

TOPICS/CONTENTS/NOTES	OBJECTIVES
<p>A. Comprehension/Summary</p> <p>(a) description (b) narration (c) exposition (d) argumentation/persuasion</p> <p>(i) Each of the three passages to be set (one will be a cloze test) should reflect various disciplines and be about 200 words long. (ii) Questions on the passages will test the following: (a) Comprehension of the whole or part of each passage. (b) Comprehension of words, phrases, clauses, sentences, figures of speech and idioms as used in the passages. (c) Coherence and logical reasoning (deductions, inferences, etc). (d) The Last Days at Forcados High School, A. H. Mohammed. (e) Synthesis of ideas from the passages.</p> <p>NOTE: By synthesis of ideas is meant the art of combining distinct or separate pieces of information to form a complete whole.</p>	<p>Candidates should be able to:</p> <ol style="list-style-type: none"> i. identify main points/topic sentences in passages; ii. determine implied meaning; iii. identify the grammatical functions of words, phrases, clauses and figurative/idiomatic expressions; iv. deduce or infer the writer's intentions including mood, attitude to the subject matter and opinion.
<p>B. Lexis and Structure</p> <p>(a) synonyms (b) antonyms (c) homonyms (d) clause and sentence patterns (e) word classes and their functions (f) mood, tense, aspect, number, agreement/concord, degree (positive, comparative and superlative) and question tags (g) punctuation and spelling</p>	<p>Candidates should be able to:</p> <ol style="list-style-type: none"> i. identify words and expressions in their ordinary, figurative and idiomatic contexts; ii. determine similar and opposite meaning of words; iii. differentiate between correct and incorrect punctuation and spelling; iv. identify various grammatical patterns in use; v. interpret information conveyed in sentences.

<p>(h) ordinary usage, figurative usage and idiomatic usage are to be tested.</p> <p>NOTE: Idioms to be tested shall be those that are formal and expressed in standard British English.</p>	
<p>C. Oral Forms</p> <p>(a) Vowels (monophthongs and diphthongs) (b) Consonants (including clusters) (c) Rhymes (including homophones) (d) Word stress (monosyllabic and polysyllabic) (e) Intonation (words emphatic stress)</p> <p>NOTE: Emphatic stress involves the placement of normal stress on words in an utterance for the purpose of emphasis.</p>	<p>Candidates should be able to:</p> <ol style="list-style-type: none"> i. make distinctions between vowel types; ii. differentiate between consonant types; iii. identify correct accentuation in individual words and connected speech.

THE STRUCTURE OF THE EXAMINATION

SECTION A: Comprehension/Summary

- (a) 2 comprehension passages - 10 questions, 3 marks each = 30 marks
 - (b) 1 cloze passage - 10 questions, 2 marks each = 20 marks
 - (c) 1 reading text - 15 questions, 1 mark each = 15 marks
- = 65 marks

SECTION B: Lexis Structure

- (a) Sentence interpretation - 10 questions, 2 marks each = 20 marks
 - (b) Antonyms - 10 questions, 2 marks each = 20 marks
 - (c) Synonyms - 10 questions, 1 mark each = 10 marks
 - (d) Sentence completion - 20 questions, 1 mark each = 20 marks
- = 70 marks

SECTION C: Oral Forms

15 questions, 1 mark each = 15 marks

Total: 100 questions 65 + 70 + 15 = 150 marks

RECOMMENDED TEXTS

Attah, M. O. (2013) Practice in Spoken English for Intermediate and Advanced Learners, Maiduguri: University of Maiduguri Press

Bamgbose, A. (2002) English Lexis and Structure for Senior Secondary Schools and colleges (Revised Edition), Ibadan: Heinemann

Banjo, A. et al (2004) New Oxford Secondary English Course Book Six for Senior Secondary Schools, Ibadan: UP Plc.

Caesar, O. J. (2003) Essential Oral English for Schools and Colleges, Lagos: Tonad Publishers Limited

Daniel Jones (2011) Cambridge English Pronouncing Dictionary, Cambridge: Cambridge University Press

Egbe, D. I (1996) Mastering English Usage and Communication Skills, Lagos: Tisons

Elugbe, B. (2000) Oral English for Schools and Colleges, Ibadan: Heinemann

Grant, N. J. H, Nnamonu, S. Jowitt, D. (1998) Senior English Project 3, (New Edition) Harlow: Longman

Idowu, O. O, Sogbeson, T. S, Adofo, A. K. Burgess, D. F and Burgess, L. J. (1998) Round-up English: A Complete Guide, Lagos: Longman

Idris, U. (2001) Oral English at Your Fingertips for Schools and Colleges, Lagos, M. Youngbrain Publishers

Igiligi, E. C. and Ogenyi, S. O. (2010) Grammar and Composition in the G.S.M. Age, Enugu: Joe Hills Production Services

Jauro, L. B. (2013) Oral English for Schools and Colleges: A teaching and Learning Approach, Yola: Paraclete Publishers.

Nnamonu, S. and Jowitt, D. (1989) Common Errors in English, Lagos: Longman

Obinna, M. F. (2001) University Matriculation Use of English,(Fourth Edition) Port Harcourt: Sunray Books Limited

Ogunsanwo, O. Duruaku, A. B.C, Ezechukwu, J and Nwachukwu, U. I (2005) Countdown English Language, (Revised Edition), Ibadan: Evans

Olatoye, S. (2006) The Silent Teacher, Ado-Ekiti: Segun and Sons Enterprises

Oluike, B. O. A, nnaemeka, B. A, Obah, T. Y, Otagburuagu, E. J. Onuigbo, S. and Ogbonna, E. A. (1998) Intensive English for Senior Secondary School 3, Onitsha: Africana - FIRST Publisher.

Tomori, S. H. O (2000) Objective Tests for School Certificate English: Practice in Lexis, Structure and Idiom (Reprinted Edition), Ibadan: Heinemann

Ukwuegbu, C, Okoro, O., Idris, A. U., Okebukola, F. O. and Owokade, C. O. (2002) Catch-up English for SSCE/UME, Ibadan: Heinemann