify the main and subordinate clauses.

5. ASSIGNMENT

1. Complete the following sentences with the correct verb forms: a. If you mix red and blue, you (get) purple. b. If I (be) invisible for a day, I (listen) to people's private conversations. c. She (not fail) the exam if she (revise) properly.
2. Write three original sentences, one for each of Type 1, 2, and 3 conditionals.
3. Identify the main clause and the subordinate clause in this sentence: "The book that I borrowed from the library is overdue."

B. WRITING: SPEECH WRITING

1. INTRODUCTION A speech is a formal address delivered to an audience. Its power lies in its orality; it is written to be **heard**, not read. This fundamental distinction shapes every aspect of its composition, from its structure to its language. A great speech can inspire, persuade, inform, and entertain.

2. DETAILED CONTENT: FEATURES AND TECHNIQUES OF A SPEECH

1. **Title:** Should be clear, relevant, and impactful. (e.g., "THE PERIL OF PLASTIC: A CALL TO ACTION").
2. **Salutation (Greeting):** A formal address that acknowledges and respects the audience hierarchy.

- **Example:** "The Honourable Minister of Education, the Principal of this great institution, members of the Board of Governors, dedicated members of staff, proud parents, and my fellow students."

3. **Introduction:**
    - **Hook the Audience:** Start with a powerful quote, a surprising statistic, a rhetorical question, or a brief, relevant story.
    - **State the Occasion:** Clearly state why you are all gathered.
    - **Present Your Thesis:** Briefly state your central message or argument.
4. **Body:**
    - **Structured Points:** Organise your main ideas into 2-4 clear paragraphs.
    - **Rhetorical Devices:** Use these to engage the listener's ear and emotions:
        - **Rhetorical Questions:** "How many of you wish to see a cleaner environment?"
        - **Repetition (Anaphora):** "We must act. We must lead. We must change."
        - **The Rule of Three:** "It is a matter of honour, duty, and legacy."
        - **Personal Anecdotes:** A short, personal story makes your speech relatable.
        - **Direct Address:** Use "we," "you," and "our" to create inclusivity.
5. **Conclusion:**
    - **Summarise:** Briefly recap your main points.
    - **Closing Thought:** End with a powerful, memorable statement, a call to action, or a note of hope.
    - **Formal Thanks:** Thank the audience for their time and attention.

DISTINCTION BETWEEN A SPEECH AND AN ARTICLE:

Feature	Speech	Article
Mode	Spoken (Aural)	Written (Visual)
Audience	Present and specific	Absent and general
Format	Includes salutations and direct address	Has a headline and by-line; no salutation

Feature	Speech	Article
Tone	Personal, direct, conversational	More formal, impersonal, descriptive
Language	Uses rhetorical devices, shorter sentences, repetition	Uses structural devices (headings, bullet points), more complex sentences

3. ROBUST WORKED EXAMPLE (OUTLINE FOR A PRIZE-GIVING DAY SPEECH)

- **Topic:** Speech by the Senior Prefect on Prize-Giving Day.
- **Title:** "Celebrating Excellence, Inspiring Futures"
- **Salutation:** "The Chairman of the occasion, our esteemed Principal, dedicated teachers, proud parents, distinguished guests, and my fellow students."
- **Introduction:**
    - **Hook:** "Good morning. It is a great honour to stand before you today on this occasion that celebrates not just achievement, but the relentless pursuit of excellence."
    - **Thesis:** "Today, we gather to honour those who have excelled, but also to reflect on the qualities that lead to success, so that we may all be inspired to reach greater heights."
- **Body Paragraph 1: (Congratulating Winners)**
    - "First and foremost, to the prize winners, I say a resounding congratulations! Your hard work, late nights, and unwavering focus have paid off. You are the living proof that diligence bears sweet fruit."
- **Body Paragraph 2: (Encouraging Others)**
    - "To those who did not receive a prize today, do not be disheartened. Let this ceremony be a catalyst, not a conclusion. Success is a journey, and every one of you is capable of remarkable progress. Learn from your peers, seek help from your teachers, and never give up on yourselves."
- **Body Paragraph 3: (Acknowledging Support)**

    - "Our achievements are not ours alone. We owe a profound debt of gratitude to our teachers, whose patience and dedication light our path, and to our parents, whose unwavering support is our foundation. Thank you."
- **Conclusion:**
    - "In closing, let us remember that today's excellence is the foundation for tomorrow's success. Let us all leave this hall inspired to build upon it. Thank you for your attention, and long live our school!"

4. EVALUATION

1. Why is it important for a speech to use rhetorical questions and repetition?
2. How does the salutation in a speech differ from the opening of a formal letter?
3. A speech should be written in a personal tone. What does this mean, and give an example.
4. What is the primary purpose of the conclusion in a speech?

5. ASSIGNMENT You are the Senior Prefect. Your school is holding its annual Prize-Giving Day. Write the full speech (approximately 250 words) to be delivered on the occasion. Your speech should:

- Welcome the guests formally.
- Congratulate the prize winners sincerely.
- Encourage other students to work harder.
- End with a memorable closing statement.

C. VOCABULARY DEVELOPMENT: WORDS ASSOCIATED WITH PUBLISHING & PRINTING

1. INTRODUCTION This register covers the entire journey of a written work, from the author's mind to the reader's hands. Understanding these terms is crucial for anyone interested in literature, journalism, or academia.

2. DETAILED CONTENT: WORD LIST & PROCESS

- **Manuscript:** The original, author-prepared text, whether handwritten or typed, submitted to a publisher.
- **Publisher:** The company or individual that invests in, manages, and oversees the production and sale of a book.
- **Editor:** A person who reviews the manuscript for content, clarity, grammar, style, and accuracy. They work closely with the author to refine the work.
- **Proofreader:** A specialist who checks the final **Galley-proofs** (or **Proofs**) for any typographical or formatting errors before mass printing.
- **Typography:** The art and technique of arranging type (the style and appearance of printed letters) to make the text legible and visually appealing.
- **Layout:** The comprehensive design of a page, including the arrangement of text, images, margins, and columns.
- **Copyright:** The exclusive legal right granted to the creator to print, publish, perform, film, or record their work, and to authorise others to do so.
- **Plagiarism:** The academic and professional offence of using someone else's work or ideas without proper acknowledgement, and presenting them as one's own.
- **Glossary:** An alphabetical list of specialised or technical terms used in the book, with their definitions, typically found at the back.
- **Bibliography:** A systematic list of all the books, articles, and other sources consulted by the author during their research, placed at the end of the work.
- **Appendix** (pl. Appendices): A section containing supplementary or additional information (e.g., raw data, charts, detailed tables) that supports the main text.

3. EVALUATION

1. What is the key difference between an editor and a proofreader?
2. If you wanted to find the definition of a technical term used in a textbook, would you look in the *glossary* or the *bibliography*?
3. What does *copyright* protect an author from?
4. Why is *plagiarism* considered a serious offence in academic work?

4. ASSIGNMENT

1. Write a short paragraph (60-100 words) describing the journey of a book from the author's idea to the finished product. You must correctly use at least **four** of the following words: **manuscript, editor, publisher, layout, galley-proof, copyright.**

D. VOCABULARY: WORDS FOR THE WEEK

1. DEFINITIONS, ETYMOLOGY, AND EXAMPLES

1. **Balk** (v.) /bɔːk/
    - **Definition:** To hesitate or be unwilling to accept an idea or undertaking; to refuse to proceed.
    - **Etymology:** Old English, related to a ridge of land, hence an obstacle.
    - **Synonym:** Hesitate, resist, jib.
    - **Sentence:** "The company's board **balked** at the enormous cost of the proposed takeover."
2. **Complicit** (adj.) /kəmˈplɪs.ɪt/
    - **Definition:** Involved with others in an illegal activity or wrongdoing.
    - **Synonym:** Conniving, colluding, involved.
    - **Sentence:** "The security guard was found to be **complicit** in the robbery."
3. **Impecunious** (adj.) /ˌɪm.pɪˈkjuː.ni.əs/
    - **Definition:** Having little or no money.
    - **Etymology:** From Latin *im-* (not) + *pecuniosus* (wealthy).
    - **Synonym:** Penniless, indigent, destitute.
    - **Sentence:** "The **impecunious** artist struggled to afford paints and canvases."
4. **Encumber** (v.) /ɪnˈkʌm.bə(r)/
    - **Definition:** To restrict or burden someone or something in such a way that free action or movement is difficult.

- **Synonym:** Hinder, hamper, burden.
- **Sentence:** "She was **encumbered** by heavy luggage and could not run for the bus."

5. **Mollify** (v.) /ˈmɒl.ɪ.faɪ/
    - **Definition:** To appease the anger or anxiety of someone.
    - **Synonym:** Pacify, placate, soothe.
    - **Sentence:** "The manager offered a full refund to **mollify** the furious customer."
6. **Frivolous** (adj.) /ˈfrɪv.əl.əs/
    - **Definition:** Not having any serious purpose or value; carefree and superficial.
    - **Synonym:** Trivial, silly, flippant.
    - **Sentence:** "The judge dismissed the lawsuit as a **frivolous** waste of the court's time."
7. **Confection** (n.) /kənˈfek.ʃən/
    - **Definition:** (1) An elaborate sweet dish or creation. (2) An intricate, delicate, or cleverly constructed article.
    - **Sentence:** "The wedding cake was an elaborate **confection** of spun sugar and marzipan."
8. **Disrepute** (n.) /ˌdɪs.rɪˈpjuːt/
    - **Definition:** The state of being held in low esteem by the public; a loss of reputation.
    - **Synonym:** Disgrace, shame, ignominy.
    - **Sentence:** "The corruption scandal brought the entire ministry into **disrepute**."
9. **Benevolent** (adj.) /bəˈnev.əl.ənt/
    - **Definition:** Well-meaning and kindly; charitable.
    - **Synonym:** Kind, compassionate, altruistic.
    - **Sentence:** "The **benevolent** foundation donated millions to hospitals and schools."

10. **Generous** (adj.) /ˈdʒen.ər.əs/

    - **Definition:** Showing a readiness to give more of something, especially money or time, than is strictly necessary or expected.
    - **Synonym:** Magnanimous, liberal, unselfish.
    - **Sentence:** "It was very **generous** of you to donate so much to the charity appeal."

2. EVALUATION

1. If a person is **complicit** in a crime, are they innocent?
2. What is the difference between being **impecunious** and being frugal?
3. Which word—**balk** or **mollify**—means to calm someone down?
4. What is the opposite of bringing something into **disrepute**? (e.g., bringing it into honour/repute)

3. ASSIGNMENT

1. Write a clear, original sentence for five of this week's words: **balk, complicit, encumber, disrepute, benevolent.**
2. Write a short dialogue (3-4 lines) between two people where one is trying to **mollify** the other, who is angry about something **frivolous**.

BAWILLS CONSULTING

WEEK 3

A. GRAMMAR: AFFIXATION (PREFIXES)

1. INTRODUCTION Words are like families; they often have a core root and can grow with additions. **Affixation** is the process of adding a **morpheme** (the smallest unit of meaning) to a root word to create a new word. This is a powerful tool for expanding your vocabulary. There are two main types of affixes:

- A **Prefix** is added to the *beginning* of a word (e.g., un- + happy = unhappy).
- A **Suffix** is added to the *end* of a word (e.g., hope + -ful = hopeful).

This week, we focus on **Prefixes**. Prefixes primarily change the *meaning* of the root word but typically do not change its word class (e.g., from verb to noun).

2. DETAILED CONTENT: A DEEPER DIVE INTO PREFIXES

A prefix modifies the core meaning of the root. Understanding common prefixes is like having a key to decode thousands of words. The choice of prefix (e.g., un- vs. in-) is often determined by the first letter of the root word.

Prefix	Meaning	Example Words	Illustrative Sentences
Negative Prefixes			
un-	not, opposite of	unhappy, unable, undo, unlock	She was **unable** to attend the meeting. Please **unlock** the door.
in-	not	invisible, incorrect, inactive	The chameleon was almost **invisible** against the leaf.
im-	not (before 'm', 'p', 'b')	impossible, impolite, imbalance	It is **impolite** to speak with your mouth full.
ir-	not (before	irregular, irrelevant,	His attendance was **irregular**.

Prefix	Meaning	Example Words	Illustrative Sentences
	'r')	irresponsible	
il-	not (before 'l')	illegal, illogical, illiterate	It is **illegal** to drive without a licence.
dis-	not, opposite of, away	disagree, dislike, disappear, disarm	I strongly **disagree** with your opinion.
non-	not	nonsense, non-stop, non-fiction	He was talking complete **nonsense**.
mis-	wrongly, badly	misunderstand, misspell, misbehave	It is easy to **misunderstand** a text message.
Time/Order Prefixes			
pre-	before	pre-war, prepare, preview	We need to **prepare** for the exam.
post-	after	post-war, postpone, post-graduate	The game was **postponed** due to rain.
ex-	former, out of	ex-president, exhale, exclude	The **ex-president** gave a speech.
Number Prefixes			
uni- / mono-	one	uniform, unicycle, monotheism, monopoly	The school **uniform** must be worn daily.
bi- / di-	two	bicycle, bilingual, dioxide, dilemma	She is **bilingual** in English and French.
tri-	three	triangle, tripod, trilogy	A **triangle** has three sides.
poly- / multi-	many	polygon, polygamy, multi-national, multi-coloured	We live in a **multi-cultural** society.
Other Prefixes			

Prefix	Meaning	Example Words	Illustrative Sentences
re-	again, back	redo, rewrite, return, rebuild	Please **rewrite** this essay more carefully.
co-	with, together	co-operate, co-pilot, co-exist	We must **co-operate** to succeed.
sub-	under	submarine, subway, substandard	The **submarine** dived beneath the waves.
inter-	between, among	international, internet, interact	The **internet** allows global communication.

3. ROBUST WORKED EXAMPLES & ILLUSTRATIONS

- **Illustration: The Power of un-** The prefix un- can often mean "to reverse an action."
    - *lock → unlock*
    - *do → undo*
    - *wrap → unwrap*
    - *plug → unplug*
- **Example 1 (Choosing the Correct Negative Prefix):**
    - Add a negative prefix to "responsible".
        - **Answer:** *irresponsible* (because responsible starts with 'r').
    - Add a negative prefix to "legal".
        - **Answer:** *illegal* (because legal starts with 'l').
- **Example 2 (Disambiguating Meanings):**
    - What is the difference between disappear and unappear?
        - **Answer:** Unappear is not a standard English word. Disappear means to vanish or cease to be visible. The prefix dis- indicates a reversal or removal.

4. EVALUATION

1. What is a morpheme?
2. What is the difference between the prefixes pre- and post-? Use an example to illustrate.
3. Why do we use the prefix im- with "possible" instead of in-?
4. What does the prefix multi- mean? Give two examples.
5. The word "submarine" literally means "under the sea." Which part means "under"?

5. ASSIGNMENT

1. Use a prefix to form the opposite of the following words: a. accurate b. comfortable c. respectful d. understand e. efficient
2. Break down the following words and explain their literal meaning based on their prefixes and roots: a. international b. reconstruct c. multilingual
3. Write three new words using the prefixes re-, mis-, and non- and use each one in a sentence.

B. WRITING: SUMMARY (SUMMARIZING A TALK OR LECTURE)

1. INTRODUCTION Summarizing a live talk or lecture is a dynamic and challenging skill. Unlike a written text, you cannot re-read a speaker's words. This skill hinges on **active listening** and efficient **note-taking**, forcing you to distinguish immediately between essential ideas and supporting details.

2. DETAILED CONTENT: THE THREE-STEP PROCESS

Step 1: Before the Lecture (Preparation)

- **Context is Key:** If possible, find out the topic in advance. A little background knowledge makes it easier to follow and identify key terms.
- **Tools of the Trade:** Have a dedicated notebook and pen. Avoid distractions.

Step 2: During the Lecture (Active Listening & Note-Taking)

- **Don't Transcribe!** Your goal is to capture ideas, not every word.
- **Listen for Signpost Language:** Speakers use verbal cues to signal important information.

    - **Introducing the Main Idea:** "My central argument is...", "The key point here is..."
    - **Enumerating Points:** "There are three primary reasons...", "First... Second... Furthermore... Finally..."
    - **Giving Examples:** "For instance...", "To illustrate...", "A case in point..." (Note the *point* being illustrated, not necessarily the example itself).
    - **Emphasising:** "It is crucial to remember that...", "Most importantly..."
    - **Summarising/Concluding:** "In conclusion...", "To sum up...", "Therefore..."
- **Develop a Personal Shorthand:** Use abbreviations and symbols to write faster.
    - & or + = and
    - w/ = with
    - w/o = without
    - → = leads to, results in
    - e.g. = for example
    - cf. = compared to
    - govt = government
    - devt = development
- **Focus on the Skeleton, Not the Flesh:** Capture the thesis and main supporting arguments. Ignore jokes, lengthy anecdotes, and repetitive statements.

Step 3: After the Lecture (Writing the Summary)

- **Review Immediately:** While the memory is fresh, read through your notes. Fill in any gaps and rewrite illegible words.
- **Identify the Core:** What was the single most important message (the thesis)?
- **List Key Points:** What were the 2-4 main ideas that supported the thesis?
- **Draft and Paraphrase:** Write a single paragraph in your own words that combines the thesis and key points. Do not add your own opinion.
- **Edit for Brevity and Clarity:** Ensure your summary is concise and flows logically.

3. EVALUATION

1. Why is it ineffective to try and write down every word a speaker says?
2. What is the purpose of "signpost" language? Give two examples.
3. Why is it important to review your notes immediately after a lecture?
4. What is the difference between a summary and a personal response?

4. ASSIGNMENT

1. **(Practical Task)** Your teacher will deliver a short 3-4 minute lecture on a topical issue (e.g., "The Benefits of Reading" or "The Importance of Clean Water").
2. Use the techniques above to take notes during the lecture.
3. After the lecture, use your notes to write a concise, one-paragraph summary (no more than 80 words) of the main points. Do not include your own opinion.

C. VOCABULARY DEVELOPMENT: WORDS ASSOCIATED WITH INDUSTRIES

1. INTRODUCTION The language of industry is the language of production, from raw material to finished product. This register is vital for understanding economics, business, technology, and geography.

2. DETAILED CONTENT: FROM MINE TO MARKET - AN INDUSTRIAL LEXICON

- **Industry:** The sector of an economy concerned with the production of goods and services. It can be classified as **primary** (extracting raw materials), **secondary** (manufacturing), and **tertiary** (services).
- **Raw Materials:** The basic substances in their natural, unprocessed state, used as inputs for industrial production.
    - **Examples:** Crude oil, iron ore, bauxite, timber, cotton, rubber.
- **Manufacturing:** The process of converting raw materials into finished goods on a large scale, typically in a factory.
- **Automation:** The use of technology, control systems, and machinery (like robots) to operate processes with minimal human intervention. This increases efficiency and consistency.

- **Assembly Line:** A manufacturing process in which parts are added to a product in a sequential manner to create a finished product much faster than with handcrafting. Pioneered by Henry Ford.
- **Production:** The overall action of making or manufacturing from components or raw materials.
- **Productivity:** A measure of the efficiency of production. It is the ratio of output (goods produced) to inputs (labour, materials, capital) used.
- **Logistics / Supply Chain:** The detailed organisation and implementation of a complex operation involving the flow of goods from the point of origin (supplier) to the point of consumption (customer).
- **Heavy Industry:** Industries that involve large-scale capital investment and typically produce large, heavy products (e.g., shipbuilding, steel production, heavy machinery).
- **Light Industry:** Industries that are less capital-intensive and produce smaller consumer goods (e.g., textiles, food processing, electronics assembly).
- **Cottage Industry:** A small-scale, decentralised manufacturing business often operated from a home rather than a purpose-built facility.

3. EVALUATION

1. What is the difference between *raw materials* and *manufactured goods*? Give an example of each.
2. How does an *assembly line* improve *productivity*?
3. What is the goal of *automation* in a factory?
4. Which sector of industry (*primary, secondary, tertiary*) would a car manufacturing plant belong to?

4. ASSIGNMENT

1. Choose one of the following industries: **Automotive, Textile, or Food Processing.**
2. Write a short descriptive paragraph (80-100 words) explaining the basic process of this industry, from raw materials to the final product. You must correctly use at least **four** of

the following words: **raw materials, manufacturing, assembly line, automation, production, logistics.**

D. VOCABULARY: WORDS FOR THE WEEK

1. DEFINITIONS, ETYMOLOGY, AND EXAMPLES

1. **Arcane** (adj.) /ɑːˈkeɪn/
    - **Definition:** Understood by few; mysterious or secret.
    - **Etymology:** From Latin *arcanus*, from *arca* 'chest'.
    - **Synonym:** Esoteric, obscure, cryptic.
    - **Sentence:** "The old manuscript was filled with **arcane** symbols that no one could decipher."
2. **Plenitude** (n.) /ˈplen.ɪ.tʃuːd/
    - **Definition:** An abundance or large quantity of something.
    - **Synonym:** Abundance, plethora, cornucopia.
    - **Sentence:** "The harvest festival was a celebration of the **plenitude** of the land."
3. **Interject** (v.) /ˌɪn.təˈdʒekt/
    - **Definition:** To say something abruptly, especially as an interruption or aside.
    - **Etymology:** From Latin *inter-* 'between' + *jacere* 'to throw'.
    - **Synonym:** Interrupt, interpose, cut in.
    - **Sentence:** "'But that's not what we agreed!' she **interjected**, unable to stay silent any longer."
4. **Laconic** (adj.) /ləˈkɒn.ɪk/
    - **Definition:** Using very few words; brief and concise to the point of seeming rude or mysterious.
    - **Etymology:** From Laconia, the region of Greece including Sparta, whose inhabitants were famously terse.
    - **Synonym:** Terse, concise, curt, succinct.

- **Sentence:** "His **laconic** reply, 'Problem solved,' told us nothing about how he had managed it."

5. **Primeval** (adj.) /praɪˈmiː.vəl/
    - **Definition:** Of or resembling the earliest ages in the history of the world; ancient.
    - **Synonym:** Primordial, prehistoric, primal.
    - **Sentence:** "Walking through the **primeval** forest, they felt as if they had travelled back in time."
6. **Quandary** (n.) /ˈkwɒn.dər.i/
    - **Definition:** A state of perplexity or uncertainty over what to do in a difficult situation.
    - **Synonym:** Dilemma, predicament, plight.
    - **Sentence:** "She was in a **quandary** about whether to accept the job in a new city or stay close to her family."
7. **Rail** (v.) /reɪl/
    - **Definition:** To complain or protest strongly and persistently about something.
    - **Synonym:** Rant, fulminate, inveigh.
    - **Sentence:** "The opposition politician **railed** against the government's new policy for over an hour."
8. **Vacillate** (v.) /ˈvæs.ɪ.leɪt/
    - **Definition:** To waver between different opinions or actions; to be indecisive.
    - **Synonym:** Waver, dither, hesitate, oscillate.
    - **Sentence:** "He **vacillated** for so long between the two university offers that he nearly missed the acceptance deadline for both."

2. EVALUATION

1. If a secret is described as *arcane*, is it common knowledge?
2. What is the difference between being *laconic* and being *articulate*?
3. Which word—*quandary* or *plenitude*—describes a state of confusion?

4. If a person *rails* against an injustice, are they supporting it or protesting it?

3. ASSIGNMENT

1. Write a clear, original sentence for five of this week's words: **arcane, plenitude, interject, primeval, vacillate.**
2. Write a short dialogue (4-5 lines) between two people where one person is in a *quandary* and the other, who is very *laconic*, tries to give advice.

PAWILLS CONSULTING

WEEK 4

A. GRAMMAR: VERB FORMS (ACTIVE AND PASSIVE VOICE)

1. INTRODUCTION Voice is a grammatical category that defines the relationship between the subject of a verb and the action it expresses. Using the correct voice is not just a matter of grammar; it's a matter of style and emphasis. It determines what or who is the focus of your sentence.

- **Active Voice:** The subject of the sentence is the **doer** of the action. It is direct, strong, and clear. (e.g., The chef cooked the meal).
- **Passive Voice:** The subject of the sentence is the **receiver** of the action. It is used when the doer is unknown, unimportant, or when you want to emphasise the action or the recipient. (e.g., The meal was cooked by the chef).

2. DETAILED CONTENT: FORMING THE PASSIVE VOICE

The transformation from active to passive follows a logical sequence. The key is to use the correct form of the verb to be + the **past participle** of the main verb.

The Four-Step Transformation:

1. **Identify the Subject (S), Verb (V), and Object (O)** in the active sentence.
    - [The company (S)] [built (V)] [the house (O)].
2. **Make the Object the new Subject.**
    - [The house]...
3. **Change the Verb** to the form of [TO BE] + [PAST PARTICIPLE]. The tense must remain the same as in the active sentence.
    - built (Simple Past) → was built (was = past simple of 'to be'; built = past participle of 'build')
    - [The house] was built...
4. **Make the original Subject the Agent**, introduced by the preposition "by". (This is optional and often omitted if the agent is obvious or unimportant).

- [The house] was built [by the company].

Tense Conversion Table:

Tense	Active Voice	Passive Voice
Simple Present	He **eats** the rice.	The rice **is eaten** by him.
Present Continuous	He **is eating** the rice.	The rice **is being eaten** by him.
Simple Past	He **ate** the rice.	The rice **was eaten** by him.
Past Continuous	He **was eating** the rice.	The rice **was being eaten** by him.
Present Perfect	He **has eaten** the rice.	The rice **has been eaten** by him.
Past Perfect	He **had eaten** the rice.	The rice **had been eaten** by him.
Simple Future	He **will eat** the rice.	The rice **will be eaten** by him.
Future Perfect	He **will have eaten** the rice.	The rice **will have been eaten** by him.
Modals (can, must, etc.)	He **must eat** the rice.	The rice **must be eaten** by him.

3. ROBUST WORKED EXAMPLES & ILLUSTRATIONS

- **Illustration: When to Use the Passive Voice**
  - **When the doer is unknown:** "My wallet **was stolen**." (We don't know who did it).
  - **When the doer is obvious or unimportant:** "The suspect **was arrested**." (It's obvious the police did it). "The new bridge **will be opened** next month." (The official who opens it is less important than the bridge itself).
  - **To emphasise the action or the recipient:** "The Mona Lisa **was painted** by Leonardo da Vinci." (The focus is on the painting, not the painter).
  - **In scientific or formal writing:** "The experiment **was conducted** under controlled conditions." (This creates an objective, impersonal tone).
- **Example 1 (Present Continuous):**
  - Active: "The teacher **is marking** the scripts."
  - Passive: "The scripts **are being marked** by the teacher."

- **Example 2 (Present Perfect - Omitting the Agent):**
    - Active: "Someone **has stolen** the car."
    - Passive: "The car **has been stolen**." (The agent "by someone" is irrelevant).
- **Example 3 (Simple Future):**
    - Active: "We **will close** the gate at 6 PM."
    - Passive: "The gate **will be closed** at 6 PM."

4. EVALUATION

1. In the active voice, the subject _____ the action, while in the passive voice, the subject _____ the action.
2. What is the passive form of the verb "to write" in the simple past tense?
3. Change this sentence to the passive voice: "The girl is reading a book."
4. Change this sentence to the active voice: "The food was cooked by my father."
5. Why might a writer choose to use the passive voice in a scientific report?

5. ASSIGNMENT

1. Change the following active sentences to passive. Only include the agent if it is important. a. The police officer arrested the thief. b. They are building a new road. c. Our club will organise the party. d. The storm had damaged the roof.
2. Change the following passive sentences to active. a. The national anthem was sung by the students. b. The problem is being solved by the engineer.
3. Write a short paragraph (4-5 sentences) about a historical event, using at least two passive voice sentences to emphasise the events rather than the people.

B. ORAL: SPELLING (THE USE OF A DICTIONARY)

1. INTRODUCTION A dictionary is the most powerful tool at your disposal for mastering the English language. It is far more than a simple spelling guide; it is a comprehensive repository of a word's life, history, and use. Cultivating the habit of consulting a dictionary will transform your vocabulary and accuracy.

2. DETAILED CONTENT: DECODING A DICTIONARY ENTRY

A good dictionary entry provides a wealth of information. Let's break down a hypothetical entry for the word "profound".

pro•found /prəˈfaʊnd/ *adj.*

1. (of a state, quality, or emotion) very great or intense. *profound despair*.
2. (of a person or statement) having or showing great knowledge or insight. *a profound philosopher*.
3. (profoundly) *adv.* in a profound way. *I am profoundly grateful*. [Origin: Middle English: from Old French *profond*, from Latin *profundus* ‘deep’, from *pro* ‘before’ + *fundus* ‘bottom’.]

- **Spelling & Word Division:** pro•found shows how the word is spelled and where it can be hyphenated.
- **Pronunciation:** /prəˈfaʊnd/ is the **International Phonetic Alphabet (IPA)** transcription. It tells you exactly how to say the word. The apostrophe (ˈ) indicates the primary stress is on the second syllable.
- **Word Class (Part of Speech):** adj. tells you it is an adjective.
- **Definitions:** Numbered definitions show the different meanings, from most common to least common.
- **Example Sentence/Phrase:** *profound despair* and *a profound philosopher* show the word used in context.
- **Derived Forms:** profoundly shows the adverb form.
- **Origin (Etymology):** The history of the word. Knowing that "profound" comes from a Latin word for "deep" helps you understand and remember its meaning.

Essential Spelling Rules to Master:

- **"i" before "e" except after "c":** This rule works for words where the sound is /iː/ (as in 'ee' in 'seed').
    - believe, field, piece (i before e)
    - receive, deceive, ceiling (except after c)

    - **Notable Exceptions:** weird, seize, height, foreign.
- **Dropping the final 'e':** When adding a suffix that begins with a vowel, drop the final silent 'e'.
    - make + -ing = making
    - use + -able = usable
    - **Exception:** Keep the 'e' if it is needed to soften a 'c' or 'g' sound: change + -able = changeable.
- **Doubling the final consonant:** In a one-syllable word ending with a single vowel followed by a single consonant, double the final consonant before a vowel suffix.
    - run + -ing = running
    - big + -er = bigger
    - This rule also often applies to words of more than one syllable if the stress is on the last syllable: begin (stress on 'gin') → beginning.

3. EVALUATION

1. What is the purpose of the International Phonetic Alphabet (IPA) in a dictionary?
2. What does the etymology of a word tell you?
3. Why is it useful for a dictionary to provide example phrases?
4. According to the rule, what is the correct spelling: recieve or receive?

4. ASSIGNMENT

1. Use a reputable dictionary (e.g., Oxford, Cambridge, or Collins) to look up the word **"conduct"**. a. Write down its two main word classes (e.g., noun and verb). b. Write the IPA pronunciation for each word class if they differ. c. Write the first definition for its use as a noun and as a verb. d. Write one idiomatic phrase or common collocation for each word class.
2. Correct the spelling of these commonly misspelled words: a. accomodate b. embarass c. neccessary d. proffessor

C. WRITING: ARTICLE WRITING

1. INTRODUCTION An article is a piece of writing intended for a wide audience, typically found in newspapers, magazines, journals, or online platforms. Its purpose is to **inform**, **explain**, **describe**, or **persuade**. Unlike a speech, it is written to be read, and unlike a letter, it has no specific, named addressee.

2. DETAILED CONTENT: CRAFTING A COMPELLING ARTICLE

1. **Title/Headline:** This is your first, and sometimes only, chance to grab the reader's attention. It should be:
    - **Catchy:** Use alliteration, a play on words, or a provocative question. (e.g., "The Plastic Plague: Choking Our Oceans").
    - **Informative:** It must give a clear idea of the article's content.
2. **By-line:** The name of the author, usually placed directly under the title. (e.g., *By Amina Okoro*).
3. **Introduction (The Hook):** The first paragraph must compel the reader to continue. Techniques include:
    - A startling statistic or fact.
    - A relevant anecdote or short story.
    - A rhetorical question.
    - A powerful, direct statement.
    - It should also clearly introduce the topic and your angle or thesis.
4. **Body (The Development):** This is where you develop your argument or present your information.
    - **Paragraphing:** Each paragraph should deal with one main idea.
    - **Topic Sentences:** Start each paragraph with a sentence that introduces its main point.
    - **Supporting Details:** Use facts, examples, quotations, and statistics to back up your points.
    - **Connectives:** Use transitional words and phrases (Furthermore, On the other hand, As a result) to ensure a smooth flow.

5. **Conclusion (The Closing):** This should give the reader a sense of completeness.
    - Summarise your main points.
    - Offer a solution, a recommendation, or a prediction.
    - End with a powerful final sentence that reinforces your main message or gives the reader something to think about.

Article vs. Formal Letter: A Clear Distinction

Feature	Article	Formal Letter
Addresses	None	Sender's and recipient's addresses
Salutation	None	"Dear Sir/Madam,"
Writer's Name	By-line under title	Signature and printed name at the end
Complimentary Close	None	"Yours faithfully,"
Tone	Can be formal or informal, but always engaging	Strictly formal and impersonal

3. EVALUATION

1. What is the function of a "by-line"?
2. List three techniques that can be used to create a strong introduction for an article.
3. How does the intended audience for an article differ from that of a formal letter?
4. Why is it important to use topic sentences in the body paragraphs of an article?

4. ASSIGNMENT Choose **one** of the following topics and write a full article (approximately 250-300 words) suitable for publication in your school magazine.

1. **"The Importance of Vocational Skills in Nigeria's Modern Economy"**
2. **"The Menace of Examination Malpractice: A National Shame"**
3. **"Why Every Student Should Join a School Club"**

Ensure your article has:

- A catchy and relevant title.
- A clear by-line.
- An engaging introduction.
- A well-structured body with at least three distinct points.
- A strong, conclusive ending.

D. VOCABULARY: WORDS FOR THE WEEK

1. DEFINITIONS, ETYMOLOGY, AND EXAMPLES

1. **Arboreal** (adj.) /ɑːˈbɔː.ri.əl/
    - **Definition:** (Of an animal) living in trees; relating to trees.
    - **Etymology:** From Latin *arboreus*, from *arbor* 'tree'.
    - **Sentence:** "The sloth is a slow-moving, **arboreal** mammal found in the rainforests of South America."
2. **Camaraderie** (n.) /ˌkæm.əˈrɑː.dər.i/
    - **Definition:** Mutual trust and friendship among people who spend a lot of time together.
    - **Etymology:** From French *camarade*, from Latin *camara*.
    - **Synonym:** Comradeship, fellowship, esprit de corps.
    - **Sentence:** "The intense training created a strong sense of **camaraderie** among the soldiers."
3. **Exalt** (v.) /ɪgˈzɒlt/
    - **Definition:** To hold (someone or something) in very high regard; to praise highly.
    - **Synonym:** Glorify, extol, revere.
    - **Sentence:** "The poet **exalted** the simple beauty of the countryside in his verses."
4. **Gaudy** (adj.) /ˈgɔː.di/

- **Definition:** Extravagantly bright or showy, typically so as to be tasteless.
- **Synonym:** Garish, flashy, tacky.
- **Sentence:** "He was wearing a **gaudy** shirt covered in large, brightly coloured flowers."

5. **Mawkish** (adj.) /ˈmɔː.kɪʃ/
    - **Definition:** Sentimental in a feeble or sickly way.
    - **Synonym:** Over-sentimental, maudlin, cloying.
    - **Sentence:** "The film's ending was so **mawkish** that it felt insincere and manipulative."
6. **Diffident** (adj.) /ˈdɪf.ɪ.dənt/
    - **Definition:** Modest or shy because of a lack of self-confidence.
    - **Etymology:** From Latin *diffidere* 'to fail to trust'.
    - **Synonym:** Timid, bashful, unassuming.
    - **Sentence:** "She was so **diffident** that she found it difficult to accept a compliment."
7. **Forum** (n.) /ˈfɔː.rəm/
    - **Definition:** A place, meeting, or medium where ideas and views on a particular issue can be exchanged.
    - **Etymology:** Latin; a public square in ancient Rome.
    - **Synonym:** Assembly, symposium, discussion platform.
    - **Sentence:** "The town hall provided a **forum** for residents to voice their concerns about the new development."
8. **Idolatrous** (adj.) /aɪˈdɒl.ə.trəs/
    - **Definition:** Worshipping idols; treating someone or something with blind admiration or devotion.
    - **Sentence:** "The fans' **idolatrous** worship of the celebrity bordered on obsession."
9. **Ornate** (adj.) /ɔːˈneɪt/

- **Definition:** Made in an intricate shape or decorated with complex patterns.
- **Synonym:** Elaborate, embellished, decorated.
- **Sentence:** "The palace gates were made of iron with **ornate** patterns of leaves and flowers."

10. **Paradigm** (n.) /ˈpær.ə.daɪm/

- **Definition:** A typical example, pattern, or model of something.
- **Synonym:** Model, archetype, exemplar.
- **Sentence:** "Newton's laws of motion formed a new **paradigm** for understanding the physical universe."

2. EVALUATION

1. Which word describes an animal that lives in trees?
2. What is the difference between being *diffident* and being *humble*?
3. If a piece of jewellery is described as *gaudy*, is it likely to be tasteful and subtle?
4. What is a *forum* used for?

3. ASSIGNMENT

1. Write a clear, original sentence for five of this week's words: **camaraderie, exalt, mawkish, idolatrous, ornate.**
2. Write a short paragraph describing a fictional character. Use the words **diffident** and **arboreal** in your description.

WEEK 5: MID-TERM TESTS / CONTINUOUS ASSESSMENT

CONTENT: This week is dedicated to the mid-term examination. The test should comprehensively cover the core topics from Weeks 1-4.

SAMPLE MID-TERM TEST STRUCTURE

SECTION A: OBJECTIVE (40 Marks)

1. **Grammar (Tenses):** Choose the correct verb form to complete the sentences.
    - She _____ in Lagos since 2010. (a) lived (b) has lived (c) had lived (d) is living
    - By the time we arrived, the film _____. (a) starts (b) had started (c) has started (d) was starting
2. **Grammar (Conditionals):** Identify the type of conditional or complete the sentence.
    - "If I had known, I would have helped." This is a Type ___ conditional. (a) 1 (b) 2 (c) 3
    - If you heat water to 100°C, it _____. (a) will boil (b) boils (c) would boil
3. **Grammar (Active/Passive):** Change the voice of the following sentences.
    - The chef prepared the meal. (Change to passive)
    - The letter was written by my sister. (Change to active)
4. **Vocabulary:** Choose the word that is nearest in meaning to the underlined word.
    - His *ardour* for the project was infectious. (a) indifference (b) passion (c) annoyance (d) funding
    - The *behemoth* corporation dominated the market. (a) small (b) new (c) giant (d) ethical
5. **Vocabulary (Context):** Select the most appropriate word to fill the gap.

- The charity's work focused on helping _____ families. (a) frivolous (b) indigent (c) complicit (d) ornate
- She tried to _____ her fears, but her hands were still shaking. (a) dissemble (b) mollify (c) balk (d) encumber

SECTION B: THEORY (60 Marks)

1. **Essay Writing (25 Marks)**
    - Write a comprehensive article for publication in your school magazine on the topic: **"The Role of the Youth in Curbing Corruption."**
2. **Comprehension and Summary (20 Marks)**
    - Read a passage (provided by the teacher) on a topical issue like technological addiction or environmental conservation.
    - Answer questions based on the passage.
    - Summarise the key arguments of the passage in one paragraph, using your own words.
3. **Grammar (15 Marks)**
    - **Conditionals:** Write three original sentences, each correctly using one of the three main types of conditional clauses.
    - **Active/Passive:** Rewrite the following paragraph, changing all the verbs from active to passive voice where possible (Note: not all sentences can be changed logically).
        - "The company launched the new product last week. They advertised it on television and social media. Many people have already bought it."

WEEK 6

A. ORAL: STRESS PLACEMENT ON TWO-SYLLABLE WORDS

1. INTRODUCTION In English, we do not pronounce every syllable with the same force. **Stress** is the emphasis we place on a particular syllable in a word, making it louder, longer, and higher in pitch. Correct stress is not a minor detail; it is crucial for intelligibility. Misplacing stress can make a word sound unnatural or even change its meaning, especially in two-syllable words where stress often distinguishes between nouns/verbs and adjectives.

2. DETAILED CONTENT: THE NOUN/VERB STRESS RULE

The placement of stress in two-syllable words often follows a predictable pattern based on the word's grammatical function.

- **Rule 1: Nouns and Adjectives**
    - The vast majority of two-syllable **nouns** and **adjectives** are stressed on the **FIRST** syllable.
    - **Examples:**
        - **'re-cord** (n.) - a disc or a documented account.
        - **'pre-sent** (n.) - a gift.
        - **'con-flict** (n.) - a serious disagreement.
        - **'hap-py** (adj.) - feeling pleasure.
        - **'cle-ver** (adj.) - quick to understand.
- **Rule 2: Verbs**
    - The vast majority of two-syllable **verbs** are stressed on the **SECOND** syllable.
    - **Examples:**
        - **re-'cord** (v.) - to set down in writing or to capture sound.
        - **pre-'sent** (v.) - to give or show.
        - **con-'flict** (v.) - to be incompatible or clashing.
        - **de-'cide** (v.) - to make a choice.

        - **be-'gin** (v.) - to start.
- **Rule 3: Prepositions/Other**
    - Most two-syllable **prepositions** are also stressed on the second syllable.
    - **Examples:**
        - **be-'tween**
        - **a-'bove**
        - **a-'cross**

3. ROBUST WORKED EXAMPLES & ILLUSTRATIONS

- **Illustration: The Power of Stress**
    - "The **'in-crease** in prices will **in-'crease** our costs." (Noun vs. Verb).
    - "Please **'in-vite** me to your party. I haven't received an **'in-vite** yet." (Verb vs. Informal Noun).
    - "There was a **'re-bel** in the army. The soldiers decided to **re-'bel**." (Noun vs. Verb).
- **Minimal Pairs Drill:**
    - **'con-duct** (n.) vs. **con-'duct** (v.)
    - **'pro-duce** (n.) vs. **pro-'duce** (v.)
    - **'ob-ject** (n.) vs. **ob-'ject** (v.)
    - **'per-mit** (n.) vs. **per-'mit** (v.)

4. EVALUATION

1. What is the general rule for stress in two-syllable nouns?
2. What is the general rule for stress in two-syllable verbs?
3. Mark the stress on the following words and state if they are a noun or verb: *project, desert, suspect*.
4. Why is correct word stress important for clear communication?

5. ASSIGNMENT

1. Write the following words. Mark the stress on each one (e.g., 'export or ex-'port) and identify its part of speech (Noun or Verb). a. contest b. insult c. progress d. protest e. extract
2. Write two sentences. In the first, use the word "**content**" as a noun. In the second, use "**content**" as a verb. Mark the stress in each sentence.

B. COMPREHENSION: PARAPHRASING POEMS AND DRAMATIC WORKS

1. INTRODUCTION To **paraphrase** is to restate a text or passage in your own words. When applied to poetry and older dramatic works (like those of Shakespeare), paraphrasing is an essential tool for unlocking meaning. These texts often use archaic language, complex syntax, and dense figurative language that can be a barrier to understanding. Paraphrasing helps you translate this complexity into clear, modern prose.

2. DETAILED CONTENT: THE TECHNIQUE OF PARAPHRASING

Step 1: Read for Overall Sense

- Read the entire stanza or speech first to get a general sense of the topic and mood.

Step 2: Decode Line by Line

- Work through the text line by line or clause by clause.
- **Identify and "Translate" Archaic Language:**
    - **Thou / Thee / Thy / Thine** → You / Your / Yours
    - **Art** → are
    - **Hast** → have
    - **Dost** → do
    - **Wherefore** → why (This is a classic: "Wherefore art thou Romeo?" means "**Why** are you Romeo?" not "Where are you?").
    - **Hath** → has
- **Untangle Figurative Language:**

- **Metaphor:** "All the world's a stage." → Paraphrase: "Life is like a performance in a theatre."
- **Simile:** "My love is like a red, red rose." → Paraphrase: "He is saying his love is beautiful and delicate, like a rose."
- **Personification:** "The wind whispered through the trees." → Paraphrase: "The wind blew softly through the trees, making a whispering sound."

Step 3: Re-state in Prose

- Write out the literal meaning in simple, direct sentences. Ignore the original rhyme and rhythm.

Identifying Literary Elements:

- **Theme:** The central, universal idea or message (e.g., love, power, betrayal, the passage of time).
- **Mood:** The atmosphere or feeling created for the reader/audience (e.g., melancholic, joyful, tense).
- **Imagery:** Language that appeals to the senses (sight, sound, touch, taste, smell).
- **Dramatic Features: Dialogue** (conversation between characters), **Monologue** (a long speech by one character), **Stage Directions** (instructions in the script for movement, setting, and tone).

3. ROBUST WORKED EXAMPLE

- **Original Text (Shakespeare's *Julius Caesar*):**

  "Friends, Romans, countrymen, lend me your ears; I come to bury Caesar, not to praise him. The evil that men do lives after them; The good is oft interred with their bones;"

- **Analysis and Paraphrase:**
  - **Line 1:** "Lend me your ears" is an idiom for "listen to me."
  - **Line 2:** Clear statement of purpose.

- **Lines 3-4:** A complex idea. The bad things people do are remembered after they die, but the good things are often buried and forgotten.
- **Paraphrase:**

  "My fellow citizens, please listen to me. I have come here to bury Caesar, not to speak well of him. People tend to be remembered for the bad things they did, while the good things they accomplished are often forgotten when they die."

- **Theme:** The fickleness of public opinion and the nature of legacy.

4. EVALUATION

1. What is the purpose of paraphrasing a poem?
2. What does the word "wherefore" mean in Shakespearean English?
3. Paraphrase this metaphor: "He was a lion in the battle."
4. What is the difference between a monologue and a stage direction?

5. ASSIGNMENT

1. Read the following stanza from William Blake's "The Tyger":

   "Tyger Tyger, burning bright, In the forests of the night; What immortal hand or eye, Could frame thy fearful symmetry?"

2. Write a simple, 3-4 line paraphrase of this stanza, explaining its meaning in your own words.
3. Identify one example of **imagery** and one example of a **metaphor** in the stanza.

C. GRAMMAR: RULES OF CONCORD (SUBJECT-VERB AGREEMENT)

1. INTRODUCTION Concord (or **Subject-Verb Agreement**) is the cornerstone of grammatical sentence construction. It is the rule that the subject of a sentence must agree with its verb in **number**.

- A **singular** subject takes a **singular** verb.

- A **plural** subject takes a **plural** verb. While the basic rule is simple, several specific situations can cause confusion.

2. DETAILED CONTENT: KEY RULES OF CONCORD

1. **Basic Singular & Plural:**
    - *The **boy runs**.* (Singular subject, verb with '-s')
    - *The **boys run**.* (Plural subject, verb without '-s')
2. **Compound Subjects with "and":**
    - Usually treated as plural.
    - *Tola **and** Bola **are** here.*
    - **Exception:** When the two nouns refer to a single entity.
        - *Rice **and** beans **is** my favourite meal.* (Seen as one dish).
3. **Compound Subjects with "or" / "nor" (Disjunctive):**
    - The verb agrees with the subject **closest** to it (Proximity Rule).
    - *Neither the teacher **nor** the **students are** late.*
    - *Neither the students **nor** the **teacher is** late.*
4. **Indefinite Pronouns:**
    - The following are **always singular**: each, every, either, neither, one, no one, everyone, everyone, someone, anyone, nobody, everybody, somebody, anybody, nothing, everything, something, anything.
    - *Everyone **has** a pen.*
    - *Somebody **was** here.*
5. **Collective Nouns:**
    - Words like team, committee, family, class, government, staff.
    - **Singular:** When the group acts as a single unit.
        - *The **team is** winning.*
    - **Plural:** When the focus is on the individual members acting separately (more common in British English).

- *The **committee are** arguing amongst themselves.*

6. **"There is/are" and "Here is/are":**
    - The verb agrees with the subject that follows it.
    - ***There is** a **book** on the table.* (Singular)
    - ***There are** many **books** on the table.* (Plural)
7. **Intervening Phrases:**
    - Phrases like as well as, along with, together with, in addition to do not change the number of the subject.
    - *The **manager**, as well as the assistants, **is** responsible.* (Subject is "manager").
    - *The **assistants**, as well as the manager, **are** responsible.* (Subject is "assistants").
8. **Titles, Names, and Quantities:**
    - The titles of books, movies, and countries are singular even if they contain plural words.
    - *"The Brothers Karamazov" **is** a long novel.*
    - *Ten thousand naira **is** a lot of money.* (Seen as a single amount).

3. EVALUATION

1. What is the basic rule of subject-verb agreement?
2. Choose the correct verb: "Each of the students (has/have) passed."
3. Choose the correct verb: "The box of chocolates (was/were) on the table."
4. Choose the correct verb: "Neither the player nor the fans (was/were) happy with the referee's decision."
5. Why is "The committee are debating the issue" considered correct in British English?

4. ASSIGNMENT

1. Choose the correct verb in brackets for each sentence. a. The list of ingredients (is/are) on the back of the packet. b. The jury (has/have) reached its verdict. c. One of my friends (is/are) going to London. d. There (is/are) a pen, a book, and a notebook on the desk. e. Mathematics (is/are) a challenging subject for many.

2. Write five original sentences that demonstrate five different rules of concord (e.g., collective nouns, indefinite pronouns, etc.). State the rule each sentence illustrates.

D. VOCABULARY: WORDS FOR THE WEEK

1. DEFINITIONS, ETYMOLOGY, AND EXAMPLES

1. **Incendiary** (adj.) /ɪnˈsen.di.ə.ri/
    - **Definition:** (1) Designed to cause fires. (2) Tending to stir up conflict or excitement.
    - **Synonym:** Inflammatory, provocative, seditious.
    - **Sentence:** "The politician was arrested for making **incendiary** remarks that led to public unrest."
2. **Winsome** (adj.) /ˈwɪn.səm/
    - **Definition:** Attractive or appealing in a fresh, innocent way.
    - **Synonym:** Charming, engaging, endearing.
    - **Sentence:** "The child gave a **winsome** smile that melted everyone's heart."
3. **Rapport** (n.) /ræpˈɔːr/
    - **Definition:** A close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well.
    - **Synonym:** Affinity, bond, connection.
    - **Sentence:** "The new teacher quickly established a good **rapport** with her students."
4. **Sovereign** (n./adj.) /ˈsɒv.rɪn/
    - **Definition:** (n) A supreme ruler, especially a monarch. (adj) Possessing supreme or ultimate power; independent.
    - **Synonym:** Monarch, ruler; autonomous, independent.
    - **Sentence:** "Nigeria is a **sovereign** nation, free from external control."
5. **Vitriolic** (adj.) /ˌvɪt.riˈɒl.ɪk/

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- **Definition:** Filled with bitter criticism or malice.
- **Etymology:** From *vitriol*, a highly corrosive acid.
- **Synonym:** Acerbic, caustic, scathing.
- **Sentence:** "The debate was marred by **vitriolic** personal attacks."

6. **Quaint** (adj.) /kweɪnt/
    - **Definition:** Attractively unusual or old-fashioned.
    - **Synonym:** Picturesque, charming, old-world.
    - **Sentence:** "We stayed in a **quaint** little cottage with a thatched roof."
7. **Pathology** (n.) /pəˈθɒl.ə.dʒi/
    - **Definition:** (1) The science of the causes and effects of diseases. (2) A deviation from a healthy, normal condition.
    - **Sentence:** "The **pathology** report confirmed the presence of the virus."
8. **Gourmet** (n./adj.) /ˈgɔː.meɪ/
    - **Definition:** (n) A connoisseur of good food and drink. (adj) Of a high standard, suitable for a gourmet.
    - **Synonym:** Connoisseur, epicure.
    - **Sentence:** "The restaurant is famous among **gourmets** for its exquisite French cuisine."
9. **Abhor** (v.) /əbˈhɔːr/
    - **Definition:** To regard with disgust and hatred.
    - **Synonym:** Detest, loathe, abominate.
    - **Sentence:** "I **abhor** all forms of discrimination and bigotry."

2. EVALUATION

1. If a speech is *vitriolic*, is it friendly and complimentary?
2. What is the difference between a *sovereign* ruler and a governor?
3. Which word describes a charming and attractive manner?
4. What does it mean to *abhor* violence?

3. ASSIGNMENT

1. Write a clear, original sentence for five of this week's words: **incendiary, winsome, sovereign, quaint, abhor.**
2. Write a short paragraph (3-4 sentences) about a leader. Use the words **rapport** and **sovereign** in your paragraph.

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WEEK 8

A. ORAL: VOWEL SOUNDS (/ɪ/ vs /iː/, /ʊ/ vs /uː/, /æ/ vs /aː/)

1. INTRODUCTION Vowel sounds are the building blocks of spoken English, produced with an open vocal tract. A crucial distinction in English pronunciation is between **short** and **long** vowels. The difference is not just duration but also the position of the tongue and the shape of the mouth. Mispronouncing these can lead to misunderstandings, as many form minimal pairs—words that differ only by one sound.

2. DETAILED CONTENT: VOWEL CONTRASTS AND MINIMAL PAIRS

- **1. /ɪ/ (short) vs. /i**ː**/ (long)**
    - **/ɪ/ as in 'sit':** A short, lax vowel. The tongue is relaxed and positioned in the centre-front of the mouth.
        - **Examples:** ship, slip, bin, hit, grin, sin
    - **/i**ː**/ as in 'seat':** A long, tense vowel. The tongue is high and at the front of the mouth, with the lips slightly spread.
        - **Examples:** sheep, sleep, bean, heat, green, scene
    - **Minimal Pair Drill:**
        - "Don't slip on the deck of the **ship**." / "The **sheep** are sleeping."
        - "I feel **fit**." / "I have sore **feet**."
        - "Please **sit** here." / "This is a comfortable **seat**."
- **2. /ʊ/ (short) vs. /u**ː**/ (long)**
    - **/ʊ/ as in 'pull':** A short, lax vowel. The tongue is high and towards the back, but relaxed. Lips are slightly rounded.
        - **Examples:** pull, full, could, wood, book, look
    - **/u**ː**/ as in 'pool':** A long, tense vowel. The tongue is high and at the back of the mouth, with the lips tightly rounded.
        - **Examples:** pool, fool, cool, shoe, blue, food

- **Minimal Pair Drill:**
    - "The **pull** of the current was strong." / "Let's swim in the **pool**."
    - "The room was **full**." / "Don't be a **fool**."
    - "**Look** at that!" / "His name is **Luke**."

- **3. /æ/ (short) vs. /ɑː/ (long)**
    - **/æ/ as in 'cat':** A short, open vowel. The jaw is open, and the tongue is low and towards the front.
        - **Examples:** man, cat, bat, hat, pack, sad
    - **/ɑː/ as in 'cart':** A long, open vowel. The jaw is open, and the tongue is low and pulled back.
        - **Examples:** mark, cart, barn, heart, park, calm
    - **Minimal Pair Drill:**
        - "The **cat** sat on the mat." / "We put the shopping in the **cart**."
        - "He was wearing a **hat**." / "She has a kind **heart**."
        - "We need to **pack** our bags." / "The soldiers began their **march**."

3. EVALUATION

1. What is the difference between a short and a long vowel in terms of tongue position?
2. Provide a minimal pair for /ɪ/ and /iː/.
3. Which vowel sound is in the word "book"? (/ʊ/ or /uː/)
4. Transcribe the vowel sounds in the words "cap" and "carp".

4. ASSIGNMENT

1. Group the following words according to their vowel sound (/ɪ/ or /iː/):
    - beach, sit, chip, cheese, fill, feel
2. Write two sentences. Each sentence must contain a minimal pair for /ʊ/ and /uː/ (e.g., "It's full of fools.").
3. Practise saying these sentences aloud, focusing on the vowel length and quality:
    - "The black cat sat on the mat in the dark park."

- "She saw the sheep on the ship from the beach."

B. STRUCTURE: ADJUNCTS, CONJUNCTS, DISJUNCTS

1. INTRODUCTION Adverbials are words or phrases that provide extra information about a verb, an adjective, or another adverb. However, not all adverbials are the same. We can classify them into three types based on their function and relationship to the core sentence: **Adjuncts, Conjuncts, and Disjuncts**.

2. DETAILED CONTENT: CLASSIFYING ADVERBIALS

- **1. ADJUNCTS (The "Standard" Adverbials)**
    - **Function:** They are integrated into the core structure of the clause. They modify the verb and provide details about the action itself.
    - **They answer:** How? When? Where? How often? Why?
    - **Removability:** If you remove an adjunct, the sentence remains grammatically complete but loses specific detail.
    - **Examples:**
        - **Manner:** He ran *quickly*. *She spoke **with confidence**.*
        - **Place:** She is sitting *in the garden*.
        - **Time:** We will leave *tomorrow*.
        - **Frequency:** He *often* visits his grandparents.
        - **Reason:** He left *because he was tired*.
- **2. CONJUNCTS (Linking Adverbs)**
    - **Function:** They are not part of the core sentence meaning. They act as logical connectors *between* sentences or clauses, showing the relationship between ideas.
    - **They indicate:** Addition, contrast, sequence, result.
    - **Punctuation:** They are often (but not always) set off by a comma.
    - **Examples:**

        - **Addition:** *Furthermore*, all the money was stolen. *He is rich; **moreover**, he is generous.*
        - **Contrast:** *However*, he did not agree.
        - **Result:** *Therefore*, the project was cancelled.
        - **Sequence:** *Meanwhile*, the team was losing. *First, boil the water. **Next**, add the pasta.*
- **3. DISJUNCTS (Sentence Adverbs or Comment Adverbs)**
    - **Function:** They stand outside the core sentence and express the speaker's attitude, judgment, or evaluation of the entire clause. They comment on the content or style of the sentence.
    - **They answer:** What is the speaker's view on this statement?
    - **Punctuation:** They are usually set off by a comma.
    - **Examples:**
        - **Honesty:** *Frankly,* I don't care. *Honestly, that was a terrible idea.*
        - **Judgment:** *Obviously,* he is lying. *Clearly, more research is needed.*
        - **Evaluation:** *Luckily,* no one was hurt. *Unfortunately, the bus had already left.*
        - **Style:** *Briefly,* the plan is to leave at dawn.

3. EVALUATION

1. What question does an adjunct of manner answer?
2. Which type of adverbial is used to link two ideas logically?
3. In the sentence, "Surprisingly, he passed the exam," what is the function of "surprisingly"?
4. Identify the adverbial in this sentence and classify its type: "She therefore decided to resign."

4. ASSIGNMENT

1. For each category, write one original sentence using the provided word. a. **Adjunct of Place:** (outside) b. **Adjunct of Time:** (yesterday) c. **Conjunct:** (however) d. **Disjunct:** (fortunately)

2. Identify the underlined adverbials as Adjunct (A), Conjunct (C), or Disjunct (D). a. He answered the question *honestly*. ( ) b. *Therefore*, we must take action. ( ) c. She will arrive *in the morning*. ( ) d. *Sadly*, the old theatre is closing down. ( )

C. COMPREHENSION: READING FOR STRUCTURAL PATTERNS

1. INTRODUCTION Advanced reading involves not just understanding content but also recognising the author's craft. Identifying **sentence structures** helps you understand how ideas are linked, which in turn aids comprehension and improves your own writing style. The three basic sentence structures are **Simple, Compound, and Complex**.

2. DETAILED CONTENT: IDENTIFYING SENTENCE TYPES

- **1. Simple Sentence**
    - **Definition:** Contains one independent clause (a subject and a verb that expresses a complete thought).
    - **It can have:** A compound subject or a compound verb, but only one main clause.
    - **Examples:**
        - "The dog barked."
        - "Tola and Bola **studied** for the exam and **passed**." (Compound subject & compound verb, but one clause).
- **2. Compound Sentence**
    - **Definition:** Contains two or more independent clauses joined by a coordinating conjunction (FANBOYS: For, And, Nor, But, Or, Yet, So) or a semicolon (;).
    - **Shows:** A relationship between two equally important ideas.
    - **Examples:**
        - "The dog barked, **and** the cat ran away."
        - "I wanted to go to the party, **but** I was too tired."
        - "She is intelligent; she is also very hardworking."
- **3. Complex Sentence**

- **Definition:** Contains one independent clause and at least one dependent (subordinate) clause. A dependent clause cannot stand alone as a sentence.
- **Shows:** A relationship where one idea is dependent on another.
- **Dependent clauses often start with subordinating conjunctions:** *because, since, although, when, if, after, before, which, that, who.*
- **Examples:**
  - "The dog barked **when the postman arrived**." (Independent: The dog barked. Dependent: when the postman arrived).
  - "**Although it was raining,** we went for a walk."
  - "This is the book **that I recommended**."

3. EVALUATION / ASSIGNMENT

1. What is the defining feature of a simple sentence?
2. How is a compound sentence different from a complex sentence?
3. **Practical Task:** Find a paragraph in a textbook or novel. Analyse its structure by doing the following: a. Copy the paragraph. b. Identify and list one example of each: * A **simple** sentence. * A **compound** sentence. * A **complex** sentence. c. Briefly explain how the use of these different structures affects the flow and readability of the paragraph.

D. WRITING: EXPOSITORY ESSAY

1. INTRODUCTION An **expository essay** aims to **explain, clarify, or inform** about a topic in a clear, logical, and objective manner. It is not meant to argue a point or tell a story, but to present facts, statistics, examples, and logical explanations in a balanced way. The tone should be neutral and informative.

2. DETAILED CONTENT: BRAINSTORMING & OUTLINE FOR "IMPROVING FAMILY FUNCTIONING"

- **Topic:** "How to Improve Family Functioning"
- **Brainstorming Key Factors:**

    - Communication
    - Mutual Respect
    - Quality Time
    - Shared Responsibilities
    - Financial Planning
    - Conflict Resolution
    - Love and Support
- **Sample Outline:**
    - **Title:** The Pillars of a Functional Family
    - **Introduction:**
        - **Hook:** Start with a general statement about the importance of family as the foundational unit of society.
        - **Context:** Acknowledge that all families face challenges, but a well-functioning family can overcome them.
        - **Thesis Statement:** "A family's strength and functionality can be significantly improved by prioritising open communication, fostering mutual respect, and dedicating quality time together."
    - **Body Paragraph 1: Open Communication**
        - **Topic Sentence:** "The cornerstone of a healthy family is open and honest communication."
        - **Explanation:** Explain why communication is vital (builds trust, prevents misunderstandings, solves problems).
        - **Examples:** Regular family meetings, active listening without judgment, creating a safe space for everyone to express feelings.
    - **Body Paragraph 2: Mutual Respect**
        - **Topic Sentence:** "Alongside communication, a functional family is built on a foundation of mutual respect."
        - **Explanation:** Define respect in a family context (valuing opinions, privacy, and individual differences).

        - **Examples:** Respecting personal boundaries, avoiding harsh criticism, celebrating each other's achievements.
    - **Body Paragraph 3: Quality Time**
        - **Topic Sentence:** "Finally, strengthening family bonds requires the intentional investment of quality time."
        - **Explanation:** Explain that love is often demonstrated through shared experiences and presence.
        - **Examples:** Shared meals without distractions, family outings, working on projects together, establishing traditions.
    - **Conclusion:**
        - **Restate Thesis:** (In different words) "In conclusion, the journey to a more harmonious family life is paved with consistent communication, deep respect, and meaningful time spent together."
        - **Summarise Main Points:** Briefly recap the three pillars.
        - **Final Thought:** End with a positive, forward-looking statement about the achievable goal of a happy, supportive family environment.

3. EVALUATION / ASSIGNMENT

1. What is the primary purpose of an expository essay?
2. Why is a clear thesis statement important in the introduction?
3. **Assignment:** Write a full expository essay (350-400 words) on the topic: **"How to Improve Family Functioning."**
    - Ensure you have a clear introduction with a thesis statement.
    - Develop at least three body paragraphs, each with a topic sentence and supporting details.
    - End with a strong conclusion that reinforces your main argument.

E. VOCABULARY: WORDS FOR THE WEEK

1. DEFINITIONS, ETYMOLOGY, AND EXAMPLES

1. **Ruse** (n.) /ruːz/
    - **Definition:** An action intended to deceive someone; a trick.
    - **Synonym:** Ploy, stratagem, subterfuge.
    - **Sentence:** "The thief used a clever **ruse** to distract the security guard while his accomplice stole the jewels."
2. **Quagmire** (n.) /ˈkwæg.maɪər/
    - **Definition:** (1) A soft, boggy area of land that gives way underfoot. (2) A complex, difficult, and hazardous situation.
    - **Synonym:** Swamp, mire; predicament, morass.
    - **Sentence:** "The country's political situation had become a **quagmire** of corruption and infighting."
3. **Ominous** (adj.) /ˈɒm.ɪ.nəs/
    - **Definition:** Giving the worrying impression that something bad is going to happen; threatening.
    - **Synonym:** Menacing, foreboding, sinister.
    - **Sentence:** "The dark, **ominous** clouds gathered on the horizon, promising a severe storm."
4. **Mundane** (adj.) /mʌnˈdeɪn/
    - **Definition:** Lacking interest or excitement; dull. Of this earthly world rather than a heavenly or spiritual one.
    - **Synonym:** Tedious, boring, routine, everyday.
    - **Sentence:** "He longed for adventure to escape his **mundane** daily routine of commuting and office work."
5. **Panache** (n.) /pəˈnæʃ/
    - **Definition:** Flamboyant confidence of style or manner.
    - **Synonym:** Flair, flamboyance, élan, style.
    - **Sentence:** "She presented her findings with great **panache**, captivating the entire audience."

6. **Temerity** (n.) /təˈmer.ə.ti/
    - **Definition:** Excessive confidence or boldness; audacity.
    - **Synonym:** Nerve, gall, audacity, cheek.
    - **Sentence:** "He had the **temerity** to ask for a pay rise after only one month in the job."
7. **Resplendent** (adj.) /rɪˈsplen.dənt/
    - **Definition:** Attractive and impressive through being richly colourful or sumptuous.
    - **Synonym:** Splendid, magnificent, dazzling, glorious.
    - **Sentence:** "The queen was **resplendent** in her coronation robes, covered in jewels and gold embroidery."
8. **Laud** (v.) /lɔːd/
    - **Definition:** To praise (a person or their achievements) highly.
    - **Synonym:** Praise, extol, acclaim, commend.
    - **Sentence:** "The critics **lauded** the director's latest film as a masterpiece."

2. EVALUATION

1. If a situation is described as a *quagmire*, is it easy to resolve?
2. What is the difference between a *ruse* and an honest mistake?
3. Which word describes a dull, everyday task?
4. If a performer has *panache*, how do they perform?

3. ASSIGNMENT

1. Write a clear, original sentence for five of this week's words: **ruse, ominous, mundane, panache, laud.**
2. Write a short paragraph describing a difficult situation, using the words **quagmire** and **temerity**.

WEEK 9

A. STRUCTURE: PREPOSITIONAL PHRASES

1. INTRODUCTION Prepositions are the words that show relationships - in time, space, or logic - between other words in a sentence. A **prepositional phrase** is a powerful grammatical unit that begins with a preposition and ends with a noun or pronoun (the object of the preposition). These phrases function as unified modifiers, adding crucial detail and complexity to your writing.

2. DETAILED CONTENT: FUNCTIONS OF PREPOSITIONAL PHRASES

A prepositional phrase can act as either an **adjective** or an **adverb**. The key to identifying its function is to ask the right question.

- **1. As an Adjective (An Adjectival Phrase):**
    - **Function:** Modifies a noun or pronoun by answering "Which one?" or "What kind?"
    - **Position:** Almost always appears directly after the noun it modifies.
    - **Examples:**
        - "The house *on the hill* has a beautiful view." (Which house? The one *on the hill*).
        - "I appreciate a person *with a sense of humour*." (What kind of person? One *with a sense of humour*).
        - "The suggestion *from the committee* was accepted." (Which suggestion? The one *from the committee*).
- **2. As an Adverb (An Adverbial Phrase):**
    - **Function:** Modifies a verb, an adjective, or another adverb by answering "Where?", "When?", "How?", or "Why?"
    - **Position:** More flexible; can appear at the beginning, middle, or end of a sentence.
    - **Examples:**

- **Where?** "We will meet *at the restaurant*." (Modifies the verb 'will meet').
- **When?** "The concert starts *in the evening*." (Modifies the verb 'starts').
- **How?** "She completed the task *with incredible speed*." (Modifies the verb 'completed').
- **Why?** "He went to the market *for some bread*." (Modifies the verb 'went').

3. ROBUST WORKED EXAMPLES & ILLUSTRATIONS

- **Illustration: Multiple Phrases in One Sentence**
  - "The book *on the shelf in the library* is *by my favourite author*."
    - "on the shelf" → Adjective phrase modifying "book" (Which book?)
    - "in the library" → Adjective phrase modifying "shelf" (Which shelf?)
    - "by my favourite author" → Adjective phrase modifying "book" (What kind of book?)
- **Example 1 (Distinguishing Function):**
  - "The dog slept *under the table*."
    - **Question:** Where did the dog sleep?
    - **Answer:** Under the table.
    - **Function:** Adverbial phrase (modifies the verb 'slept').
- **Example 2 (Distinguishing Function):**
  - "The dog *under the table* is sleeping."
    - **Question:** Which dog is sleeping?
    - **Answer:** The one under the table.
    - **Function:** Adjectival phrase (modifies the noun 'dog').

4. EVALUATION

1. What are the two main components of a prepositional phrase?
2. What question does an adjectival prepositional phrase answer?

3. Identify the prepositional phrase and state its function: "The students in the classroom are studying."
4. Identify the prepositional phrase and state its function: "We travelled during the holidays."

5. ASSIGNMENT

1. Write five sentences, each containing at least one prepositional phrase.
2. Underline the prepositional phrase in each sentence and state whether it is functioning as an **adjectival phrase** or an **adverbial phrase**. For adverbial phrases, state what question it answers (where, when, how, why).

B. VOCABULARY DEVELOPMENT: WORDS ASSOCIATED WITH HOTEL AND CATERING

1. INTRODUCTION The hospitality industry has its own rich and specific lexicon. Mastering this register is essential for careers in tourism, for navigating travel, and for understanding a significant sector of the economy.

2. DETAILED CONTENT: THE HOSPITALITY LEXICON

- **Catering:** The business of providing food service for a specific event (e.g., a wedding, conference).
- **Hotel:** An establishment providing accommodation, and often meals and other services for travellers and tourists.
- **Menu:** A list of the dishes available for order in a restaurant.
- **À la carte:** (French: "according to the card") A menu style where each dish is listed and priced separately.
- **Table d'hôte:** (French: "host's table") A fixed-price menu offering a limited selection of courses, often representing good value.
- **Buffet:** A meal system where guests serve themselves from a variety of dishes displayed on a table or sideboard.

- **Cuisine:** A characteristic style of cooking, often associated with a specific country, region, or establishment (e.g., Italian cuisine, fusion cuisine).
- **Gourmet:** (adj.) Of high quality and sophistication, especially concerning food and drink. (n.) A connoisseur of good food.
- **Sommelier:** A trained and knowledgeable wine professional, typically working in a fine restaurant, who specialises in all aspects of wine service.
- **Recipe:** A set of instructions for preparing a particular dish, including a list of ingredients.
- **Reservation (Booking):** An arrangement whereby a room, table, or seat is secured in advance.
- **Check-in:** The process of registering one's arrival at a hotel or airport.
- **Check-out:** The process of leaving a hotel and settling one's bill.
- **En-suite:** (adj.) (Of a bathroom) directly connected to, and only accessible from, a bedroom.
- **Concierge:** A hotel employee whose job is to assist guests by arranging tours, making theatre bookings, etc.
- **Suite:** A set of rooms in a hotel, typically including a living area and one or more bedrooms.

3. EVALUATION

1. If you want to choose individual dishes and pay for them separately, would you order from an *à la carte* or a *table d'hôte* menu?
2. What is the specific job of a *sommelier*?
3. What is the difference between *check-in* and *check-out*?
4. What does *en-suite* mean, and why is it a desirable feature in a hotel room?

4. ASSIGNMENT

1. Imagine you are a hotel manager writing a description of your hotel for a travel website. Write a short, enticing paragraph (60-100 words) highlighting its features and services. You must correctly use at least **four** of the following words: **cuisine, en-suite, reservation, concierge, gourmet, buffet.**

C. WRITING: SUMMARY (SUMMARISING IMPLIED MEANING)

1. INTRODUCTION Advanced summary requires you to read "between the lines." **Implied meaning** is what the author suggests or hints at without directly stating. It is the conclusion you draw based on the evidence of tone, word choice, and context. This skill is vital for critical thinking and for understanding sophisticated texts, from editorials to literature.

2. DETAILED CONTENT: TECHNIQUES FOR INFERRING MEANING

- **Analyse the Author's Tone:** Is the author being sarcastic, critical, sympathetic, or ironic? Tone is a powerful indicator of true meaning.
    - Example: "Another *brilliant* idea from the management," he said, as the new, cumbersome policy was announced. (Implied: The idea is terrible).
- **Examine Word Choice (Connotation):** Words carry emotional weight beyond their literal definition.
    - "The politician *stated* his position." (Neutral).
    - "The politician *admitted* his position." (Implies he was reluctant or that the position is negative).
    - "The politician *boasted* about his position." (Implies arrogance).
- **Interpret Figurative Language:** Translate metaphors, similes, and irony into their literal implications.
    - Passage: "The new tax law is a *bitter pill* for the middle class."
    - Implied Meaning: The tax law is unpleasant and difficult to accept.
- **Synthesise Facts to Find the Underlying Argument:** Connect the dots between stated facts to understand the author's unstated point.
    - Passage: "The company reported record-breaking profits this quarter. The CEO's bonus increased by 200%. Meanwhile, all staff have been informed there will be a pay freeze."
    - Implied Meaning: The company is prioritising executive rewards over fair compensation for its employees.

3. ROBUST WORKED EXAMPLE

- **Passage:** "The government's new 'affordable housing initiative' will see the construction of 500 luxury apartments, starting at a price of 100 million naira each. The Minister for Housing declared this a 'victory for every Nigerian family.'"
- **Question:** What is the author's implied criticism of the initiative?
- **Analysis:**
    - "Affordable housing" is in quotation marks, signalling scepticism about the label.
    - The contrast between the term "affordable" and the reality of "luxury apartments" at "100 million naira" creates irony.
    - The Minister's quote is presented without further comment, allowing the stark facts to undermine his statement.
- **Summary (Implied):** The author implies that the initiative is misnamed and out of touch with the needs of ordinary Nigerians, as it focuses on unaffordable luxury housing rather than truly affordable homes.

4. EVALUATION / ASSIGNMENT

1. Read the following passage carefully.

   Passage: "The head prefect's new rule states that all students must wear brightly coloured badges to 'promote school spirit.' Unsurprisingly, the company that manufactures these badges is owned by the head prefect's uncle. The badges are mandatory and must be purchased from the school office for a 'nominal fee' of two thousand naira each."

2. Based on the passage, answer the following: a. What is the author's implied opinion about the head prefect's motive for introducing the badge rule? (One sentence). b. What does the use of quotation marks around 'promote school spirit' and 'nominal fee' suggest about the author's viewpoint?

D. VOCABULARY: WORDS FOR THE WEEK

1. DEFINITIONS, ETYMOLOGY, AND EXAMPLES

1. **Mitigate** (v.) /ˈmɪt.ɪ.geɪt/
    - **Definition:** To make (something bad) less severe, serious, or painful.
    - **Synonym:** Alleviate, lessen, soften.
    - **Sentence:** "Planting trees is one way to **mitigate** the urban heat island effect."
2. **Vindictive** (adj.) /vɪnˈdɪk.tɪv/
    - **Definition:** Having or showing a strong or unreasoning desire for revenge.
    - **Synonym:** Spiteful, vengeful, revengeful.
    - **Sentence:** "After the argument, she became **vindictive** and spread malicious rumours about him."
3. **Superfluous** (adj.) /suːˈpɜː.flu.əs/
    - **Definition:** Unnecessary, especially through being more than enough.
    - **Etymology:** From Latin *superfluus* ('running over').
    - **Synonym:** Redundant, surplus, excess.
    - **Sentence:** "The editor removed all **superfluous** adjectives to make the report more concise."
4. **Puerile** (adj.) /ˈpjʊə.raɪl/
    - **Definition:** Childishly silly and trivial.
    - **Etymology:** From Latin *puer* ('boy, child').
    - **Synonym:** Juvenile, immature, childish.
    - **Sentence:** "The debate was derailed by **puerile** name-calling instead of substantive arguments."
5. **Restive** (adj.) /ˈres.tɪv/
    - **Definition:** (Of a person) unable to remain still, silent, or submissive, especially because of boredom or dissatisfaction.
    - **Synonym:** Restless, fidgety, impatient.
    - **Sentence:** "The crowd grew **restive** after waiting for hours in the scorching sun with no information."

6. **Saccharine** (adj.) /ˈsæk.ər.iːn/
    - **Definition:** Excessively sweet or sentimental.
    - **Synonym:** Cloying, syrupy, mawkish.
    - **Sentence:** "The film's ending was so **saccharine** that it felt artificial and insincere."
7. **Tedious** (adj.) /ˈtiː.di.əs/
    - **Definition:** Too long, slow, or dull; tiresome or monotonous.
    - **Synonym:** Boring, monotonous, tiresome.
    - **Sentence:** "Data entry is a **tedious** but necessary task."
8. **Wily** (adj.) /ˈwaɪ.li/
    - **Definition:** Skilled at gaining an advantage, especially deceitfully; cunning.
    - **Synonym:** Sly, crafty, shrewd.
    - **Sentence:** "The **wily** old fox managed to steal the chickens without ever being seen."
9. **Maxim** (n.) /ˈmæk.sɪm/
    - **Definition:** A short, pithy statement expressing a general truth or rule of conduct.
    - **Synonym:** Proverb, adage, aphorism.
    - **Sentence:** "He lived his life by the **maxim**, 'honesty is the best policy.'"
10. **Nuance** (n.) /ˈnjuː.ɑːns/
    - **Definition:** A subtle difference in or shade of meaning, expression, or sound.
    - **Synonym:** Subtlety, distinction, refinement.
    - **Sentence:** "A great actor understands the **nuance** of every line and can convey complex emotions."

2. EVALUATION

1. What is the difference between *mitigating* a problem and *solving* it?
2. If a comment is *puerile*, is it wise and mature?

3. Which word describes something that is unnecessarily extra?
4. What is a *maxim*?

3. ASSIGNMENT

1. Write a clear, original sentence for five of this week's words: **vindictive, superfluous, restive, wily, nuance.**
2. Write a short paragraph about a difficult task, using the words **tedious** and **mitigate**.

PAWILLS CONSULTING

WEEK 10

A. STRUCTURE: IDIOMS

1. INTRODUCTION Idioms are fixed expressions whose meanings cannot be deduced from the literal definitions of the individual words. They are a colourful and integral part of the English language, deeply rooted in cultural and historical context. Mastering idioms is essential for achieving fluency and understanding native speakers, as they are used extensively in both spoken and written English.

2. DETAILED CONTENT: UNDERSTANDING AND USING IDIOMS

- **Idiom vs. Proverb:**
    - **Idiom:** A phrase with a figurative meaning.
        - Example: "It's **raining cats and dogs**." (Meaning: raining heavily).
    - **Proverb:** A complete sentence that expresses a piece of advice or a general truth about life.
        - Example: "**Don't count your chickens before they hatch.**" (Meaning: Don't make plans based on something that hasn't happened yet).

Common Idioms with Explanations and Examples:

Idiom	Meaning	Example Sentence
Spill the beans	To reveal a secret accidentally or prematurely.	"We were planning a surprise party, but Sarah **spilled the beans**."
Kick the bucket	A euphemism for dying.	"His old car finally **kicked the bucket** on the motorway."
Once in a blue moon	Very rarely.	"He only visits his relatives **once in a blue moon**."
Hit the nail on the head	To be exactly right about something.	"You **hit the nail on the head** when you said we need better communication."

Idiom	Meaning	Example Sentence
Take the bull by the horns	To face a difficult situation directly and with courage.	"Instead of avoiding the problem, she decided to **take the bull by the horns**."
A blessing in disguise	Something that seems bad at first but results in something good.	"Losing that job was **a blessing in disguise**; it led me to a much better career."
Bite off more than you can chew	To take on a task that is too big or difficult.	"By accepting three major projects at once, he **bit off more than he could chew**."
Let the cat out of the bag	To reveal a secret, often accidentally.	"I'm not supposed to tell you, but I guess I **let the cat out of the bag**."
A wild goose chase	A futile search or pursuit; a waste of time.	"The clue the detective followed turned out to be **a wild goose chase**."
Cost an arm and a leg	To be extremely expensive.	"Fixing the car is going to **cost an arm and a leg**."

3. ROBUST WORKED EXAMPLES & ILLUSTRATIONS

- **Illustration: Context is Key** The idiom "**break a leg**" is used to wish someone good luck, especially in performance contexts. Its origin is theatrical superstition, where wishing someone "good luck" was considered bad luck.
    - "You have your final exam today? **Break a leg**!"
- **Example 1 (Choosing the Correct Idiom):**
    - Situation: Someone is avoiding a difficult conversation.
    - Appropriate Idiom: "You need to **bite the bullet** and tell him the truth."
- **Example 2 (Explaining Meaning):**
    - "When the company lost its biggest client, everyone had to **tighten their belts**."
    - **Explanation:** The idiom "tighten their belts" means to spend less money because of a difficult financial situation.

4. EVALUATION

1. What is the main difference between an idiom and a proverb?
2. What does the idiom "see eye to eye" mean?
3. If someone is "feeling under the weather," how are they feeling?
4. Explain the meaning of "the ball is in your court."

5. ASSIGNMENT

1. Match the following idioms to their correct meanings:
    - **1. Burn the midnight oil** - A. To be very expensive
    - **2. Cry over spilt milk** - B. To study or work late into the night
    - **3. Cost an arm and a leg** - C. To be upset about something that has already happened
2. Write two original sentences, each correctly using one of the following idioms:
    - a. On cloud nine
    - b. Piece of cake
3. Explain the following proverb in your own words: "The early bird catches the worm."

B. COMPREHENSION: READING FOR CRITICAL EVALUATION

1. INTRODUCTION Critical evaluation moves beyond simply understanding what a text says; it involves assessing its quality, validity, and persuasiveness. A critical reader acts as a judge, questioning the author's arguments, evidence, and motives. This skill is vital for distinguishing fact from opinion, detecting bias, and forming your own well-reasoned conclusions.

2. DETAILED CONTENT: BECOMING A CRITICAL READER

- **1. Identifying Faulty Reasoning (Logical Fallacies):**
    - **Hasty Generalisation:** Drawing a conclusion based on insufficient evidence.
        - Example: "I met two rude people from that city. Everyone from that city must be rude."

- **Ad Hominem (Attack on the Person):** Attacking the character of the person making the argument instead of the argument itself.
    - Example: "We shouldn't listen to his views on climate change because he failed his science exams in school."
- **False Cause (Post Hoc Ergo Propter Hoc):** Assuming that because one event happened after another, the first event caused the second.
    - Example: "The new mayor was elected, and then crime rates increased. Therefore, the new mayor caused the crime wave."
- **Bandwagon Appeal:** Arguing that something is true or correct because it is popular.
    - Example: "Everyone is buying this brand of phone, so it must be the best."

- **2. Detecting Bias:**
    - **Loaded Language:** Using words with strong positive or negative connotations to influence the reader emotionally.
        - Example: "The government's *reckless* scheme" vs. "The government's *bold new* scheme."
    - **Omission of Relevant Information:** Leaving out facts that would contradict the author's argument.
    - **Presenting Opinion as Fact:** Stating subjective beliefs as if they are objective truths without evidence.
- **3. Assessing Evidence:**
    - **Is the evidence relevant?** Does it directly support the claim?
    - **Is the evidence sufficient?** Is there enough to make the argument convincing?
    - **Is the evidence from a credible source?** Is the source expert, unbiased, and reliable?

3. EVALUATION / ASSIGNMENT

1. Read the following short passage and answer the questions below.

Passage: "The 'Clean City' initiative is a complete waste of taxpayer money. The councillor who proposed it, Mr. Jones, is a known liar who was once fined for littering himself! Furthermore, my neighbour said that the new bins they installed are already broken. It's obvious that this project is a failure and should be scrapped immediately."

2. Questions: a. Identify *one* example of a logical fallacy in the passage and name the type of fallacy. b. Identify *one* example of potentially weak evidence used to support the argument. c. What is the overall tone of the passage, and how does it affect the writer's credibility?

C. VOCABULARY DEVELOPMENT: WORDS ASSOCIATED WITH POLITICS AND GOVERNMENT

1. INTRODUCTION This register is essential for understanding civics, current affairs, and history. It encompasses the structures, processes, and principles through which a society is governed.

2. DETAILED CONTENT: A GLOSSARY OF GOVERNANCE

- **The Three Arms of Government:**
  - **Legislature:** The law-making arm (e.g., National Assembly, Parliament).
  - **Executive:** The law-implementing arm (e.g., President, Governor, Ministers).
  - **Judiciary:** The law-interpreting arm (e.g., Courts, Judges).
- **Democracy:** A system of government by the whole population, typically through elected representatives.
- **Autocracy/Dictatorship:** A system of government by one person with absolute power.
- **Bill:** A proposed law presented to a legislature for debate.
- **Act / Statute:** A bill that has been passed by the legislature and become law.
- **Veto:** The constitutional right to reject a decision or proposal made by a law-making body.

- **Impeachment:** The process of charging a public official with misconduct, potentially leading to their removal from office.
- **Electorate:** All the people in a country or area who are entitled to vote in an election.
- **Franchise / Suffrage:** The right to vote in public elections.
- **Gerrymandering:** The manipulation of electoral constituency boundaries to favour one party or class.
- **Bicameral Legislature:** A legislature with two chambers or houses (e.g., Senate and House of Representatives).
- **Coalition:** A temporary alliance of political parties forming a government or of states.
- **Ideology:** A system of ideas and ideals, especially one which forms the basis of economic or political theory and policy (e.g., socialism, conservatism).

3. EVALUATION / ASSIGNMENT

1. What are the three arms of government, and what is the primary function of each?
2. What is the key difference between a *bill* and an *act*?
3. What is *gerrymandering*, and why is it considered undemocratic?
4. **Assignment:** Write a short paragraph (80-100 words) explaining the importance of the separation of powers between the three arms of government. Use the terms **legislature, executive, judiciary,** and **checks and balances** in your answer.

D. VOCABULARY: WORDS FOR THE WEEK

1. DEFINITIONS, ETYMOLOGY, AND EXAMPLES

1. **Whimsical** (adj.) /ˈwɪm.zɪ.kəl/
    - **Definition:** Playfully quaint or fanciful, especially in an appealing and amusing way.
    - **Synonym:** Fanciful, playful, quirky.
    - **Sentence:** "The children's book was filled with **whimsical** illustrations of talking animals."

2. **Temerity** (n.) /təˈmer.ə.ti/
    - **Definition:** Excessive confidence or boldness; audacity.
    - **Synonym:** Nerve, gall, audacity.
    - **Sentence:** "He had the **temerity** to criticise the chef's cooking while dining in his restaurant."
3. **Resplendent** (adj.) /rɪˈsplen.dənt/
    - **Definition:** Attractive and impressive through being richly colourful or sumptuous.
    - **Synonym:** Splendid, magnificent, dazzling.
    - **Sentence:** "The palace hall was **resplendent** with gold leaf and crystal chandeliers."
4. **Zephyr** (n.) /ˈzef.ər/
    - **Definition:** A soft, gentle breeze.
    - **Etymology:** From Zephyrus, the Greek god of the west wind.
    - **Synonym:** Breeze, breath of wind.
    - **Sentence:** "A welcome **zephyr** rustled the leaves, providing relief from the summer heat."
5. **Laud** (v.) /lɔːd/
    - **Definition:** To praise (a person or their achievements) highly.
    - **Synonym:** Praise, extol, acclaim.
    - **Sentence:** "The teacher **lauded** the students for their exceptional hard work."
6. **Judicious** (adj.) /dʒuˈdɪʃ.əs/
    - **Definition:** Having, showing, or done with good judgment or sense.
    - **Synonym:** Wise, sensible, prudent.
    - **Sentence:** "She made a **judicious** investment that paid off handsomely over time."
7. **Intrepid** (adj.) /ɪnˈtrep.ɪd/

- **Definition:** Fearless; adventurous (often used for historical or exploratory contexts).
- **Synonym:** Brave, courageous, valiant.
- **Sentence:** "The **intrepid** explorer led the expedition deep into the uncharted jungle."

8. **Fraught** (adj.) /frɔːt/
    - **Definition:** (Of a situation) filled with or destined to result in (something undesirable).
    - **Synonym:** Filled, charged, laden.
    - **Sentence:** "The negotiations were **fraught** with difficulty from the very beginning."
9. **Extol** (v.) /ɪkˈstəʊl/
    - **Definition:** To praise enthusiastically.
    - **Synonym:** Praise, laud, glorify.
    - **Sentence:** "The coach **extolled** the virtues of teamwork and discipline."
10. **Ubiquitous** (adj.) /juːˈbɪk.wɪ.təs/
    - **Definition:** Present, appearing, or found everywhere.
    - **Synonym:** Omnipresent, pervasive, universal.
    - **Sentence:** "Mobile phones have become **ubiquitous** in modern society."

2. EVALUATION

1. If a story is described as *whimsical*, is it serious and grim?
2. What is the difference between being *judicious* and being *judgmental*?
3. Which word describes a gentle wind?
4. If a problem is *fraught* with risk, is it safe and simple?

3. ASSIGNMENT

1. Write a clear, original sentence for five of this week's words: **whimsical, resplendent, judicious, intrepid, fraught.**

2. Write a short paragraph describing a heroic figure, using the words **intrepid** and **laud**.

WEEK 11: REVISION AND CONSOLIDATION

INTRODUCTION This final week is dedicated to systematic revision, consolidating the key concepts, skills, and vocabulary covered throughout the term. The focus is on active recall and application, preparing you thoroughly for the end-of-term examination.

A. REVISION: ESSAY WRITING

1. QUICK REFERENCE GUIDE TO ESSAY TYPES

Essay Type	Primary Purpose	Key Features	Typical Structure
Expository	To explain or inform	Objective, factual, logical	1. Intro with thesis2. Body paragraphs with facts/examples3. Conclusion that summarises
Argumentative	To persuade	Debatable thesis, evidence, counter-argument/rebuttal	1. Intro with clear stance2. Body with reasons & evidence3. Address opposing views4. Strong conclusion
Narrative	To tell a story	Plot, characters, setting, climax, chronological order	1. Orientation (setting/characters)2. Complication (problem)3. Sequence of events4. Resolution (ending)
Descriptive	To create a sensory experience	Vivid imagery, adjectives, adverbs, figurative language	1. Introduce subject2. Sensory details (sight, sound, smell, touch, taste)3. Overall impression

2. REVISION ACTIVITY: ESSAY OUTLINING Assignment: Create a detailed plan for an argumentative essay on the topic: **"Social Media has done more harm than good."**

Your plan must include:

- A clear thesis statement stating your position.
- Topic sentences for three body paragraphs.
- At least two points of evidence or examples for each body paragraph.
- One anticipated counter-argument and your rebuttal.
- A concluding statement.

B. REVISION: LETTER WRITING

1. QUICK REFERENCE: FORMAL VS. INFORMAL LETTERS

Feature	Formal Letter	Informal Letter
Sender's Address	Top right	Top right
Date	Below address	Below address
Recipient's Address	Below date, left	Not included
Salutation	Dear Sir/Madam, or Dear Mr. Adebayo,	Dear [First Name],
Subject Heading	Yes, underlined	No
Tone & Language	Formal, impersonal, no contractions	Personal, conversational, contractions okay
Complimentary Close	Yours faithfully, (if name unknown)Yours sincerely, (if name known)	Best wishes, / Yours, / Love,
Full Name & Signature	Signature, then printed name	First name only

2. REVISION ACTIVITY: FORMAT PRACTICE Assignment: Write out the full heading, salutation, and closing for the following scenarios:

1. A formal letter of complaint to The Manager, MegaMart Superstores.
2. An informal letter to your cousin, Chinedu, inviting him to your birthday party.

C. REVISION: COMPREHENSION & SUMMARY

1. KEY STRATEGIES AT A GLANCE

- **Comprehension:**
    a. Read the questions first.
    b. Skim the passage for the main idea.
    c. Read the passage intensively, underlining key points.
    d. Answer questions in your own words where possible.
    e. For vocabulary-in-context questions, replace the word with your guess and see if it makes sense.
- **Summary:**
    a. Read the question carefully to know what is required.
    b. Read the passage and identify the topic sentences.
    c. Underline the key points that relate directly to the question.
    d. Paraphrase these points (use your own words).
    e. Combine the points into a fluent, concise paragraph.
    f. Check your word count and remove any redundant information.

2. REVISION ACTIVITY: THE ONE-SENTENCE SUMMARY Assignment: Read the following paragraph and summarise its main point in a single, clear sentence.

"Despite the proliferation of digital communication, the demand for physical, printed books remains surprisingly resilient. Industry reports show that while e-book sales plateaued, print book sales have experienced steady growth over the past five years. Many readers cite the tactile experience, the lack of screen fatigue, and the aesthetic pleasure of a bookshelf as reasons for their preference. This trend suggests that the printed book is far from obsolete and will continue to coexist with its digital counterparts."

D. REVISION: TEST OF ORALS

1. QUICK REFERENCE: KEY PHONETIC CONCEPTS

- **Consonants: Voiced vs. Voiceless Pairs**
    - /p/ (pop) vs. /b/ (bob)
    - /t/ (ten) vs. /d/ (den)
    - /k/ (cap) vs. /g/ (gap)
    - /f/ (fan) vs. /v/ (van)
    - /s/ (sip) vs. /z/ (zip)
- **Vowels: Long vs. Short**
    - /ɪ/ (ship) vs. /iː/ (sheep)
    - /ʊ/ (full) vs. /uː/ (fool)
    - /æ/ (cat) vs. /ɑː/ (cart)
- **Word Stress: The Noun/Verb Rule**
    - **Nouns/Adjectives:** First syllable stress - **'**conduct, **'**present, **'**record
    - **Verbs:** Second syllable stress - con**'**duct, pre'sent, re'**cord
- **Suffixes and Stress**
    - Suffixes like **-tion**, **-ic**, **-ity**, and **-graphy** usually carry the stress on the syllable immediately before them.
        - edu**'**cation, eco'nomic, responsi'bility, ge'**ography
- **Intonation**
    - **Falling (↘):** Used for statements, commands, and WH-questions (What, Where, When, Why, Who, How).
    - **Rising (↗):** Used for Yes/No questions and to express surprise or disbelief.

2. REVISION ACTIVITY: PRACTICAL MARKING Assignment: For each word below, do the following: a) Mark the primary stress (e.g., 'export or ex'port). b) Identify if it is a noun (N) or verb (V) based on the stress.

1. permit
2. conflict
3. produce
4. rebel

E. VOCABULARY: FINAL WORDS FOR THE WEEK

1. DEFINITIONS FOR REVISION

1. **Flout** (v.): To openly disregard (a rule, law, or convention).
    - **Sentence:** "The company continued to **flout** environmental regulations."
2. **Sacrosanct** (adj.): Regarded as too important or valuable to be interfered with.
    - **Sentence:** "The right to freedom of speech is considered **sacrosanct** in a democracy."
3. **Expiate** (v.): To make amends or reparation for (guilt or wrongdoing).
    - **Sentence:** "He donated a large sum to charity to **expiate** his sins."
4. **Prudence** (n.): The quality of being cautious and sensible; careful judgement.
    - **Sentence:** "Financial **prudence** is essential for long-term stability."
5. **Nurture** (v.): To care for and encourage the growth or development of.
    - **Sentence:** "It is a parent's role to **nurture** their child's talents."
6. **Morose** (adj.): Sullen and ill-tempered.
    - **Sentence:** "He became **morose** and withdrawn after the loss."
7. **Lacerate** (v.): To tear or deeply cut (flesh, skin, or tissue).
    - **Sentence:** "The broken glass **lacerated** his arm."
8. **Innate** (adj.): Inborn; natural.
    - **Sentence:** "She seems to have an **innate** talent for music."
9. **Reprobate** (n.): An unprincipled person; a scoundrel.

- **Sentence:** "He was a charming **reprobate** who could not be trusted."

2. FINAL REVISION ASSIGNMENT

1. Use the following five words in clear, original sentences that demonstrate their meaning: **flout, sacrosanct, prudence, nurture, innate.**
2. Create a revision flashcard for one topic from this term that you found challenging. On one side, write the concept (e.g., "Type 3 Conditional"). On the other, write the formula and an example.

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