

ENGLISH LANGUAGE

PRESERVATIVE PREFIXES

A **prefix** is a linguistic element that is not an independent word - that is, it cannot stand alone, rather it is attached to the beginning of a word to modify the meaning of such word. Example, mono-, anti-, dis-, un-, il-, etc.

Preservative means to provide or give protection - to shield or keep something from harm. Preservative prefixes therefore, keep the present quality or condition of a word from changing. This type of prefixes allows the original words or root words to retain their original meaning. The prefix, 're' plays most roles in preservative prefixes. Examples: re-unite, re-examine, re-affirm, re-count, re-consider, re-elect, re-enter, re-cast, redo, etc.

From the examples, one would observe that preservative prefixes use 're', which means to preserve the present state, to prevent from decay, to improve on the current state, to prevent something from getting spoilt, remove faults in something, to improve on it. The prefix, 're', as used in preservative prefixes, means 'again' or 'back' as in reapply, reuse, readjust, reinform, reactivate, etc.

Prefixes as Word Extensions: Making for New Meaning.

Prefixes are word extensions. A prefix is something placed before a word to modify its meaning. A prefix added to a word usually does not change the word class (part of speech) of the word. A fairly long word, otherwise known as compound word, can be broken into two parts. The foundation, which is the base of the word, is called the **ROOT WORD**. All other elements in the word are referred to as **AFFIXES**, which are attached or affixed to the root word, to form new words. For example; the word, 'international', has the root word as 'nation' while 'inter' and 'al' are the affixes. 'Inter' is the prefix, while 'al' is the suffix.

Knowing what a prefix means, however, will allow you to understand the word to which the prefix is added. For example:

Prefix	Meaning
Anti-	Against
Arch-	Chief/Highest
Bi-	Two/Twice
Mono-	One
De-	From/down
Co-	With/together
Un	Not
Re-	Back

The root of a word is the original word to which a prefix is attached. It is sometimes called the base of word. Example:

Prefix	Root	Outcome
im	material	immaterial
Trans	Atlantic	Transatlantic
Un	Tie	Untie
Mis	Behave	Misbehave
Multi	Purpose	Multipurpose

The root therefore, is the basic form of the word. It is the word which has its own sense and can very often stand alone or stand on its own, independently. It is to this word (root/base) that we attach the prefix.

TYPES OF PREFIX

a. Prefixes showing Negation

Prefix	Meaning	Examples
dis-	Apart, away	Disappear, disagree, disown, disaffiliate, disown.
il-	Not	Illogical, illegal, illiterate.
im-	Not	Immodest, impossible, immobile, imperfect.
in-	Not, opposite, lack of	Inaudible, inability, inactive, insensitive.
non-	Not	Non-verbal, non-profit, non-violent.
un-	Not	Unhappy, unfair, undo, unlock, uncertain(ty).
anti-	Against	Antisocial, antibiotic, antidote, antithesis.

b. Prefixes that show Number

Prefix	Meaning	Examples
uni-	One	Unicorn, unilateral.
mono-	One	Monopoly, monotone, monologue.
bi-	Two	Bilateral, biplane, bipolar
di-	Two	Diphthong, dissect.
tri-	Three	Tricycle, tripod, triplet.
multi-	Many	Multi-task, multilingual.
poly-	Many	Polysyllabic, polytechnic.

INTONATION: FALLING TUNE.

The falling is used to indicate when the pitch of voice falls. When we speak, the voice naturally rises

and falls as we move from one syllable or word to another. It is unnatural for the voice to remain stable

for a long time or over many syllables and words. When you use the falling intonation, you are sure of

what you are saying, and want the person or listener to agree with you. Intonation is so important in

English language that it forms an important part of the spoken utterances and shows a speaker's

attitude to what he is saying or to his listener. Intonation may indicate doubt, certainty, disbelief,

interest or indifference. In the falling tune, the arrow goes down (↓), indicating a fall in the pitch of

your voice.

For example:

He stole the book. (↓)

He stole the book? (/)

The falling tone can be used in the following ways:

To Give

Commands.

Examples: a.

Close that door

quickly. (\)

b. Go away from that place. (\)

c. Hand those keys over to me. (\)

**To Make
Statements.**

- Examples: a. I am
a Nigerian. (\)
b. You are now a big boy. (\)
c. You will make it if you work hard. (\)

To Ask WH-questions. Examples:

- Who is that man? (\)
What are you doing? (\)
Why did you do that? (\)

The falling tune can also be used to:

**Make
Exclamations.**

- Examples: a.
What a good
result! (\)
b. How pretty she is! (\)

READING TO PARAPHRASE POEMS AND DRAMATIC WORKS.

A Paraphrase refers to a statement that expresses in a shorter, clearer, or different way, what someone has written or said. Paraphrasing entails translating a given passage into another form, using your own words and expressions.

Poems are works written in an elevated language. Language is used in a special way when writing poems/poetry. To paraphrase a poem, one should bear the following in mind:

There is need to perfectly understand the poem before attempting to paraphrase same.

Poems usually are written in elevated diction/language, but the paraphrase demands you present the ideas in prose form. This require more words.

Poems are known to be written making special use of language, which includes using imaginative, rhythmic or metaphorical qualities and intensity. You need to identify these special use of words and replace them with your own words/modern expressions.

READING TO PARAPHRASE DRAMATIC WORKS.

Drama belongs to the three genres of literature. Dialogue is a vital part of drama, as well as action and movement. Dialogue is also known as conversation. The conversations are always in direct speech. For one to paraphrase a dramatic work, one ought to make use of the reported clauses, i.e., indirect speech. There are rules that should be adhered to while paraphrasing dramatic works.

All items that denote nearness becomes those of corresponding remoteness. Examples: 'Here' becomes 'There'

'Now'
beco
mes
'Then'
,

'This'
beco
mes
'That'

'Today' becomes 'That Day', etc.

All present tenses, past tense, present participle forms become past participle forms. Examples: "This house has been ruined", the landlord complained.

When rewritten or paraphrased, the above statement will read: The landlord complained that the house had been ruined.

NB: We should pay particular attention to every word that should, or need to be changed, during the course of paraphrasing dramatic works.

PHRASAL VERBS WITH MORE THAN ONE PARTICLE

Recall that phrasal verb is a group of two or more words that begins with a verb, and is followed by what is referred to as the participle. The particle can be an adverb of a preposition. Example: it is wrong to say "The Boy has grown suddenly up". You rather say, "The boy has grown up suddenly". Further examples:

Phrasal Verbs	Meaning	Sentences
Go on with	Continue	I <u>shall go on with</u> my programme.
Go through	Examine	Please <u>go through</u> the new cases.
Keep away from	To avoid	You must learn to <u>keep away from</u> bad company.
Do away with	Discontinue	The House of Assembly must <u>do away with</u> gay marriage bill.

CREATIVE WRITING

The power to imagine and to create is the key to numerous things, such as drama, poetry or prose, using the power of imagination. The ability to play with words of the English language, creatively and in manipulative patterns cannot be overemphasized. This ability aids the construction of such sentences and paragraphs that can generate an interesting piece of work. One may not be able to achieve desired success in creative writing without engaging in constant practice on reading and writing. It is imperative that one acquaints oneself with the basic, relevant rules specific to such writing. Creative writing can come in any of the following areas: Poetry, Prose or Drama. These are the three main genres or branches of literature.

PROSE: Any writing or composition which is not in a verse form but in a direct, straightforward arrangement, usually in chapters and paragraphs, with the aim of telling a story. The main purpose is to tell a story, to relate a particular experience to the audience, using different kinds of characters.

POETRY: Poetry has diverse definitions, but we'd look at the definition of William Wordsworth, where he defined poetry as the spontaneous overflow of powerful feelings, recollected in tranquility. Poetry is composed in verse form. It puts human feelings and aspirations into words. There are the types of poetry such as dirge, epic, lyric, ode, elegy, etc.

DRAMA: Drama is the branch of literature where people assume various characters and act in the imitation of real-life situations. Drama is usually acted on stage, before an audience, by actors and actresses. Drama is arranged in acts and scenes. There are certain terms one should know before embarking on the journey of creative writing. They will include: Plot, Setting, Theme, Characters, Characterization, Mood/Tone, Diction, Figures of Speech.

SUFFIXES

Many of the words we use are formed through other words; either by adding prefixes or suffixes. Suffixes are the opposite of prefixes. Suffixes are word elements added at the end of a word to create another word. Like prefixes, suffixes are two to six letters long. When you are able to add a suffix to a word, it becomes much easier to identify the word class(es), i.e., the parts of speech to which those words belong. Nouns, adjectives, adverbs are easily identifiable in words bearing suffixes.

Below are examples of suffixes, meanings and word examples.

Suffix	Meaning	Examples
-able	Likely	Laughable, washable
-ness	State of being	Boldness, illness, nearness, newness
-ish	Origin, nature	Boyish, girlish, childish
-ity	State of	Brutality, sanity, purity
-ward	Direction of	Homeward, inward, outward
-hood	Order/condition	Brotherhood, adulthood, boyhood
-ette	A small one	Kitchenette, cigarette, novelette
-age	act of	Bondage, wastage, drainage, dosage
-full	Full of	Mouthful, spoonful, sorrowful, careful, hopeful
-ology	Study	Biology, geology, technology

Suffixes can be Inflectional or Derivational.

Inflectional suffixes carry grammatical information, viz:

- a. They mark the plural of nouns. Examples: cars, dogs, boys, keys.
- b. They mark the Third Person Singular. Examples: a lion roars, he does not, the man says
- c. They mark the past tense. Examples: opened, stopped, waited, hurried, etc.
- d. They mark gender. Examples: princess, hostess, empress, etc.
- e. They mark the past participle. Example: gone, done, written, shown, known, etc.
- f. They show the comparative of adjectives. Example: better, faster, quicker, etc.
- h. They mark the superlative of adjectives. Example: tallest, fastest, thinnest, etc.
- i. They show negativity. Example: doesn't, wasn't, aren't, isn't, etc.
- j. They indicate possessive. Example: girl's, boy's, girls', boys', etc.

Derivational Suffixes often change the word class of a word. Examples:

Word	Word Class	Suffix	New Word	New Word Class
Friend	Noun	-ship	Friendship	Noun
Teach	Verb	-er	Teacher	Noun
Happy	Adjective	-ness	Happiness	Noun
Grace	Noun	-ous	Gracious	Adjective
Marry	Verb	-iage	Marriage	Noun
Broad	Adjective	-en	Broaden	Verb
Pure	Adjective	-ify	Purify	Verb
Inhabit	Verb	-ant	Inhabitant	Noun
Poison	Noun	-ous	Poisonous	Adjective

RISING TUNE

The Rising Tune is used in polar questions i.e., questions that demand only 'yes' or 'no' for an answer. In every sentence that requires no special contrast or emphasis, the last stressed syllable indicates the pitch pattern. In a polar question, the last

stress syllable carries the rise in pitch. The unstressed syllables are expressed on a high pitch in order to continue the rise or ascension in pitch of voice.

Simply put, a rising tune is used to ask questions that demand a 'yes or no' as answer, questions that show warm personal interest or affection, for enumerating items, for greetings, to indicate uncertainty, for making polite requests, and for incomplete statements.

The rising tune is indicated by the use of an upward arrow. The following are ways in which the rising tune can be used.

To

Make

Requests.

Examples:

1.

Example

1.

1.

1.

a. Could you lend

me your pen? (/)

b. Close that

door, please? (/)

c. Sweep the floor as soon as you finish, please? (/)

To List Items.

Examples:

a. She bought bananas, (/) pineapples, (/) guavas, (/) oranges (/) and watermelons. b. Bisi bought rice, (/) beans, (/) Maggi, (/) and onions. (\)

c. There was enough food at the party; rice (/), salad (/), chicken (/) and foo-foo (\).

To Ask Questions which require 'Yes' or 'No' answers. Examples:

a. Did you enjoy the meal? (/) b.

Is she your mother? (/)

c. Would you want me to visit you? (/)

To Make Polite Request.

Examples:

a. Lend me your pen, please? (/)

b. May I see you briefly, please? (/)

c. Please, let's allow sleeping dogs lie. (/)

To Express Surprise /

Disbelief.

Examples:

a. How can
that be
true? (/) b.

Isn't that
ridiculous?
(/)

c. What
insolence?
(/)

d. Really? (/)

FREE WRITING

Just like Creative Writing, Free Writing requires the ability to think, reason and create any piece of literary material, such as a story, a poem or a play. In Free Writing, just as the name implies, you have the freedom to write on any issue that captures your interest. One can even go the extent of adopting to write on one's personal experience, or choose to write stories dealing with daily events. As a student, you could decide to publish your written work in your school magazine or in your local newspaper.

There are literary devices necessary for engaging in Free Writing/Creative Writing. These literary devices play the role of ingredients as they can be used to add flavour to your writing. Some of these devices will include:

- a. **Plot:** This refers to events and their sequence. Simply put, the plot is the story line.
- b. **Setting:** This refers to where and when the event took place. The physical environment where a story took place.
- c. **Theme:** This is the main idea, the subject matter or the message which an author desires to put across to his readers or audience.
- d. **Tone:** This refers to the way or attitude or manner of expression with which the author passes his message across.
- e. **Figures of speech:** These are words that are not used in a literal sense in expressing one's thoughts in writing. Examples: Metaphors, Simile, Hyperbole, Personification, Onomatopoeia, Alliteration, etc.

ADJUNCTS

Adjuncts are words or group of words that add more meaning to the verb in a sentence or part of a sentence. They are usually added at the end of the sentence to throw more light on the action performed in the sentence. They usually explain more about the time, manner, purpose, condition or place of the action, etc. However, if an adjunct is removed from a sentence, such sentence will still retain its meaning. Adjuncts are also called Adverbials.

Adjuncts can do the following in sentences where they appear.

- a. Adjuncts tell you how an activity or event happened. Example:
My mother danced gracefully.
Immediately, the students jumped up when they heard the school siren.
- b. Adjuncts also indicate when an event occurred. Example:
ñI collected my textbooks on Friday.
ñWe went to the museum Yesterday.
- c. Adjuncts also indicate where something happened. Example:
Tolu is sleeping upstairs.
Abdul did his homework in the library.

TYPES OF ADJUNCTS

Adjuncts of Reason or Cause: Adjuncts of reason tells us the reason or why the action was performed. Examples:

- a. The old man died of excess alcohol.
- b. The students went rioting because of strike.
- c. His only son was killed because of armed robbery.

Adjuncts of Purpose: Adjuncts of purpose tells us more about the purpose of the action. Examples: a. The teacher urged us to study hard so we can pass our examinations.

b. My sister said that she prayed hard to avoid temptation. c. They went to bed early for tomorrow's journey.

Adjuncts of Condition: This tells us the condition under which the action will be performed. Examples:

- a. I will be a teacher but with good salary.
- b. My brother will dance but in his room.
- c. The stubborn goat will not move unless by force.

Adjuncts of Manner: Adjuncts of Manner tells us how or, the manner in which an action was performed or carried out. Examples:

- a. He moved out stealthily.
- b. I told him the truth, in all honesty.
- c. The chairman retired from office, honourably.

Adjuncts of Place: Adjuncts of place tell us where the action too place. Examples:

- a. I gave him the keys in our class.
- b. The mad man stole the bread along the street.
- c. He ran into the hall.

Adjuncts of Time: Adjuncts of time indicates the time of an action, i.e., when an action was performed. Examples:

- a. The baby was born last night.
- b. We slaughtered the cow on Friday.
- c. She promised to pay as soon as possible.

Adjuncts of Frequency: Adjuncts of frequency indicates the number of occurrences within a given time or period an action was performed. Examples:

- a. Uche goes to school always.
- b. Our teacher rarely misses class.
- c. We pay him a friendly visit once a week.

Adjuncts of Quality: This tells us how strong or reliable someone or something is. Examples:

- a. The cow is the fattest in the market.
- b. Adichie is a wonderful writer.
- c. Our company is trusted by the citizens.

Adjuncts of Quantity: This is used to indicate the number of something, i.e., the quantity of something. Examples:

- a. Mister Sam knows a lot of grammar.
- b. We need many hands to finish the task.
- c. The man has six sons.

SPEAKING SKILLS - ARGUMENT/DEBATE

Argument is a conversation or discussion between two or more people during which they disagree and agree on a definite proposition or topic.

A debate, on the other hand, is a form of educational activity in which a motion that is of public interest is argued upon in a public gathering. It is a form of verbal contest in which verbal arguments are used instead of physical strength. The participants are meant to take sides on the topic or subject matter

The major participants in a debate are: the Chief Proposer, who presents the notion or topic of debate.

He is supported by two or three supporters to buttress their points.

There is also the Chief Opposer, who is also supported by two or three speakers. The verdict in a debate is usually given by the Panel of Judges.

For a successful debate, the following guidelines should be considered:

The Chief Speaker should set the tempo of the debate. He has the unique opportunity of being the first and last speaker. His exposition must touch on all salient points related to the topic or motion.

The Chief Opposer should try as much as possible to make his own points instead of spending the whole time disposing the points made by the Chief Proposer.

Points made by debaters should be coherent and logical.

Each debater should strive towards fluency and a good command of English; correct intonation pattern, pronunciation and pitch should be well managed. Speakers or debaters should avoid speech mannerisms and use of clichés.

A well-composed observer who observes the code of debating etiquette, like being courteous and polite, and at the same time humorous is more likely to win the audience hearts than the rude and naughty debater.

Proposed Activity Topics: We Need Health Educators and Inspectors, not Doctors.

Co-education in Secondary Schools should be Abolished. Capitalism is better than Communism.

(Symbol of communism:)

SPOKEN ENGLISH: MAKING A TOAST

Usually, the purpose of making a toast is to thank someone, wish him or her good luck on the occasion of celebration. If a person is celebrating a birthday, getting married, celebrating good health or an achievement, and invites friends to a party, you as one of the friends or invitees may wish to propose a toast at the occasion. If the mood is a festive one, especially if food and drinks are being served, a written, formal speech may be entirely unwelcome. At such an instance, you may consider proposing a toast which is quite informal and unwritten.

Consider yourself at a friend's birthday party for instance, and you desire to celebrate with him, show him how happy you are for him, and wish him many

happy returns, the following tips may be helpful as steps to make your toast properly.

Introduction: Ensure that everyone has a full glass, stand at a prominent place where you can draw the attention of everyone. Hold your glass in front of you, a little below waist level. Introduce yourself if you are not already known by everyone present. Say something about the reason you all are gathered. The celebration could be anything, birthday, successful completion of a project, a recent

win, a newly formed partnership, an achievement, etc. Make the introductory remarks brief, no longer than a minute or a minute and half.

The Wish: Raise your glass to eye level. State a hope or wish for the future for the person being honoured or for the parties gathered for the event, depending on what the occasion is about. Use the subjective form, 'May'. Make it not more than two or three sentences. Keep your remarks in the spirit of the event, appropriately tailored to the taste of the event. Maintain a stiff mien or serious disposition at a casual and/or formal event.

The Toast: Raise your glass overhead. In three or more words, mention the person or persons or occasion being celebrated or honoured, as in: "To Longer Life", "To a Happy Union" etc. If you keep it short, people will repeat the toast and then, you drink simultaneously or in unison.

SAMPLE OF A TOAST

Wonderful audience, nothing can ever be sweeter than success. I am indeed the happiest person here. Today, my best friend is celebrating her success in the Unified Tertiary Matriculation Examination. It is a success so well deserved. Generally, we know that hardwork is like a goldfish. It has no hiding place. These long years of dedication and devotion to studies have not gone unrewarded. This excellent result speaks volumes about my friend's brilliance. She is indeed a role model and we've got to emulate her dedication. The university doors are open to her already. To this end, let us drink a toast to her success and more. More open doors, more excellent performances, more greatness for her joyful future. To Success!

VOCABULARY DEVELOPMENT: SPELLING OF WORDS (THE USE OF DICTIONARY)

The spelling of English words has many anomalies. There are certain rules that should be learnt that will give a wide and general application. Words of classical derivation fall into certain well-defined groups and a clear comprehension of the principles of their spelling will be of great use in deciding upon the correct English spelling.

The following are what could be found in a dictionary:

- Alphabetical arrangement of words
- Spellings
- Syllable divisions
- Pronunciation
- Stress placement
- Word origin
- Word class
- Meanings
- Usages
- Synonyms

Antonyms

Idioms and phrases

Slang

Abbreviations

Tenses

British vs American spellings

Numbers (singular and plural)

Phonetic symbols

Pictures of instruments, implements, objects, dresses, materials, fruits, automobiles, activities, occupations, sports, etc.

Names - persons, places, parts of the body, etc.

Maps

Notes on numbers, grammar, word formation, irregular verbs, letter writing, CV, emails.

Collocations

Register

Language notes articles, modal verbs, phrasal verbs, writing, choice of words.

Speaking to Persuade, Convince, Sway Opinion

Speaking to persuade is also known as persuasive speech. This means a speech specially designed to change or reinforce the beliefs or actions of an audience. The target here is to make the listener(s) or the audience decide to do something by giving them satisfactory reasons why they should do it. The indication here is that the audience may not really want to perform the action. As a result, the need for your speech arises - to convince them, giving the Whys and Wherefores of the action. Persuasive speech is different from the other type of speech, which is mainly designed to inform, and is called Informative Speech. It is important that we study the differences between the two types of speeches.

Persuasive speech is a complex and challenging type of speech. It is necessary in a situation where there is disagreement. It is usually not easy to change the mind of persons on a given idea. The speaker has to indulge in a psychological process of winning the mind of his listeners, while the listeners assess the speaker's integrity and credibility, his manner of delivery, supporting ideas, etc., in order to decide whether or not to believe him and thus change their minds, or to remain neutral or opposed.

Suggestions for Writing Effective Arguments

- a. For a persuasive speech to be successful, the writer/speaker must have the psychology of the audience in the following aspects: attitude, beliefs, like, dislikes and so on.
- b. The writer of a persuasive speech aims at convincing his audience (with constructive reasoning) to agree with his point of view. His speech should therefore, be logical and even emotional.
- c. The topic of a persuasive speech should not only be relevant but should also appear interesting and controversial.

Differences between Informative and Persuasive Speech

	Informative Speech	Persuasive Speech
Speaker's intention	To increase knowledge	To change minds or actions
Purpose of the message	To define, describe, explain,	To shape, reinforce or change

	compare	the audience's response
Effect on listeners	To know more than before or advance what is already known	To feel or think differently, to behave or act differently.
Audience's choice	To willingly learn new knowledge	To choose to change behaviour

Instances where persuasive speeches can be used

We can use persuasive speech for the following. Example:

- a. To persuade an audience to volunteer as participants in the school manual labour exercise.
- b. To persuade an audience to vote in the next election.

Most effective speakers of persuasive speeches often employ the problem-cause-solution technique in their bid to succeed. The steps are:

- Establish the existence of a problem.
- Analyse the cause of the problem.
- Present the solution to the problem.

READING FOR SPECIFIC STRUCTURAL PATTERN

All languages have structures. The structure of modern English divides the sentence into subject, verb, object, and adverb. The English sentence may be declarative, exclamatory, imperative or interrogative. The English sentence also may be simple, compound or complex. It is expected that the students are able to identify all these as they read as well as when they write essays and compositions.

Recall that Clauses can be main or subordinate. A clause is a group of words that has both a subject and a predicate. Main clauses (also called the independent clauses) are much like simple sentences and can stand one. As you read, you come across sentences such as:

- a. It was a strange collection of money.
- b. This work went on.
- c. That was not all.
- d. There was silence.

The above are examples of clauses as well as simple sentences. A simple sentence usually will make a single statement containing only one idea. A simple sentence contains only one independent clause and can function as a statement, a question or a command. The following are examples of simple sentences.

- The criminal has been apprehended.
- Have you done the assignment?
- Stop staring at me.

Compound Sentences

A compound sentence has two or more independent clauses. These clauses are linked by coordinators (and, but, or). Each clause is equal to the other in a compound sentence. The number of clauses determines the number of ideas contained. For instance. a. i. I came to your house (simple sentence)

You were not at home (simple sentence)

I came to your house but you were not at home
(compound sentence). Simple sentence + coordinator +
Simple sentence = Compound sentence. b. i. Mr. Bala has
no money (simple sentence)

His wife left him (simple sentence)

Mr. Bala has no money and his wife left him
(compound sentence) Simple sentence + coordinator +
simple sentence = Compound Sentence.

The two ideas contained in the compound sentence are linked by a coordinating conjunction.

NB: All clauses have a sentence and a predicate. A simple sentence does not have a dependent or a subordinate clause. A compound sentence is the combination of independent (main) clauses.

Coordinating conjunctions used to link clauses are 'and, but, or, nor, for, yet, so'.

The compound sentence equation is:

One Independent Clause + One independent Clause (or more) = a Compound Sentence.

Examples:

She went to the station that night but was not allowed to see him.

He prayed for the repose of his soul and asked for strength for the Adegoke family.

GRAMMAR: COMPLEX SENTENCE

There are different sentence structures of varying length in the English language. In long or continuous writing, we need to apply the mixture of these sentence categories in order to make our writing or speech quite interesting, clear and explanatory enough for our audience to understand. Let's take a look at the sentence categories.

The Simple Sentence has only one clause. Recall that a clause has a subject and a verb/group of verbs. Example:

Tolu worked hard. (*Subject, Verb, Adverb*). One clause.

2. The Compound Sentence contains two main clauses of equal status. Examples:

Tosin got home early, but his mum had gone out. (Simple sentence) + (coordinator) + (simple sentence).

The complex sentence has two clauses. However, one of the clauses will not be able to stand on its own. In other words, a complex sentence has a main clause and one or more dependent (or subordinate) clauses. Example:

Chuma got home early because there was a lot of chores to be done.

(Chuma got home early) - Main clause

(because there was) - Subordinator

(a lot of chores to be done) - Subordinate clause = complex sentence.

Notice that there was more than one verb in the example above. Sometimes, complex sentences can have more than one finite verb.