

## **MODULE I: LISTENING SKILLS**

This module dwells primarily on listening component of aural-oral skills. The ability to speak English is dependent on ability to listen well. The module comprises ten units which end with the consolidation unit. The spectacular characteristic of the Module is the special response to the National Commission for Colleges of Education Minimum Standards for Primary Education (2011) that laid emphasis on types of listening, listening defects, strategies for efficient listening, listening for specific purpose such as lectures and note taking, listening for directions and instructions. All of these aspects of listening skill are adequately taken care of in this Module.

### **UNIT 1: INTRODUCTION TO LISTENING SKILLS**

#### **INTRODUCTION**

In this unit, you will learn about listening skills. You will also find out, that apart from the real message of a talk, there are other aspects of the art of efficient listening which enable one to retrieve messages from meaningful signals. You will have a lot of practical examples to listen to in this unit. You will also have to imagine yourself taking part in a dialogue or telephone conversation. What you hear will give you cues as to what to say.

#### **OBJECTIVES**

By the end of this unit, you should be able to:

1. recognise the skill of active listening and understanding of messages of talk;
2. take part in situational dialogues and conversations;
3. and derive meaning from the cues given by the speaker what an efficient listener would say in response.

#### **HOW TO STUDY THIS UNIT**

1. Read through the introduction to this unit very carefully, once, before you read the whole unit.
2. Read and make sure you understand one section before you move on to the next.
3. Attempt all the Activities and do not look at the answers until you have answered all the questions.
4. Use your dictionary to help you find the meanings of unfamiliar words.

Teaching listening skills is one of the most difficult tasks for any English language teacher. This is because [successful listening skills](#) are acquired over time and with lots of practice. It is frustrating for pupils because there are no rules as in grammar teaching.

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK**

## DEFINITION OF ACTIVE, PURPOSEFUL LISTENING

Listening is often regarded as a passive, receptive skill, while speaking is thought of as active and productive. You should regard listening from now on as a set of active, receptive skills. When you listen to a talk, a conversation, an interview, a discussion, a debate or an argument, you go through an active process of hearing and understanding words as well as their meaning, as used. Listening is an active ability to interpret the 'thinking-going-on' in the speaker's mind. The active listener has to understand the total personality of the speaker, including his or her appearance, posture etc. He has to be able to listen for many purposes: to acquire information, whether it is to inform, to entertain, to persuade or dissuade, to express opinions or value judgements. But first, he recognises the type of speech, whether it is a monologue, e.g. an address to the staff and students by a school principal; or a dialogue.

In a debate, seminar or any form of public speaking, monologues are common and turn-taking is fixed. The main speaker is not to be interrupted until he has ended his speech. Of course, as he speaks, the active listeners respond and give him FEEDBACK. This may be in form of smiles, laughter, nods, frowns, head-shaking, grumbling, shoulder shrugging, applause, hisses, paper-rustling, ear-scratching, gazing out of the window or worse still, booing, which some politicians have experienced if listeners think their manifesto or promises are empty.

Among the forms of dialogues one may listen to are telephone conversations, husband-wife dialogues, co-workers' discussion, manager's interview of an applicant, discussions at seminars, conferences and symposia. Next, the active, purposeful listener has to find out the relationships of speaker- message, listener, which in turn may make a speech either informal, personal, close, warm and casual or formal, impersonal, businesslike, cold and distant. For example, a dialogue between a husband and wife or mother and child will often sound informal and personal; whereas a manager's interview of an applicant or a staff for promotion may not only be formal but also frozen.

One of the ways to teach listening is to get your students fill in blanks while listening. The missing gaps may be filled by anticipating what the speaker is going to say next. This is illustrated in the activity below.

### ACTIVITY1

Listen to a short conversation between salesman and a lecturer in her office. The salesman's words have been omitted. Write down all the salesman's words, what you think must have been said. Number them as in the discourse below. A is the salesman's voice, while B is the University teacher.

- A: (a knock on the private office door) .  
B: Yes, come in (assuming it is one of her students)  
A: Good morning. I am from Niger Insurance.  
B: Yes, what can I do for you?  
A1: \_\_\_\_\_  
B: I don't have time to see anything this morning; I have an urgent work in hand.  
A2: \_\_\_\_\_  
B: What do you mean by a few minutes?  
A3: \_\_\_\_\_  
B: Well, yes, ten minutes is the absolute limit.

- A4: \_\_\_\_\_  
 B You should have said so straight away, I don't want any additional policy.  
 A5: \_\_\_\_\_  
 B: I already have a life policy; a motor vehicle policy; a fire policy and a burglary. The first and third are from Niger Insurance Co; the second is from National Employers' Mutual (N.E.M.), the fourth is from NICON.  
 A6: \_\_\_\_\_  
 B: I do not need a second life policy. God Almighty is the surest insurer. So good morning.  
 A 7: \_\_\_\_\_  
 B: I can tell you now it's no use. I shan't change my mind.  
 A8: .....(goes out from her office)

## SINGLE-WORD EAR LISTENING PRACTICES AND SENTENCES

In this part of the unit, you will have some listening practice in which you listen to individual words spoken by a teacher. You need to tune your ears to hear distinctions of consonant and vowel phonemes.

For the moment, a part of your listening skills and habits is to have a good ear to hear minimal contrasts in English phonemes. Let us take the phoneme /ph/ in English. You can have it with or without aspiration or additional breath force. The sound aspirated can only occur in particular sound-sequences, whereas its breathed counterpart /p/ is the most frequent member or norm.

Now, compare.

1. pot, pot, pass  
with
2. product, pursuit, etc.

There are twenty four consonant phonemes in English, Fifteen of them are voiced, while nine are voiceless, that is uttered with less breath force.

### ACTIVITY II

1. Listen carefully to your teacher as he/she pronounces these pairs of words.
 

A	B
pan	pen
miss	mess
big	beg
feel	fell
bat	bet
2. Your teacher, or even you may have no problem recognizing which half of the given pairs you have.
3. Difficulty, however, arises when the pairs are very similar except for the vowel quality, as in the following pairs:
 

pool	:	pull
seat	:	sit
bird	:	bed
part	:	pat
feet	:	fit

4. You will surely need to go to the study centre to listen to a good model pronunciation, which may be recorded on tape for you. If these seemingly difficult pairs are however used in sentence structures, you are likely to be able to tell the difference from the sheer contexts.

For example:

- A. The lady was in the swimming pool for a long time.
- B. All the labourers had to pull the iron rods.

So, for beginners in ear-training, it is more useful to start with minimal pairs, as in A and B above. Listening, you have learn, is a cultivated habit.

### ACTIVITY III

1. Listen carefully. There are two words under columns A and B. I'm going to read you one of the two words. Write down the letter of the column from which you hear the word.

A	B
1. Grand	gland
2. Choke	joke
3. Jest	chest
4. Brace	blaze
5. Gross	gloss
6. Bus	buzz
7. Sheet	cheat
8. Sip	seep
9. Snail	slain
10. Tarred	tied

Go to the Study Centre to listen to a good model on a tape recorder.

### ACTIVITY IV

1. Now write down five pairs of words which you can use to train the ear to make auditory discrimination, in the spaces provided.

A	B
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

### ACTIVITY V

1. Read over the preceding section. Explain two skills which active listening entails.
2. Name five things in a speaker which you think may distract his listener's attention.
3. Name three things in the listener which you think may distract him from being actively attentive.

### ACTIVITY VI

1. The following is a conversation between an office boss and his immediate colleague. A is the colleague while B is the boss. The speech of A has been omitted. Use your listening guide in B's sentences and write the sentences of A. Number them.

A: (knocks and when he hears a response, opens the door and enters) Good day, sir.

B: Hello, Edet. You don't look too well.  
A1  
B: Oh, I am sorry. What's been the trouble?  
A2  
B: Good heavens. How did you do that? Slip?  
A3  
B: Which one, the surgical?  
A4  
B: When was it?  
AS  
B: So you've been off duty for a week, then?  
A6  
B: Really, when did you come out?  
A7  
B: So, this is your first outing since the accident. When do you think you'll be back at work?  
A8  
B: And if he tells you the arm is alright, you will be able to start next Monday. That's great. Where are you going now?  
A9  
B: Is she likely to be in now?  
A10  
B: Well, give her my regards and say I hope to see her soon.

## **SUMMARY**

In this unit you learnt that listening is an active and purposeful process. You also recognized some distraction which can occur in a speaker. You imagined yourself taking part in dialogues, in which one person's speeches are heard and you are to supply the talks of the other speaker. This is designed to teach you to listen well to a speaker so that you can respond appropriately.

## **ASSIGNMENT**

Write a dialogue between a husband and a wife talking on the increase in food prices and the need for an increase in monthly feeding allowance. (Not more than a page). Take the dialogue written to the Study Centre for review and scoring.

## **REFERENCES**

“**Teaching Listening, and Speaking Skills in English**”. The Nigerian Language Teacher, Vol. No L (1978) pp. 1- 6.  
**Advanced Listening Comprehension in English**, Brittan, K (Hamish Hamilton and St. George's Press), 1974 (dialogues adapted to suit Nigerian contexts)  
Onibokun, Yerni. **'Teaching listening within the Pre-school Language Arts Programme'** Journal of Language Arts and Communication Vol. No 1, March 1980, 8389.

## **UNIT 2: LEVELS OF LISTENING AND FACTORS AFFECTING EFFECTIVE LISTENING**

### **INTRODUCTION**

Listening and comprehending require effort, positive attention, reflection, reviewing, and accepting or rejecting the information. The need to train pupils systematically in efficient listening cannot be overlooked, since pupils need the skills in and out of school. Auditory discrimination is only one aspect of listening that must be acquired by pupils. There are many other levels of listening. These levels reflect the different degrees of involvement or effort that the listener is willing to put into the situation. Some examples listed by Anderson (1972) are: mere hearing, intermittent listening, half listening, listening passively, narrow biased listening, listening and linking the message to items in one's own experience, listening for main ideas, listening critically, appreciative and creative listening.

You will notice that the list starts from levels or types of listening which we may label inefficient listening and moves on to efficient and creative listening. We will be dealing with levels or types of listening and factors affecting efficient listening in this unit.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- (1) distinguish between different types of listening;
- (2) list factors that affect efficient listening;

### **HOW TO STUDY THIS UNIT**

1. Try to read the whole unit through once, and then read each section in turn.
2. Look up unfamiliar words in your dictionary.
3. Make sure you understand each section before you move on to the next section.
4. Do the activities following each section. Check the answers and if you score less than 70%, go over the unit once again.
5. Do the unit assignment.

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK**

### **WORD STUDY**

The following words are explained for you. As you come across other new or difficult words, look them up in your dictionary and write them and their meanings down in the space provided.

readiness	-	ability of an individual at a given age to cope adequately with the demands of a cognitive task
cognitive	-	having to do with thinking
siblings	-	one's brothers and sisters

## LEVELS OF LISTENING

There are various levels of listening depending on the amount of effort the person thinks it is worth putting into the situation, as well as his competence in listening. Some adults remain poor listeners for life; they exhibit some of the traits of poor listeners such as tolerating distractions, refusing to hear the speaker out before accepting or rejecting his position, opting for what is easy, being easily diverted or remaining passive and unresponsive.

In the list of levels of listening given in the introduction to this unit, the first five items can be labelled as inefficient listening. These are: hearing sounds and not reacting; intermittent listening in which the listener switches off and on. For example, listening to a radio that is constantly on; half-listening in which one listens and cuts into the speech at the slightest opportunity; passive listening and narrow listening in which the listener pays undue attention to details and misses the main point of the speech.

There are more efficient levels of listening such as listening for main point, details, inferences and appreciation. In these cases, the listener makes a conscious decision to participate with the speaker to make meaning. He has a goal for listening and that may be one of those listed earlier in this paragraph. Some scholars simply put the listening goals into three categories, namely, listening for literal meaning, implied or inferential meaning, and to evaluate cases, some of the meanings and interpretations will be derived from words, sentence structures, stress, intonation and non-verbal cues such as facial expression, gestures and body movement. So in training pupils for listening, all these have to be taken into consideration.

### ACTIVITY I

1. List the characteristics of poor listeners. Add your own points to the list.
2. Suggest situations in which intermittent listening and half-listening may be appropriate.
- 3 List some other goals of listening which are useful for primary school children.

## FACTORS AFFECTING EFFICIENT LISTENING

The first important factor in efficient listening is 'listening readiness'. 'Listening readiness means that the child is mentally and psychologically prepared to begin a listening assignment in a state of mind which will promote learning. It is this mental and psychological preparedness which will crucially affect the learning process.

There are certain home experiences which can be used to advantage in learning a new skill. It is commonly known that some experiences can be used to lead to a new concept: they may be relevant to it or provide a direction in learning it. For example, we can use experiences of sounds in the home and school to lead on to the concept of discriminating sounds.

Factors which are important in listening readiness are varied. The first is physiological factors, that is, how adequate are the child's hearing organs and brain function for listening. Next is the psychological i.e. how stable is the child's emotional state? Is he an anxious, resentful, insecure, angry child? If he is, he may not be in the best frame of mind to listen well. The home environment and the amount of communication that takes place between the parents, siblings,

other relations and the child is important. In some studies done by sociologists in the United States, it was found that in many families the mothers talk more to the daughters than the sons. This frequently resulted in 'preferential talk' which in turn made the girls more advanced in language than boys of the same age. Individual ability is another factor in listening readiness and so, the teacher should be sensitive to this in setting goals and determining the sub-skills to be emphasised

Also experiential background is a significant factor in listening. It is a well-known fact that a listener's background knowledge about the content of the text or information to which he listens affects what is eventually comprehended. So, exposure to a variety of concepts and experiences may aid listening. Similarly, exposure to the structure of sustained speech such as stories, arguments and so on helps the child to process the information faster. This is because he will already be sensitive to some verbal and non- verbal devices for signaling discourse structures. For example, words and phrases like, 'also', 'in addition', 'moreover' signify continuity; while 'on the other hand', 'but', 'in contrast', 'yet' signify comparison and contrast. Time order is indicated by words like 'another', 'next', 'first', 'second', 'furthermore', and so on.

Other factors which may affect listening include 'interest' 'listening environment' and 'purpose for listening'. An individual will listen profitably if the topic is of interest; he is likely to listen with full attention. Listening environment is also an important factor. If a listener is in a quiet, relaxed atmosphere with minimal distracting noises, he is likely to concentrate and to follow readily his listening material. Purpose for listening is another factor that enhances efficient listening. A clearly set purpose at the beginning of listening enables the listener to concentrate and to actively allocate his attention to information of relevance to his purpose. Purpose setting also enables him to know whether his listening has been successful.

### **ACTIVITY II**

1. Define listening readiness.
2. What factors are important in considering a child's listening readiness?
3. List some words and phrases useful for indicating
  - (a) time order
  - (b) contrast/comparison
  - (c) cause/effect.

### **SUMMARY**

In this unit you learnt:

- that there are different types of listening;
- the factors essential for effective listening;

### **ASSIGNMENT**

How can you facilitate listening activities at the primary level?



## REFERENCES

McCree, Hazel, **From Controlled to Creative Writing**. Lagos, Nigeria: African Universities Press, 1969.

**Reading and Thinking in English**, London: Oxford University Press, (A Publication of the British Council), 1980.

Olaofe, I.A. (2013) **Teaching English in a Second Language Adverse Situations: A Solution-Based Approach**: Zaria Applied Linguistics and Language Education Centre.

## UNIT 3 LISTENING STRATEGIES

### INTRODUCTION

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Through listening, you can acquire new words, phrases, expressions, sentences and ideas that enrich your language. Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

### OBJECTIVES

By the end of this unit, you should be able to:

- Determine strategies for listening
- Apply the listening strategies in real life situations

### HOW TO STUDY THE UNIT

- Read the unit as many times as needed.
- Do all the activities.
- Do not turn to the answers to the activities until you have done the activities on your own.
- Revise the unit at the end of the study by putting down major points in your notebook.

- *Acquisition of new vocabulary*

### LISTENING STRATEGIES

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening activities, ideas and information. Listening strategies can be classified by how the listener processes the input.

***Top-down strategies*** These involve listening processing procedure that is based on the listener tapping into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- listening for the main idea
- predicting
- drawing inferences
- summarizing

## ACTIVITY I

Listen to your teacher as he reads the passage below to you. As he reads:

- Put the main idea of each of the paragraphs in the space -----  
-----  
-----  
-----  
-----  
-----
- Summarize the passage in three sentences using the space below-----  
-----  
-----  
-----  
-----  
-----
- Predict what you think the speaker is going to say next after the passage read to you here-----  
-----  
-----  
-----  
-----

### NOW LISTEN TO THE PASSAGE AS READ BY YOUR TEACHER.

An effective classroom teacher is not only a knowledgeable and skilled teacher, he or she is a good active listener. Good listening skills are needed to develop empathy and understanding with the students and to assess whether they understand what they are being taught. Listening skills also help in negotiating with pupils and defusing any potential classroom conflicts.

Listening is a two-way process: you, as the teacher, do most of the talking but you must also learn to listen to the pupils; the pupils spend a lot of time listening to you, and will also benefit from improved listening skills. Both teacher and pupils must learn to respect each other, while pupils must comprehend that teachers are not the “fountain of all knowledge”. Pupils must develop their own educational plan which involves searching for and finding solutions to their everyday problems or queries.

**Bottom-up listening strategies** are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- listening for specific details
- recognizing word relations
- recognizing word-order patterns

### ACTIVITY II

- In this activity, you are expected to use your bottom-up strategies to supply the omitted details in the gaps below. The information can be supplied by paying attention to details, word relations and sentence patterns in the passage being read.
- We spend much more of our -----listening than speaking, reading and -----, and yet we remember relatively----- of what we hear. After only a few days, only about 25% of a brief discussion will be----- . Research shows that improved listening----- can be learned.
- USE THE APPROPRIATE WORDS FROM THE LIST BELOW TO FILL THE GAPS.  
A. little B. writing C. retained D. skills E. time

Strategic listeners also use *their active thinking strategies* to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

### ACTIVITY III

- Which active thinking strategies will you use when you are listening to:
  - a. lecture b. directions c. items to buy in the market d. newspaper report e. network news?

## LISTENING FOR MEANING

To extract meaning from a listening text, you need to follow four basic steps:

- Figure out the purpose for listening. Activate prior or background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selective listening enables you to focus on specific items being listened to and reduces the amount of information you have to hold in your memory.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Your comprehension improves and your confidence increases when you use top-down and bottom-up strategies simultaneously to construct meaning.
- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps you to detect inconsistencies and comprehension failures, directing them to use alternate strategies.

### ACTIVITY IV

The purpose of listening in this section is to gather specific information: Use the passage to bring out specific information presented about the type of listener you are.

What kind of a listener are you? Do you listen to a passage, an article or a book without

getting anything out of it? Or are you able to recollect vividly and describe what you have listened to? Listening is an art that assists you in assimilating new information. It helps to reinforce existing knowledge. Listening is also a reasonable pastime among people who want to spend time in a more productive way. This kind of listening comes in form of listening to music, sports, riddles and jokes and a series of information on current affairs.

SHOW THAT YOU CAN USE SELECTIVE LISTENING TO GATHER SPECIFIC INFORMATION ON THE PASSAGE YOU HAVE JUST LISTENED TO BY ANSWERING THE QUESTIONS BELOW:

- A. Two types of listener in the passage are-----and  
-----.
- B. Listening is an art that-----.
- C. Listening is also a -----  
-----
- D. Examples of pastime listening are-----  
-----  
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## SUMMARY

This unit trains you on how to produce pupils who, even if they do not have complete control of the grammar or an extensive lexicon, can gather information for themselves in communication situations. In the case of listening, this means producing pupils who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension. In order to do all of these, you should focus on the process of listening rather than the product. You should develop pupils' awareness of the listening process and listening strategies by asking pupils to think and talk about how they listen in their native language and transfer the relevant ways into listening in English. You should also allow pupils to practise the full type of listening strategies by using authentic or real life listening tasks.

## ASSIGNMENT

Listen to three radio broadcasts and write down specific information presented in such broadcasts.

## REFERENCES

- Olaofe, I.A. (2013). **Teaching English in a Second Language Adverse Situations: A Solution-Based Approach**: Zaria Applied Linguistics and Language Education Centre.
- McCree, Hazel, **From Controlled to Creative Writing**. Lagos, Nigeria: African Universities Press, 1969.
- Reading and Thinking in English, London**: Oxford University Press, (A Publication of the British Council), 1980.

## **UNIT 4: DIFFERENT TYPES OF LISTENING ACTIVITIES**

### **INTRODUCTION**

This unit is concerned about the different types of listening activities that you can use to train your pupils and yourself. These include: listening to a story and report, as well as listening to lectures, debate or a discussion. The unit will train you to be able to undertake all of these types of listening activities and to be able to train your pupils to do the same.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- Listen to a story and a report;
- Listen and practise activities on listening to lectures or discussions; and
- Listen to a dialogue.

### **HOW TO STUDY THIS UNIT**

- Read this unit with concentration.
- Note down on a notebook the major points.
- Use the points to perform the activities.
- Read over the unit once again and summarize the major points without looking at the unit.

### **LISTENING TO A STORY OR A REPORT**

Get a colleague to read the following story to your hearing.

Initially, when Helen fell in love with Osandu she liked everything about him. The young man had a good appetite. He chose the clothes he wore or gave out as presents with care. Osandu always ensured that there was a colour blend in whatever became part of his life.

Some years later, things began to change. Helen was the first to notice the new development. Osandu paid attention only to his books and to being punctual. "Life is so short that one should be concerned with only the things that matter," Osandu could be heard repeating over and again. This new posture affected Osandu's choice of textbooks, novels and newspapers. He started to concentrate only on what may be termed "serious literature."

Eventually, Osandu took a decision with far-reaching consequences. He was no longer going to live in Owerri town. He moved immediately to his birth place, Umu-Okpara Ugiri. From there he would commute to Owerri. As far as he was concerned the so-called glamour of Owerri was worthless.

"I will henceforth stay far away from the maddening crowd" Osandu assured himself. "As for Helen, it is left to her to prove that love is blind," Osandu reasoned.

#### **ACTIVITY I**

After careful listening now answer the following questions:

1. Helen's early state in her friendship with Osandu could be described in one of the following ways:

- (a) neutral
  - (b) happy
  - (c) sad
  - (d) uncommitted
2. The quality that Osandu valued most initially was:
    - (a) good accommodation
    - (b) punctuality
    - (c) newspapers
    - (d) good taste
  3. From the story we can say with certainty that:
    - (a) Osandu remained the same throughout;
    - (b) Osandu changed after some time;
    - (c) Osandu married Helen;
    - (d) Osandu left Helen for another lady.
  4. The decision by Osandu to leave Owerri was:
    - (a) insignificant
    - (b) unnecessary
    - (c) very important
    - (d) unfortunate
  5. From the story we know that Helen:
    - (a) remained happy
    - (b) was beautiful
    - (c) had been quite lucky
    - (d) had a decision to make.

**DO NOT READ THIS SECTION UNTIL YOU HAVE COMPLETED ACTIVITY I**

The answer to question I is (b). Helen was happy because we are told that she "liked everything about Osandu".

The answer to question (2) is (d) because we are told he had a good appetite and a high regard for colour blends. It is important to note that "a good appetite" could mean a desire to satisfy natural needs or as an idiom it could mean a liking for high quality things or associations.

Option 'C' is the answer to question iii. This is because we are told in the middle of the story that "---later things began to change "the statement credited to Osandu emphasized the change: "Life is so short that one should be concerned with only the things that matter." such a remark would suggest a shift in the speaker's attitude.

For question 4 the answer is "c" because we have been told that Osandu took a decision with far-reaching consequences. This may be regarded as one new decision that emerged from Osandu's new outlook. Further still, we are told that Osandu disregarded the glamour of Owerri town.

For question 5 we have to employ the evidence and our good judgment to arrive at an answer. No specific statement was made by Helen. But from Osandu's steps and his concluding utterances we can make an intelligent conclusion. We choose "d" as the answer because Helen has to decide if she will accept the new Osandu. The important points to note include the following:

1. In a critical listening session involving a story you should always pay attention to the words, sentences and expressions used to describe the characters and incidents. In the above example, Helen and Osandu have been presented in their different ways.
2. You should weigh the specific significance of the statement associated with characters or incidents.
3. You should note that some words or phrases or expressions you are familiar with could be used to carry special meaning in the contexts provided.
4. You should remember that on some occasions you have to draw certain conclusions based on what you have read. Such conclusions-would not have been made directly by the speaker or in the story listened to.
5. Note and train your pupils to note the sequence of events, setting, background and use of past tense in story telling.

## **LISTENING TO A LECTURE OR A DISCUSSION**

### **Get a colleague to read you the following:**

Basically, the Nigerian town and village share certain similarities and differences. The town is usually big and full of activities. Some towns extend for several kilometers. In most cases workers can be seen hurrying in cars or buses to their places of work. Hundreds of others can be sighted waiting for the cheapest means of transport. Still others can be caught just watching.

Typically, the village is so small that each inhabitant knows his neighbour. Activities are restricted. Most villagers may engage in farming or fishing and some degree of building. The houses in the village are built close to one another. This is because relations tend to stay in clusters. Naturally, news in the village travels very fast. Villagers rely on the bicycle or boat for their modest transportation requirements.

However, despite the above differences there are some important similarities. Inhabitants of towns and villages practise the extended family system of living. No matter the hardship, individuals value their relations and even visitors. Both towns and villages have favoured market days when the most attractive wares could be purchased. Nigerians usually treasure relaxation centers where they meet and mix in the evenings. These exist in both towns and villages. No wonder some say, "In Nigeria, the town and the village are the same, no matter what you are looking for.

After listening to the above lecture, you should answer the following:

1. Identify two features to be found only in the Nigerian town.
2. State two features to be found only in the Nigerian village.
3. Why is one likely to feel the two are the same?
4. Give reasons why you may call the account balanced or one-sided. The Important Points to note include these:

The statements specify the size of towns and great movement of workers.

1. Villages are made up of farmers or fishermen and builders.
2. The words in the text state these points.
3. Nigerian attitudes are described as similar in both places.
4. The Speaker presents each settlement and sums up stating their similarities. So, the style and words ensure some balance.



*In a lecture, a. the major point is given b. followed by supporting details c. use of link words like: basically, typically, etc are used to direct the listener to the major point d. illustrations are given to make the points very clear.*

## ACTIVITY II

The text presented below is to be read to you by a colleague or a teacher. Now as you listen to the text, you should remember these points earlier stated:

- (a) sharpen your perception and retention,
- (b) hold onto the main points and sub-points,
- (c) apply sound judgement to the information.

You should get ready to answer some questions after going through the texts.

NOW LISTEN AS YOUR TEACHER OR A COLLEAGUE READS THE PASSAGE TO YOU.

*As the headmaster of Kachia Central Primary School, Ayuba is known to many people in Kachia. From the post office to the market - place people recognize him from a distance. Often he is to be seen attending prayers with his fellow Christians.*

Church Elder : Hello, headmaster, how are you these days?

Headmaster: I'm fine. How are you and the church activities?

Church Elder : Well, all is going fine. Except that we've not seen much of you recently.-

Headmaster: Times are hard you know. There is so much to do and time keeps flying. Besides there is little fuel to move around on a motor - cycle.

Church Elder: But you are much stronger than most of us. Everybody is struggling; there is much farming to do. The children are there to attend to when they return from school. But whatever your engagements, headmaster, we need you during our prayer meetings.

Headmaster: My time has become so tight that I have re-arranged my daily activities. After school I dash to the farm then back to school in the evening to tidy up things. Prayer is important and that's the last thing I do.

Questions.

1. From the text we know that the headmaster can only be recognized:
  - a) when he is at a distance.
  - b) as soon as he is sighted.
  - c) by those with good eyes.
2. From the text we understand that the headmaster
  - a) has been regular at prayer meetings.
  - b) has been known to be out of town.
  - c) has not been seen much recently.
3. The headmaster gives three reasons for his recent pattern of appearance. State these reasons.
4. The church elder says that the headmaster is "a strong man". This means:
  - a) a man with good physique.
  - b) a man with abundant energy.
  - c) a man financially strong.
5. The headmaster states that prayer is the last thing he does. This means that:
  - a) he does not pray again.
  - b) he only prays when he is not very busy.
  - c) he only prays when he has finished other activities.

Listen to the next text below bearing in mind the major points:

- as presented in chronological order;
- one sequence of event following the other;
- use of anticipation clues; and
- use of storyline.

After listening to the passage, answer the questions that follow.

### ACTIVITY III

In her mud house in Yalwa, pretty Laraba had had several suitors. She had been, orphaned before she was six. Her uncle Ismaila had over thirteen children of his own. Little Laraba went to no school. Whatever she knew was acquired performing different chores for her step-mother.

At sixteen Laraba took part in a cultural festival held at Jalingo. The chief of Yalwa's messenger, Ahmadu, noticed Laraba. The two had won prizes during the festival, Ahmadu had never thought of marriage all his life. But as soon as he noticed Laraba's presence all that changed. Ahmadu had just become a Christian but he did not bother about Laraba's likely religion. Many Yalwa people just felt Ahmadu was out of his mind.

As a man of no education, Ahmadu relied only on one gift - hard work. His farm always gave him maximum yield. When Laraba joined Ahmadu their lives changed dramatically. The couple bought some cows and sheep from the money got from the sale of their farm produce. Before they knew it, their house became the local supermarket for milk and cheese.

Exactly ten years after their marriage a school inspector came calling.

Inspector: How did you learn to look after these animals with such care and efficiency?

Mr. Ahmadu: A little observation, a little experience and a little prayer.

The following year the State Government sited a new school in Yalwa. Ahmadu's young daughter was one of the first pupils to register.

Questions

1. Laraba did not go to school but she had received many suitors. Why was this so?
2. What might have caused Laraba's uncle not to send her to school?
3. What marked the turning point in Laraba's life?
4. How did people in Yalwa feel about Ahmadu?
5. What was Ahmadu's greatest quality?
6. Did Ahmadu and Laraba remain unknown?

In this section, you will be trained to listen to a dialogue. This is another quite different listening activity. In this type of listening, two people are exchanging ideas. You should learn to recognize what is called turning taking, that is, one speaker taking over the speech floor from the previous speaker. You should also be conversant with what each speaker is saying i.e. the major point(s) the speaker is raising.

Do the next section the way you have handled the previous ones. You should bear in mind the points raised about listening to a dialogue above.

### ACTIVITY IV

*Dooshima's former schoolmate arrived at Makurdi from Gboko. He was eager to learn from*

*Dooshima how she was getting on in Makurdi.*

Anongo: Hello, Doo, How have you been?

Dooshima: I'm fine except that I'm getting fed up with this locality or North Bank of place.

Anongo: Oh, but I hear you've got new neighbours. That should make some difference.

Dooshima: New neighbours indeed. That's true. Though I have a hard time noticing their presence.

Anongo: But I'm told they've come back with lots of things including a beautiful video tape recorder with some exciting tapes.

Dooshima: Who cares about what they've got. The wife always screams at the top of her voice. The husband behaves as if he had never lived in Nigeria before.

Anongo: Perhaps they are just beginning to adjust. You know how it feels to have been out there. Time they say, changes everything. But are they really that different or are you just impatient with them?

Dooshima: Different? I would say they're queer. The woman talks as if nobody else knows anything. When she is not describing the embroidery on her beige blouse she is ordering her stewards to keep away from her red roses.

Anongo: Then she must have some exciting hobbies?

Dooshima: Well, if you call noise - making a hobby.

Anongo: May be when you begin to visit them things will sort themselves out.

Dooshima: Visit them? That's the last thing I'll do.

Questions

1. When Dooshima said she was getting fed up with the locality she meant that:
  - a) food was not a problem at all,
  - b) she was being well looked after,
  - c) she was getting tired of the place,
2. From the dialogue we notice that,
  - a) Anongo was excited about Dooshima's new neighbours,
  - b) Dooshima was excited about her new neighbours,
  - c) Both were excited about the new neighbours.
3. From the dialogue we can assume that the new neighbours have
  - a) been there for a long time,
  - b) never moved away from there,
  - c) just returned from abroad.
4. What did Anongo expect Dooshima's attitude to be after sometime?
5. What did Dooshima mean by her statement "that's the last thing I'll do"?

The way you can teach all the types of listening activities discussed in this unit is divided into three major parts. These are listening activities you can perform before asking your pupils to listen, the activities you can perform during listening activities and listening activities you can engage in after listening.

Before listening: Plan for the listening task

- Set a purpose or decide in advance what to listen for.
- Suggest linguistic or background knowledge that is needed to make the listening task successful.
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases).

- Predict or anticipate listening outcomes.

During and after listening: Monitor comprehension

- Verify predictions you have made before listening and check for inaccurate guesses
- Decide what is and is not important to understand
- Listen/view again to check comprehension
- Ask for help, where necessary

After listening: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area through comprehension questions
- Evaluate overall progress in listening and in particular types of listening tasks
- Decide if the strategies used were appropriate for the purpose and for the task
- Modify strategies if necessary

Using Authentic Materials and Situations

Authentic materials and situations prepare pupils for the types of listening they will need to do when using the language outside the classroom. As much as possible, these materials should be used during training your pupils in listening activities.

Materials:

The following materials can be used to train your students and yourself in listening to a story, a debate, lecture, discussion, report, etc.

- Radio and television programmes
- Public address announcements (job offers, workshops or conferences, meetings)
- Speeches and lectures
- Telephone customer service recordings

## **SUMMARY**

In this unit:

- We have been treating different listening activities.
- You have been shown the various conditions under which listening is expected to occur

Examples cited included:

- (a) Formal situations like listening to a public lecture or discussion, or report.
- (b) Informal situations like listening to a dialogue and a story

The steps a critical listener is expected to take include:

- attention and identification of crucial words.
- attention and identification of likely information of original utterance;
- identification of speaker's background and that of intended audience;
- location of any special language use;

- Identification of the particular context in which text must have been uttered.
- Throughout the unit you were reminded of the relevant activities to perform before, during and after listening.

## ASSIGNMENT

Read the text below and answer the questions that follow.

Magongo is not a large town. The population is probably under 20, 000 inhabitants. This small town is located not far away from the well- known town of Okene also in Kogi State. One of Magongo's unique features is the location. A border settlement, close to, between Kogi and Edo, Magongo is boundary bordered on two sides by rocky hills. It is said that centuries ago magongo people usually escaped into the hills when slave raiders struck.

An incident occurred in 1968 during the Nigeria - Biafran Civil war which will always be remembered in Magongo. There were movements of troops from all over the North to Edo and the South Eastern states. Magongo, a border settlement, was naturally a stopping post. When the company of Nigerian troops arrived you could see tiredness and terror on their faces. The major approached the Magongo chief.

1. Major: Chief, good evening to you. My men are tired and hungry. We hope we can count on your full cooperation. We've heard much about your place. And I expect good care from you in ALL respects. I repeat - ALL respects.
2. Magongo Chief: Welcome to my land. I shall make every effort to attend to your request. I shall ensure your troops are well - provided for. They will have plenty to eat and enough to drink.
3. Major: But don't forget our other needs. Soldiers cannot live on food and drink alone. Soldiers too need to relax. Happily even around your palace we can see beautiful faces.
4. Magongo Chief: I promise to take care of you. It is our duty. You soldiers are fighting to keep Nigeria one. As for the beautiful faces you see I know they are all my subjects. But that is not to say that I own them all. These beautiful faces have their own soldiers to attend to. After all our people say, "Every man is a soldier."
5. Major: Well Chief, you have to try. If I may borrow from your wise saying "Every soldier is a man." So make adequate arrangement for troops.
6. Magongo Chief: Officer, I shall do all that is within my power.
7. That night the Magongo chief quietly summoned " Iya - Egbe," that is, the leader of the Women, to his palace. He gave a stern order that until further notice no woman was to be seen outside her house. The women were to cook and brew the local beer - but all indoors. Young boys in Magongo, most of them, school boys were rounded up. They were assigned to carry food and drinks to the "Ebariki" or "Soldiers' Camp."
8. That night is always remembered in Magongo. It was the night the chief proved that, "Every man is a soldier."
  1. Can we say that Magongo had never witnessed anything resembling troops movement?
  2. What is significant about the location of Magongo?
  3. What request did the Major make of the Chief?
  4. What was the chief's immediate response?
  5. Why was the Major not quite satisfied with the Chief's assurance?
  6. What was the Chief's main argument?
  7. What was the Major's reaction to the Chief's final stand?
  8. How did the Chief resolve the imminent crisis?

9. What was likely to be remembered most in the whole episode?
10. What had brought the soldiers to Magongo in the first place?
11. What do you observe about the following:
  - (a) the Magongo Chief's use of the word "soldier"
  - (b) the Major's use of the word "man".

#### **REFERENCE**

- Abbott, G. and Wingard, P., (Ed) (1981). **The Teaching of English as an International Language** (A Practical Guide). Glasgow & London: Collins.
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## **UNIT5: LISTENING TO DESCRIPTIONS**

### **INTRODUCTION**

You have learnt to discriminate between similar sounds and similar words in Unit 2. You have also learnt about different types of listening as well as the strategies for teaching the listening skills in Unit 3. In this unit, you are going to apply the skills you have learnt to situations where the speech event involves description. You will need to know the characteristics of descriptive texts in order to be able to tune your ears to essential aspects of the listening task.

### **OBJECTIVES**

By the end of this unit, you should be able to:

1. identify the essential characteristics and sequence of a listening task involving description; and
2. answer some questions on listening tasks involving a description.

### **HOW TO STUDY THIS UNIT**

1. Read through each stage of this unit and pay careful attention to the instruction provided.
2. Work through the activities (exercises) provided at the end of each stage.
3. Write down your own answers before looking at the answers provided at the end of the booklet.
4. If you fail to record 75% success, go over the instruction again stage by stage and pay careful attention to all the examples given.
5. Record all unfamiliar words you come across in the unit in the WORD STUDY section of this unit. Try to use the context to guess the meanings of the new words or expressions; but if you cannot use the context to guess the meaning, use your dictionary to locate the appropriate meaning. Record the meaning in front of the word you have written down.

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK**

### **WORD STUDY**

**RECORD THE NEW WORDS OR EXPRESSIONS YOU COME ACROSS IN THIS UNIT IN THE SPACE PROVIDED BELOW.**

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### **LISTENING TO DESCRIPTIONS**

When we see people or places or objects, we want to tell other people about those things we have seen. In order to make what we are saying clear to our listeners, we use words to paint the pictures of those things we are talking about. It is such pictures which we paint in words that we call description.

We can describe a person, a place, an object, a concept, a substance, or a process. Each description has its own characteristics. For example, when describing a person, we can talk about height, weight, complexion and even parts of the body. When describing a place, we will talk about location, size and relationship to its environment. When describing a process, we talk about stages through which something goes before it is produced.

In all descriptions, however, words are used to create a picture in the mind of the listener. The words most commonly used are adjectives and adverbs. Adjectives provide the necessary modification, colour, shape and size while the adverbs produce further modifications to the modifications and colours supplied by the adjectives and verbs. For example 'X shines' is not as vivid as 'X shines brightly'.

Let us examine one text which could be read to the hearing of listeners or recorded for listening to.

Gazing along the market road; 'behold the multitude of different types of people going to the market. Exchanging gossip talking, laughing, people are going to the market. From one shop to another they go in and out, dragging and shuffling their feet. Some are walking like Kings, some walking timidly, some wearing clothes that are small for their sizes, some wearing sun-shades which are twice their faces, all going to the market. Huh! smell of fish, meat, rice in the market. The butchers are busy with customers; flies are buying free of charge. The traders turning themselves as musicians are attracting customers.

'Heh! you! Look at the shirt so nice'.

'How much is it?'

'It 's just fifteen thousand naira'.

'If you buy it, ladies will like you.' It's right, bring it.'

This is how traders make money with their sweet tongues. There are millions of people in the market from sunrise to sunset, there's never one second of silence; traders shouting, some singing, some making jest of ladies while some are planning how to get rich in a minute.

(Adapted from, From Controlled to Creative Writing.p.29)

Note the use of descriptive details in the above passage. The text is introduced casually. The piling up of action words such as "talking, laughing, ... dragging and shuffling tend to conjure up images of people performing the actions indicated by the verbal elements. Comparison brings out the gait of some people who walk "like Kings"; and this is contrasted with those who walk "timidly". It will be rewarding if you can go through the whole passage and list those sections where you feel you can perceive the picture of people or actions described.

The use of conversation also brings to the listener one example of bargaining that is common in a market. All through, you will notice that attention is shifted from one scene to another like the lens of a camera focusing on one event or location at a time. This is the way events or aspects of a description are presented. Description does not follow the chronological sequencing of a narration. This does not mean that description is not systematic. It is just that the kind of time order found to be characteristic of narration is not a feature of description.

We should bear in mind, however, that a description can have some narration just as a narration can have some description. The distinguishing mark is the prominence of one form. Where narration is prominent, we call the text a narration in spite of the descriptive details in the text. In



the same way, a text that has prominent descriptive details is called a description in spite of whatever narrative element it contains.

### **ACTIVITY I**

Have the following text read to you and answer the questions set on it. Use the blank space provided to record your answer. As you listen catch the use of action verbs, adjectives and adverbs for signalling details. Pay attention to what makes the thing described vivid.

The brain has three main divisions, each having its own particular functions. The cerebrum is the largest and best developed section of the brain. It is made up of many areas containing cells which control various parts of the body. Some areas perform the function of directing muscular activity. They allow the head to be turned, for example. Other areas are responsible for sight, hearing and speech. The cerebrum is also the centre of intelligence and enables human beings to reason and remember.

The cerebellum is a small section of the brain below the cerebrum. Its function is to coordinate the movements of limbs and also to control body balance.

The medulla oblongata is an enlarged area which connects the brain to the spinal cord. It serves to regulate the activities of the internal organs. It controls the beating of the heart and regulates all involuntary muscles. The parts of the brain are highly specialized. Together they make up the complex organ that controls the nervous system.

According to the passage you have listened to, which parts of the brain are mainly responsible for the following activities:

1. breathing movements  
\_\_\_\_\_
2. learning  
\_\_\_\_\_
3. making arms and legs work together.  
\_\_\_\_\_
4. smiling  
\_\_\_\_\_
5. action of the digestive tube  
\_\_\_\_\_
6. maintaining body equilibrium  
\_\_\_\_\_
7. distinguishing colours  
\_\_\_\_\_

In order to work through a listening passage on description, you should:

- Listen to the passage or talk very carefully. You may want to start with listening to simple passages such as those about our family, objects, comparing two things, etc.
- Sketch the descriptive sequences as you listen on a piece of paper.
- Follow the sequence order of description after you have listened carefully.
- Use the sketch of the descriptive sequences to answer any question on the descriptive passage.

**NOW USE THE CLUES GIVEN TO YOU ABOVE TO WORK ON THE NEXT PASSAGE THAT SHOULD BE READ TO YOU BY A COLLEAGUE OR A TEACHER.**

## ACTIVITY II

As you listened to this passage, draw a sketch of the parts you have listened to.

The Skull and Vertebrae:

The internal skeleton of man consists of more than two hundred bones. It is divided into three main parts: the skull, the spinal column (which supports the head and is the main axis of the body) and the limbs.

The Skull is made up of eight cranial bones and fourteen facial bones which are all fused together. It is connected to the lower jaw by a movable joint. The skull turns freely on top of the vertebral column which is made up of separate bones called vertebrae. The vertebrae interlock to form a strong flexible column through which the spinal cord runs. Each vertebra consists of a short bone and a ring which encloses the spinal cord. Each vertebra is separated from the others by a disc of cartilage.

(From Reading and Thinking in English, pp. 39 - 40).

Now, having listened to the text above, label the parts of the sketch of the diagram you have drawn.

## SUMMARY

- In this unit, you learnt to identify the essential characteristics of a listening task involving description.
- You answered some questions on listening tasks involving descriptions.

## ASSIGNMENTS

Have the following passage read to you and answer the questions based on it.

### NUCLEAR ENERGY

Nuclear power is obtained from the energy which can be released from the nucleus of an atom. Until the twentieth century man used water, wood and the fossil fuels (coal, oil and gas) as sources of power. During the first quarter of the twentieth century physicists investigated the structure of the atom.

In 1919 Rutherford split the atom artificially. Thirteen years later the neutron was discovered. In 1939 Hahn and Strassman investigated the action of neutrons on uranium-235. They found that it was split into two equal pieces. This process is known as fission. It releases great amounts of energy. The neutrons that are released in fission produce fissions in other atoms. This is known as a chain reaction. On 2nd December, 1942 Enrico Fermi and his colleagues produced the first controlled nuclear chain reaction.

Since then atomic energy has been used in war and peace. In 1951 electricity was first produced by using the heat from a nuclear reactor. More recently nuclear energy has been used to power submarines. Nuclear batteries are now being used in cardiac pacemakers. More and more countries are building nuclear power stations to produce electricity.

(From Reading and Thinking in English, p.51) Answer the following questions:

1. When was nuclear power first used to produce electricity?

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2. What was done twenty-three years before the first controlled nuclear reaction?  
 \_\_\_\_\_  
 \_\_\_\_\_
  3. How many years passed between the discovery of fission and the use of nuclear energy to produce electricity?  
 \_\_\_\_\_  
 \_\_\_\_\_
  4. When was the neutron discovered?  
 \_\_\_\_\_  
 \_\_\_\_\_
  5. How many years ago did Rutherford split the atom?  
 \_\_\_\_\_  
 \_\_\_\_\_
- All. Match the following events with its corresponding time of occurrence:
1. use of atomic energy in war and peace.
  2. increasing use of nuclear energy to produce electricity.
  3. dependence on wood, water and fossil fuels.
  4. investigation of the structure of the atom.
  5. production of first controlled nuclear chain reaction.
- a. 1900-1925
  - b. before the 20th century
  - c. present moment.
  - d. after 1942.
  - e. three years after the discovery of fission.

**ANSWERS: 1**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**REFERENCES**

McCree, Hazel, **From Controlled to Creative Writing**. Lagos, Nigeria: African Universities Press, 1969.

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## **UNIT 6: LISTENING FOR MAIN IDEAS, INSTRUCTIONS AND DETAILS**

### **INTRODUCTION**

This unit is concerned with some important aspects of listening that are of real life significance. On many occasions, you are required to listen to main ideas, instructions and important details. All of these aspects of listening will be discussed in this unit. It is important to note that all listening activities must lead to effective comprehension. No comprehension and meaning, no effective listening.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- Listen for main ideas;
- Listen to carry out specific instructions; and
- Listen to bring out details.

### **HOW TO STUDY THE UNIT**

- Read the unit very carefully and with high level of concentration.
- Go back to aspects that are not clear to you as you read.
- Jot down important points as you read the unit.
- Perform all the activities in the unit.

### **LISTENING FOR MAIN IDEAS**

In listening for main ideas, you should pay special attention to the following tips:

Write down when the speaker or lecturer:

- Says the idea is important or repeats the idea, sometimes many times.
- Writes the information on the board.
- Breaks down the idea into headings or sub-headings or steps.
- Gives contrasts, pros or cons
- Changes vocal tone or volume when he/she gets to the idea to show its importance.

Some words and expressions that can signal important idea are:

- Today we shall discuss...
- After this lecture you should be able to...
- The first important point is...; the second is...
- In other words...
- This simply means...
- In other words...
- On the one hand...; on the other hand...
- As a result...

### ACTIVITY I

List some other expressions that can signal main ideas in speech in the space below:-----

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In listening for main ideas, it is important for speakers to indicate key-points by the-position of the point and word cues. Word cues are easy to use to elicit the main point. Some other words and phrases that you could identify in Activity 1 are: *the major factor, main point, the most important aspect, a key factor, most especially.*

With regard to positioning, key ideas often come first since such a sentence helps to organize the listener's thinking so that he can process the rest of the message.

### ACTIVITY II

Here is an example of a short talk or speech. It should be read to the class two times. Tell them to listen for the main point.

Lagos is said to be one of the dirtiest cities in the world. When you get off a bus in Lagos, the smell hits you so badly that you have to hold your nostrils together. All kinds of rubbish - rotten food, human waste, dead animals - can be found on the refuse dumps. A thousand and one flies find their food there.

The main point is given in the very first sentence, i.e. *Lagos is one of the dirtiest cities in the world.*

All the other sentences simply develop the idea.

### LISTENING FOR DETAILS

In this case, the person is listening for supporting points. For example, in the last speech, additional information is given to prove the point that Lagos is indeed a very dirty city. The evidences i.e. the details are: the smell, the rubbish and the flies.

Before giving a listening comprehension exercise, it is a good idea to have pre-listening questions or comments in order to find out how much the pupils already know about the topic and how accurate the information is. This is because even though prior knowledge often facilitates the reception of new information, it may also be an impediment if it is inaccurate, or if it is in direct conflict with the new information.

Such pre-listening 'warm-up' sessions may take the form of questions, e.g. when you think of Lagos, what comes to your mind?' A short discussion takes place through which you can establish how well the new information you are presenting fits into their prior knowledge. The purpose of this discussion is not to summarize the content of the listening comprehension text for pupils. If pupils recall mainly nice, beautiful images of Lagos, you may talk about those parts and even use pictures of such places. Then, lead the discussion away by saying something like, "But there's another face of Lagos which many of you do not know. Does anyone know Abule

Egba or Mushin? Now listen to the following passage and write down two or three points which show that Lagos is very dirty."

This strategy of pre-listening session is useful for the different types of listening, be it for main idea, details, inference or evaluation.

## **LISTENING TO INSTRUCTIONS**

One listening game which can aid the understanding of instruction is to give increasingly difficult instructions to one child, "Audu, pick up the book on your desk and take it to Okon." Then you say to Okon, "Take the book that Audu gave you, show it to the boy on your left and then bring it to me."

The game warms up as the instruction gets more complex and the rest of the class watch how much of it the listener can remember and carry out.

## **SUMMARY**

In this unit, you learnt about:

- listening for main ideas
- listening for details
- listening to instructions
- performing instructions

## **ASSIGNMENT**

Listen to three consecutive news broadcasts in your radio or television and record the main ideas or points of the news. Submit this to your course tutor for vetting.

## **REFERENCES**

McCree, Hazel, **From Controlled to Creative Writing**. Lagos, Nigeria: African Universities Press, 1969.

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## **UNIT 7: LISTENING FOR SURFACE DETAILS AND NOTE-TAKING**

### **INTRODUCTION**

What is involved in listening for surface details and note-taking?

A good point at which to start is to remind you about what listening is. What does listening involve? Effective listening is an integrated process during which utterances perceived or taken in by the ears are processed by the listener to bring about understanding. Now we shall answer the first question: What is involved in listening for surface details and note-taking?

During this process the listener's attempts to:

1. identify what the main points of an utterance are;
2. determine which points are primary and which are supporting or secondary ones;
3. identify the manner in which the points have been used in the text or utterance.

In how many forms-could listening for surface details and note-taking be presented? In several forms, especially the following:

1. a face - to - face lecture (other than a prepared text)
2. a broadcast,
3. a written text,
4. a text read out.

### **OBJECTIVES**

By the end of this unit you should be able to:

1. identify the main topic being stated in speech listened to or a lecture given;
2. state or rephrase in your own words what the essential points and sub-points are; and
3. specify the way in which the major points identified have been presented.

### **HOW TO STUDY THIS UNIT**

The materials used here and their Activities are meant to be read to your hearing. You can get one of your colleagues to do that. Another way is to have the materials recorded on a cassette tape and then played back.

While you are listening you must pay attention to the following points:

- a. the subject-matter or theme of lecture.
- b. the words and sentences used to identify the main sub-points;
- c. the elements linking the main and subsidiary or subordinate points together.  
For example, are the major and the additional points similar or are they different? How have they been connected to one another by the speaker or author?

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENTS ARE AT THE END OF THIS BOOK**

### **WORD STUDY**

Use your dictionary to confirm the meanings of the following words that have been explained for you.

- |             |                             |
|-------------|-----------------------------|
| re - phrase | : restate in your own words |
| subordinate | : supporting, unimportant   |
| subsidiary  | : additional, supplementary |

spouse	: wife or husband
humidity	: dampness; plenty of moisture in the air
gadgets	: devices, small fittings
functional	: practical; bring about useful results
facility	: equipment; ease
stalemate	: deadlock, a draw
visibly	: obviously
arch	: extreme, intense
accommodate	: take into account, provide room for
balance	: neutral; fair

## LISTENING FOR SURFACE DETAILS AND NOTE-TAKING

In order to listen for surface details, you may use some of the following listening activities:

- listening with visuals
- filling in graphs and charts
- following a route on a map
- checking off items in a list
- listening for the gist
- searching for specific clues to meaning
- completing cloze (fill-in) exercises
- distinguishing between formal and informal registers

Get your colleague to read you these selections.

Musa had been finding it increasingly difficult to pay his rent. It was difficult to convince his spouse or landlady that he had become sober. What bothered him most these days was how he could set about to mend his image.

Now answer the following questions by selecting the YES or NO option as appropriate:

1. Musa had no problem whatsoever ....YES/NO
2. Musa was a married man.....YES/NO
3. Musa lived in his own house.....YES/NO
4. Musa's image was attractive.....YES/NO

The answer to question (1) is "NO". This we are told in the very first sentence about Musa's difficulty in paying his rent.

For question (2) the answer is "YES" because we have "his spouse" mentioned. The answer to question (3) is "NO ", The text mentions "rent" and "landlady" which confirm that Musa was a tenant.

For question (4) the answer is "NO" because we are told that Musa was concerned about "how he could ... mend his image"



## LISTENING FOR NOTE-TAKING:

Get your colleague to read the text below to you. As you listen, put down on a sheet of paper the major points that give you the surface meaning of the passage. In taking down notes, you are not expected to write everything said word for word. You are expected to:

- Listen and understand what is said first before writing anything down;
- Write the most important words, expressions or phrases down from what you listened to.
- Use abbreviations that you can easily understand while writing down notes;
- Use headings and sub-headings, underlinings, etc to make your notes vivid and reader friendly.

A. When it was announced that Nationale and Bendel Insurance would meet in the final, everybody waited in excitement. A match between them was expected to attain the highest of standards in soccer. But the Saturday of August 1987 will for long be remembered by Lagos spectators. Nationale and Bendel Insurance met and played. The match went into extra time. The score still stood at two goals each way. Penalty kicks were awarded. The stalemate remained. The spectators were visibly disappointed with the draw.

Now answer the following questions:

1. Which teams featured in the final match?
2. How did the match end?

The answer to the first question is this: the said final was between Nationale and Bendel Insurance of the text.

For question (2) How did the match end? The answer is: the match ended in a draw. For the supporting details the following questions should be answered:

3. Why was the match eagerly awaited?
4. When was the match actually played? the answer to question (3) is: the match was eagerly awaited because,
  - a) the two teams were arch or traditional rivals
  - b) the two teams played good soccer.

For question (4) the answer is: the match was actually played on the last Saturday of August 1987.

Key points: It is important to note that in listening for note-taking the listener must:

1. first and foremost identify what the key points are in the lecture being listened to;
2. after identifying the key points use the main point to determine what the supporting details are;
3. pay special attention only to such sub-points that help to achieve a more balanced understanding of what is being listened to. In other words not all sub-points should be accommodated during listening for note-taking.
4. pay attention to and be able to identify the key words and expressions in the text or utterance listened to. Very often the key words and phrases usually tally with the main points of a text or utterance.

The 'picking out' during a listening session might involve any or several of the following steps:

1. Special note of key words e.g. in (A) above the "match" "draw". These could be transferred to "match draw" or "draw game". This process of filtering out the unimportant point is similar to what we do in sending out a telegram. Under such a situation our telegram is written to contain only the essential words of the intended message. Wastage is avoided.

2. Quick and reliable identification of the linking words especially where long sentences occur or where different units of a speech or recorded text have been inter-connected. For example:

Before Mallam Idi left for the bank he sent his son to the market to look after his wares.  
Here 'before' serves as a linking word for the two units of the long sentence:  
Mallam Idi left for bank.

Mallam Idi sent his son to the market to look after his wares.

The use of linking words immediately suggests that a statement or a text has at least two sections each with some useful information. For effective listening, care must be taken to retain the main ideas from the various sections.

3. Speedy location of the essential sub-points. Often different presenters use their own individual styles for attaching sub-points to the main themes. It is equally important for the listener to locate quickly what and where the essential sub-points are. At times each major point will be accompanied by a set of supporting points. On other occasions the presenter/speaker might identify all the major points before enumerating the accompanying sub-points. The listening needs to develop the adjustment ability. Imagine that you have just heard the following narrative:

Hajia Aishatu was Jimada's fourth wife but she was quite pleased with herself. Jimada's only problem was that he had no son. As a powerful and wealthy community leader he needed a son very badly. Such a son would grow to eventually take over his role of influence. Aishatu felt convinced that she would bear him the male child. After all, all her six children from her three previous marriage were males. So nature was not likely to change her luck.

Main theme: Jimada's search for a son

Supporting points: (a) Hajia Aishatu becomes Jimada's 4<sup>th</sup> wife .

- (b) Aishatu already had 6 sons from 3 different marriages (He's her 4th husband)
- (c) Aishatu thinks her chances of having a 7th son are high.
- (d) Such son would be Jimada's 1<sup>st</sup> son and likely successor in the event of the wealthy man's death.

Often you may be required to specify the supporting points without being asked to locate the main theme. As a useful personal guide, you will be better off making a mental note of the main theme, even when this is not directly demanded from you. Such a step will assist you in identifying quickly the existing supporting points in the material you have listened to. When you require a note of just the subordinate points avoid stating the main theme directly.

Precautions to be taken while listening for Note-taking:

1. Avoid paying undue attention to unnecessary details. For example, personal illustrations when a serious talk or dialogue is taking place could be conveniently ignored.

Example: Mallam Sodangi: "Typically, the Hausa man's dress consists of 'riga' or a big gown, a flowing pair of trousers, a cap or turban and a pair of shoes, usually sandals. The 'riga' or big gown is often worn over some tight - fitting inner shirt. For some of us the colour of the dress may also be very important. This is what is to be found in my own family."

For an active listener the points beginning with "for some of us ..... " to the end of the speech are unnecessary details and should therefore be merely heard but not noted.

2. The good listener must keep the format of the presentation intact. The dialogue might be:
  - (a) in sets of questions. The speaker could be raising some questions the hope that the listeners would address such questions.

- (b) in the form of theoretical considerations. The presenter might be looking at issues from the angle of theoretical possibilities without taking any definite stand.
  - (c) in the form of factual enumeration of points, opinions, arguments or ideas. The speaker might be eager to awaken the listener to the existence of several views related to a subject or theme.
3. The good listener must differentiate accurately between summary and repetition. Summary might focus on the speaker's already considered points and an affirmation of what the speaker believes the highlights were. Repetition merely re-states what had earlier been mentioned by the speaker mainly to refresh listeners' minds. Some repetitions alert the listeners that the end of the address is near.
  4. The good listener must not stick too rigidly to temporary predictions. It is important and useful that you try to anticipate the points that are going to be made. You must hold but be ready to reject predictions in accordance with new evidence. As the speaker goes on you may discover that there is no place for the earlier guesses made. You do not tune off. Rather, you make other sensible guesses which may be confirmed by the rest of the address.

### ACTIVITY I

Look at the following statement and identify the word(s) that join the two parts together. The first example will assist you.

***When Ladipo comes on holiday, he will visit the Gura waterfalls near Abuja.***

In the above the joining word is "when".The utterance of "when" immediately suggests two possibilities. These are, first, that a question is being introduced, as in: "When" will teachers form their own government in Nigeria?"

Another possibility is to have "when" used as an introduction to a statement with two parts. This is the example in (a) above. The two parts to the sentence/statement are:

1. Ladipo will come on holiday.
2. He will visit Gura falls near Abuja.

In order to join these into one statement such linking words like "when", "if", "as soon as" "whenever" "in case" etc. are used.

It is important that when you are listening to a statement beginning with such words like. "if" "when" and so on, you should hold back in your mind what is first heard. This will enable your mind what is first part to what follows.

However, it is equally important to note that such linking words may not necessarily always come at the beginning of the sentence.

Now identify the words that join the two parts of the following sentences:

1. Little Kehinde wanted a new toy though she didn't want her small savings to be spent.  
\_\_\_\_\_
2. Success is satisfying, however temporary it may be.  
\_\_\_\_\_
3. Because the students performed exceptionally well, their principal danced rigorously during the assembly.  
\_\_\_\_\_

- |     |  |
|-----|--|
| 4.  | While the small kids played, the birds on the nearby trees sang  |
| 5.  | The messenger fainted before the accident occurred.  |
| 6.  | If the villagers stop farming, many of the town dwellers will abandon trading.                                   |
| 7.  | Whenever it rains heavily, motor-cycle taxis between Yola and Jimeta record little business.                     |
| 8.  | The hawkers rejoice only when the soldiers in the nearby barracks earn their pay.                                |
| 9.  | Whereas Husseina dislikes Mathematics, her twin brother enjoys spending all day working with figures and shapes. |
| 10. | The village chief escaped during the war, but his subjects continued to admire him.                              |

The statements you often listen to can take different forms. They may be complete or incomplete. They may be positive or negative. They may refer to singular or plural subjects. The statements may centre around abstract or concrete topics. The listener who pays good attention to what is being said should be able to identify which of the above possibilities is a statement referring to.

For example:

The villagers of Anpa village in Kogi State wanted no more fertilizer.

Here it would first appear that the villagers actually wanted more fertilizer. But more careful listening would reveal that the villagers were actually fed up with fertilizer.

## ACTIVITY II

Now carefully go over the following sentences and decide whether a sentence is positive or negative, that is, in the meaning conveyed. According to your choice write out in the space provided the words or word groups that make the sentence positive or negative. The first one has been done for you.

1. The way Affiong disappeared from the scene showed she had no heart.

Positive \_\_\_\_\_

negative no \_\_\_\_\_

When Pastor Iyasere made a right turn at the village square, he knew that it was only a question of minutes before getting to the Sarki's palace.

Positive \_\_\_\_\_

negative \_\_\_\_\_

3. None of those who own grinding machines sleep well at night.

positive \_\_\_\_\_

negative \_\_\_\_\_

4. As Amina discussed her ambitions within her new career every friend others concluded she had enormous potential.

positive \_\_\_\_\_

negative \_\_\_\_\_

5. The woman has never failed to cry over her baby's illness, no matter how ordinary.

- Positive \_\_\_\_\_  
negative \_\_\_\_\_
6. Nobody will fail to appreciate the beauty of a courteous hostess.  
Positive \_\_\_\_\_  
negative \_\_\_\_\_
7. Rhoda always tried her best, but success continued to elude her.  
positive \_\_\_\_\_  
negative \_\_\_\_\_
8. Lokoja looked attractive to Mrs. Jones for a vacation, however, the moment she arrived there the heat, humidity and mosquitoes destroyed her hopes.  
positive \_\_\_\_\_  
negative \_\_\_\_\_
9. The fishermen could not go upstream despite all the brave efforts they put up.  
positive \_\_\_\_\_  
negative \_\_\_\_\_
10. There was nowhere the twins travelled to that they did not leave people wondering if they were actually two distinct individuals.  
positive \_\_\_\_\_  
negative \_\_\_\_\_
11. A city so enriched with crooks and criminals cannot be readily described as an exciting place.  
Positive \_\_\_\_\_  
Negative \_\_\_\_\_

### ACTIVITY III

Read the following recorded dialogue and answer the questions that follow it.

All Students & Teacher: Good morning Sir, welcome to our Science Secondary School.

Zonal Inspector: Good morning, all. I'm pleased to be with you today. I've come to see for myself how well you're doing, especially in your new Science laboratories and library. Our Ministry can learn a lot from what is happening here.

Teacher: We shall be happy to show you round, Sir,.

Zonal Inspector: I see you're examining some insects under the microscope. But why are the instruments so few?

Teacher: Ah, Sir, most of the science equipment and instruments have reduced drastically in number. The students are rather many and the groups tend to be too large. Naturally, some of the gadgets got broken. A few malfunctioned on delivery and others just dis...

Zonal Inspector: Disappeared? How? Don't you have enough security hands in this school? Haven't we just approved more men for you?

Teacher: But Sir, the students are so many. Traffic is unending and in such a situation, Sir, certain items just cannot remain forever.

Zonal Inspector: You seem to be a good defender. What else do you urgently require?

Teacher: Sir, ...

Zonal Inspector: No, not you this time. Let's hear from your students themselves.

Students: Sir, we need more teachers and more books in our library and more teaching aids.

Zonal Inspector: Any other message for the Ministry?

Students: Sir, we wish to thank the Ministry for our new bus. But, Sir, we need a second driver so that when Ojo is sick one can still use the bus if necessary.

Zonal Inspector: Take good-care of the bus. Face your studies with seriousness and don't make any trouble like some of the schools you read about.

Teacher and Students: Goodbye, Sir.

Answer the following questions based on the dialogue you've just gone through.

1. State 2 reasons why the zonal inspector visited the Science Secondary School.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. What were the students doing when the zonal inspector arrived?
3. What was the inspector's first complaint?
4. Identify 3 reactions given by the teacher to the inspector's complaint.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
5. In the dialogue who is a good defender?
6. What is meant by 'a good defender'?
7. State two requests made by the students.
  - a.
  - b.

#### ACTIVITY IV

Listen to the following recorded speech

It was Monday January 5 1987, the first day of the new school year in Numan, Adamawa State. At 8 o'clock a. m, the Principal of Govt. Technical Secondary School, Mr. Bara, addressed the whole school.

"Vice Principals, tutors and students, good morning and happy New Year. First, it gives me a great pleasure to welcome you all back and to receive the new - comers to our school. It is our sincere hope that everybody will bend down to ensure the attainment of our set goals: teamwork and learning. We must aim at improving on our past enviable performance. That will enable us to continue to enjoy the respect from our community members and from people outside Numan.

Secondly, the college has acquired a stand –by generating plant. This will supplement the electric power provided by the well- known Power Holding Cooperation of Nigeria called "PHCN." More importantly, the second hand generator will enable us to practise the art of service, maintenance and repair. This new facility will, it is hoped, permit both staff and students to put in extra hours of work. By so doing everybody is going to be kept engaged most of the time. I do wish to repeat that those who desire to be idle have no place in this school. For even while we play, we are busy.

Finally, I call on the entire school, particularly the tutors, prefects and class monitors to continue to uphold the principle of cooperation. Those who work together achieve great heights through minimum individual efforts. So we must all settle down to make Numan Technical School greater through joint efforts.

At the end of Mr. Bara's address, there were two announcements. One was by the vice - principal (Administration), Mr. Jiddere, and the other by the School Prefect, Master Daniel.

After reading the text only once you should try to answer the following questions:

1. Who gave the reported address?

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2. When was the address given?

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3. What is the name of the school where the address was given?

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4. What happened at the end of the address?

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Now go over the reported address once more. You should begin from "Vice-Principals .... and stop at "through joint efforts."

5. What is the principals main hope?

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6. How, according to the Principal is the school rated within the community?

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7. What aspect of group life does the principal recommend to the entire school?

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8. What level of success does the principal feel the college has achieved? select from one of the following:

- ..... poor
- ..... average
- ..... great

9. The speaker wishes that everybody will "settle down." What does he mean by "settle down"?

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10. What is stated as the main advantage of the stand-by generating plant?

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11. Frame two separate questions that the speaker could be asked.

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## SUMMARY

- Listening has been identified as occurring under such situations as: a radio broadcast, a telephone conversation, a public lecture, a formal debate, an outdoor instruction,

In listening for surface points and note - taking the listener must learn to do all of these:

- pick out essential points through key words or sentences in the material;
- quickly identify the supporting details through location of linking and illustrative words or expressions (e.g. but, yet, first, secondly);
- pin-point the format type used for enumerating the points;

The precautions to be taken by the good listener include:  
 avoidance of repetition of unnecessary details and irrelevance;  
 retention of the particular format used in presentation of points;  
 accurate differentiation between features like summary and repetition;  
 modification of frame of mind in the face of changing pieces of evidence.

## ASSIGNMENT

Read the lecture reproduced below and answer the questions that follow.

Raising a family is virtually as old as society itself. Right from the beginning of human creation man and woman have lived together. In the processes both have learned to establish what has become known as the family unit. Those who study society have described family types. "The nuclear family," "the extended family" are both terms most of us have come across.

But have you ever stopped to ask yourself whose responsibility it is to bring up a child? Some parents will say 'that goes without question' Others might simply respond, "It depends on where and when." It is a problem that defies our easy explanation. Some will go as far as saying that the moment you get the answer that very instance the question changes.

Several decades back, a woman psychologist reasoned that child upbringing could be historical or accidental. If you find a stray puppy, you take him home and treat him nice he will grow to be a faithful member of your family. So it is with humans. The counter argument is that some biological affiliation exists between the child and the parents. This would seem to impose some moral obligation on the parents. That is to bring up the child until such a child is able to fend for herself. "But does that give parents the licence to attempt to mould the child after their own image which may not necessarily be enviable?" You may ask. The question may change as soon as you get the answer.

Typically, few nationalists consider the child the exclusive "property" of the State. 'How do the parents come into the pictures?' You may wish to ask these nationalists. They believe that parents are mere corridors along which characters pass. As soon as the transition has taken place, such parents have fulfilled their own roles. The rest which is what matters belongs to the State. She is the supreme force and has custody of everything and everybody.

Questions:

1. Identify the main point of each of the four sections of the lecture.
2. What is the main question raised by the speaker?
3. Give an example of a sub-point from any section of the lecture.
4. Identify four different linking words or expressions used in the lecture.
5. What format does the lecture take?
6. Identify three different sets of people whose views are mentioned in the lecture.
7. What according to the lecture do we understand by the term "family"
8. What is a possible side effect of bringing up a child purely on biological lines.
9. When do nationalists consider to have more authority over the young child?
10. "Shell in the very last sentence refers to who?
11. How do you rate the speaker's attitude to the subject. Is it:



- a. one-sided?
  - b. balanced?
  - c. uncommitted?
12. The state the speaker has in mind is:
- a. The local Govt. Authority.
  - b. The National Government.
  - c. Our creator.

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## **UNIT 8: LISTENING TO EXPOSITION AND ARGUMENT**

### **INTRODUCTION**

In this unit, you will learn about the characteristics of expository and argumentative texts. You would have noted that our use of the word 'text' in this module refers to the spoken rather than the written text. Your ability to differentiate features peculiar to various texts will help you in discovering very easily the type of text you are listening to. This will, in turn, aid your understanding of such texts.

### **OBJECTIVES**

By the end of this unit, you should be able to:

1. identify the essential characteristics of and the sequence in a listening task involving exposition;
2. identify the essential characteristics of and sequence in a listening task involving argument;
3. decide whether a topic suggests an exposition or argument.

### **HOW TO STUDY THIS UNIT**

1. Read through each stage of this unit carefully and pay attention to the instructions provided.
2. Work through the activities (exercises) provided at the end of each stage.
3. Write down your own answers before looking at the answers provided at the end of the booklet.
4. If you fail to record 75% success, go over the instruction once again stage by stage and pay careful attention to all the examples discussed.
5. Record all unfamiliar words or expressions you come across in the unit in the WORD STUDY section. Try to use the context to guess the meanings of the new words or expressions; but if the context does not help you to guess the meaning, use your dictionary to locate the appropriate meaning of each word or expression. Record the meaning in front of the word you have written down.

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK**

### **WORD STUDY**

**RECORD THE NEW WORDS OR EXPRESSIONS YOU COME ACROSS IN THIS UNIT IN THE SPACE PROVIDED BELOW.**

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## LISTENING TO EXPOSITION

Exposition is concerned with explaining in order to make the meaning clear. In this respect, exposition is similar to definition. The difference is in the detailed explanation required in exposition which a definition may not have. A definition may simply give the meaning of a concept and stop at that. Exposition has to give the meaning and provide examples to illustrate that meaning so that the meaning will be clear to the listener or reader. It is in this sense that exposition can be called extended definition.

Exposition can be used in explaining an idea or concept, or a process of doing certain things. Most topics that are regarded as abstract require exposition. If, for instance, we have to speak on the topic "Democracy", we might start by giving a brief definition of "democracy". We will thereafter go on to demonstrate how it works in a society. This stage requires an explanation of the concept, and that explanation will be a further elaboration of the definition given at the beginning. After the explanation, we may give examples of countries or societies where democracy is practised. This will help to make our explanation vivid.

Let us examine one text that explains "scanning" to bring our point home.

## SCANNING

Scanning is a highly selective locational procedure which is interpretive to the extent that it finds specific information or treatments of data which either answer precise specific questions or which can be subjected to further interpretation through other modes after the target content has been located. Formally defined, scanning involves perceiving or identifying by quickly surveying a surface with the eyes or an electronic device. The reader scans by sweeping his eyes over a page searching for particular cues. Scanning is utilized in association with quick reference to typographical or text aids - headings, italicized words, numbers, outlines of content, indexes, etc.

### **Let's look at how scanning is exposed to you in this passage:**

In the above passage you will note that "scanning" is first explained, then briefly defined, and finally exemplified. The exemplification provides some situations in which scanning can be applied - when we need locational aids in a text. And what we scan for then would be headings, italicized words, numbers, etc. That is the usual content of an exposition. The order may be varied from text to text; but generally the questions "What?", and "How?" would be answered. Then examples would be provided. You should be on the lookout for the necessary auditory cues when listening to an exposition.

## ACTIVITY I

Have the following text about the causes of disease read to you. Then do the exercise provided.

Causes of Disease:

For many centuries, it was thought that diseases were caused by evil spirits. Modern medical science, however, has made great advances in the scientific investigation of the causes of

disease, and these causes are now grouped into a few general categories. The following are some of the main categories.

1. **Congenital causes of disorders:** These act within the womb and result in disorders which are usually obvious at birth such as mongolism, abnormalities of the nervous system and deformities of the heart. These disorders are caused either by a fault in the chromosomal structure of the fertilized egg or by damage caused to the developing embryo in the womb. A developing embryo can be affected by a disease of the mother. For example, during the early months of pregnancy, German measles can lead to abnormalities of the heart and ears. The smoking of more than ten cigarettes a day by a pregnant woman may retard the normal growth of the fetus in the womb. Deformities may also be due to drugs taken during pregnancy.
2. **Infection:** An enormous number of living things enter the body's tissues, grow there and cause disease. Infectious agents act in different ways. Viruses act inside the cells. The polio virus, for example, causes paralysis by growing in and destroying a particular type of nerve cell in the spinal cord. Bacteria on the other hand, are mainly extracellular. Malaria, which is still one of the world's greatest killers, destroys the blood's red cells. It is caused by a tiny parasite which is carried by mosquitoes. Its symptoms are a high fever, headache and violent shivering. It can result, in chronic ill health or death.
3. **Nutrition:** The effects of nutrition on health are both direct and indirect as health depends in many ways on the quantity and quality of diet. Large numbers of people suffer from chronic starvation, and devastating famine can result from floods, droughts and poor harvests. Even a diet which is quantitatively sufficient can lead to disease if it is deficient in vitamins. A diet which consistently lacks a sufficient quantity of a particular vitamin is certain in time to give rise to the corresponding vitamin deficiency disease.

## ACTIVITY I

### Instruction

Complete this table to show the information in paragraph I. This table contains some of the major points about the causes of diseases which is given in the passage. Complete the table with relevant materials from the text.

DISEASES	GENERAL CAUSES	SPECIFIC EXAMPLES

## LISTENING TO AN ARGUMENT

An argument involves giving a reason or reasons to support or disprove something. This means that there are at least two ways of looking at an issue where argument is involved. One side is not necessarily the better one. What you as the audience or listener accept would depend on the strength of the reasons advanced by the speaker.

A speaker in an argument usually tries to envisage what the opponent would say. He might then give a brief summary of such a stand and point up the weaknesses that could be associated with it. It is after refuting that stand that he will go on to state his own point of view with as much force of argument as he can put forward.

Topics involving argument usually contain an explicitly stated comparative element. Some examples are:

1. Single sex schools are better than mixed (or coeducational) schools.
2. Science subjects are more useful to the society than arts subjects.
3. The pen is mightier than the sword.

There are occasions when the comparison can only be implied. That is, the comparison is not explicitly stated. In fact, the comparison is indirect rather than direct. Such topics are either made in the form of an affirmative or assertive statement or a kind of conditional clause. The counter view rests on the fact that there are two sides to a coin just as there is always more than one opinion. Some examples of topics without an explicit element of comparison are the following:

1. Education is a right.
2. Education should be free.
3. Husband and wife should keep joint accounts.
4. Corporal punishment is barbaric.

You should be on the alert once you hear a topic that suggests an argument. Expect two sides to the topic. Even if it is only one person speaking, expect to hear reference to a possible contradiction. Let us examine two sides of a topic to see some of the elements we have been discussing. The two sides are marked as A and B, and they can be imagined as two opposing speeches.

**A.** Those of us who come from rural areas in particular, know that many parents cannot afford to send their children even to primary school. Those families who do have to deny themselves some of the basic things in life, and brothers and sisters sacrifice their own advancement in order to send just one member of the family to school. Unfortunately Secondary Education is even more expensive than Primary Education and even the most brilliant student cannot continue his education if his family is unable to support him. In order to get all capable and talented students contributing fully to the state, primary and secondary education should be free and compulsory. Education should not be only for the rich who can afford to buy it, for they sometimes turn out to be the least talented students, but for all who have ability. Too much talent is being wasted at present.

**B.** I wonder if these people who advocate free and compulsory education ever think where the money is coming from. As far as I can see it could only come from increased taxation which would be an additional burden to those farmers and poor people who cannot afford even the present tax.

It is a half-truth to say that many intelligent students fail to utilize their talents due to lack of funds. The government has made it quite possible for any capable student to further his or her education. Apart from the grants she pays to schools, colleges and universities she also awards scholarships to bright candidates.

The last point I would like to make is this: a developing country must help herself. If the government provides everything, people will lose their sense of self-help and rely entirely on the

government. People value most what they have worked for, so it is good to give them a chance to strive; they can then appreciate the fruits of their labours.

( From Controlled to Creative Writing, pp.62-63)

You will note that speech A concentrates on defending the opinion that favours free education, at least, at the primary level. The thesis is stated clearly towards the end of the speech (see the underlined portion of the text). It is clear at this point that a counter opinion is already being proposed for consideration. That opinion is in favour of fee-paying rather than free education. The speaker therefore points out the disadvantages of such an opinion. In support of this counter opinion B attacks his opponents right from the first sentence. His main point there is the financial involvement on the part of the government. If government cannot bear it, the cost will be passed on to the tax-payers and the poor farmers and other common people will be adversely affected. In the second paragraph, the argument of waste of talent is contradicted by the speaker. The speaker argues that the grants given to schools and the scholarships awarded to brilliant students will cater for the intelligent but financially poor ones. The final point is the value attached to things people have actually worked for. In this way, we see that speaker B counters contrary views all along. That is what to expect in an argument.

### **ACTIVITY II**

Have the following text read to you and write out FOUR statements in favour of lecturing and FOUR statements against lecturing. The points may not necessarily be in the text, but they can be inferred from the text.

#### Advantages and Disadvantages of the Lecturing Method

Lecturing as a method of teaching is so frequently under attack today from educational psychologists and from students that some justification is needed to retain it. Critics believe that it results in passive methods of learning which tend to be less effective than those which fully engage the learner. They also maintain that students have no opportunity to ask questions and must all receive the same content at the same pace, that they are exposed only to one teacher's interpretation of the subject matter which will inevitably be biased and that, anyway, few lectures rise above dullness. Nevertheless, in a number of inquiries this pessimistic assessment of lecturing as a teaching method proves not to be general among students although they do fairly often comment on poor lecturing techniques.

Students praise lectures which are clear, orderly synopses in which basic principles are emphasised, but dislike too numerous digressions or lectures which consist in part of the contents of a textbook. Students of science subjects consider that a lecture is a good way to introduce a new subject, putting it in its context, or to present material not yet included in books. They also appreciate its value as a period of discussion of problems and possible solutions with their lecturer. They do not look for inspiration; this is more commonly mentioned by teachers - but arts students look for originality in lectures. Medical and dental students who have reported on teaching methods, or specifically on lecturing, suggest that there should be fewer lectures or that, at least, more would be unpopular. (From Academic Writing Course, pp. 66-67).

Now list 4 points in favour of lecturing and 4 points against lecturing.

FOR

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_
4. \_\_\_\_\_

**AGAINST.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**SUMMARY**

- In this unit, you learnt to listen to some other types of oral texts or speech acts.
- You learnt to identify the essential characteristics of and the sequence in a listening task involving exposition.
- You also learnt to identify the essential characteristics of an argument which usually requires two sides to a single issue. A speaker tries to present his own side as the better one by pointing out the weaknesses in the opposing viewpoint.
- Finally, you learnt to recognize topics that suggest argument.

**ASSIGNMENT**

A. Have each of the following statements read to you and decide whether it suggests exposition or argument. Record your answer in the space provided.

1. Male children are better than female children.  
\_\_\_\_\_
2. University education should be free.  
\_\_\_\_\_
3. Mixed economy.  
\_\_\_\_\_
4. In favour of a democratic form of government.  
\_\_\_\_\_
5. Democracy as a system of government.  
\_\_\_\_\_
6. How paper is made.  
\_\_\_\_\_
7. Nomadic Education.  
\_\_\_\_\_
8. Nomadic Education ensures provision of education for the less privileged in Nigerian society.  
\_\_\_\_\_
9. Smoking constitutes a health hazard.  
\_\_\_\_\_
10. Cigarette production.  
\_\_\_\_\_

- B. Prepare a spoken text for each of the following:
- I. explaining how your favourite food is prepared;
  2. opposing a government policy that is about to be introduced.

TAKE YOUR TEXT TO YOUR TUTOR AT THE STUDY CENTRE FOR CHECKING

## REFERENCES

**Reading and Thinking in English.** (1980). London: Oxford University Press. (a British Council Publication)

McCree, Hazel (1969). **From Controlled to Creative Writing.** Lagos, Nigeria: African Universities Press.

Jordan, R.C. (1980). **Academic Writing Course.** London: Collins.



## **UNIT 9: TYPES OF LISTENING ACTIVITIES AND GAMES**

### **INTRODUCTION**

Listening activities and games are determined by the sub-skill which the activity is designed to develop. Examples of such sub- skills that will be discussed in this unit are: listening in order to itemize ideas or objects, listening in order to retell, listening for main idea, details, inference and appreciation. The unit designs interesting games that can be used to enhance different listening activities.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- State different activities that can be performed while listening;
- devise interesting games that can be played while listening.
- Do all the activities in the unit.

The end product of active listening may be writing, drawing, filling in information, speaking and so on. No matter the purpose or the end product of the listening activity, the utterances must convey information, relate to a particular situation and must mean something. In other words, listening activities must be functional and realistic.

Another important consideration is that a variety of texts should be used for listening purposes: conversion, exposition, narrative, discussions and so on. The language must be conversational prose. This means that it must be written as if it was meant to be spoken. This is reflected in the choice of simple, everyday words, the use of contracted forms like, "they won't" and the use of simple sentence structures as can best carry meaning and attitude.

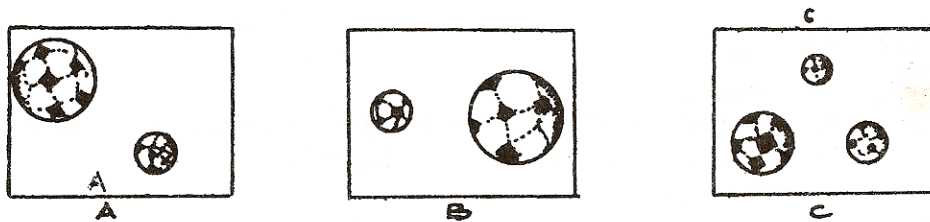
Above all, the games should be used to make listening activities lively, enjoyable and amusing. The following are some auditory perception games.

### **FIND THE OBJECT**

Divide the class into two teams. Put into a large box various objects whose names have previously been taught. When you call out the name of an object, a member of one of the teams tries to find it in the box. Once he has found it, he holds it up, shows it to the class and drops it back in the box. If he is unable to find the object or picks the wrong object, he loses a point. Someone from the opposing team then tries to find the object. If he succeeds, he wins a point for his team. You have to be careful not to put in the box dangerous objects like knives and needles. The purpose of this particular game is to teach auditory comprehension.

### **LOOK AND LISTEN EXERCISE**

For this activity you need some pictures and drawings. These may be single pictures or pictures in sequence. You read to the pupils a description of an object, event or drawing and the pupil has to identify the correct one. Here is an example below.



The teacher says, "There are two balls in the picture. The smaller one is beside the bigger one."

The pupil should then say, "Picture B". This game can be made more demanding and interesting by having pictures in sequence as in cartoons or using more complex drawings. It is useful for the teacher to know how to use stick diagrams because those are easy to put on the board.

### THE GRAPE VINE

Arrange the class in a circle. Whisper a message of two to three sentences in the ear of someone in the group. The person whispers it to the person on his left and so on, until the message has come right back to where it started. (Compare the incoming message with the original). It is often amazing how many changes it has undergone from its original form.

### FIND A RHYMING WORD

The teacher says a word 'house' and asks for a word that rhymes with it. If the class is broken into teams, each one can score a point for a correct entry.

### LISTEN AND MAKE A LIST

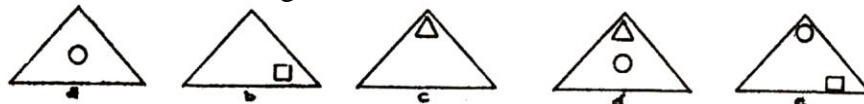
The teacher prepares a short talk and reads it out to the class. Before reading, he will say to the class, "Listen to this talk and find out the things that make Fola angry". The class can work individually or in groups.

### SAM PLE SPEECH

Fola doesn't get easily angry but when she does, she has a good reason. She also doesn't like her best friend playing with somebody. That's quite silly, but then, she's a very young girl.

#### ACTIVITY I

1. Look at the following drawings and make up simple sentences suitable for listening exercise based on the drawings.



2. Find three to five words which rhyme with each of the following: house, sign, bench.
3. Read the sample speech for the exercise in "Listen and make a list". What are the things that make Fola angry?

PLAYING "EFFICIENT SECRETARY" (Sources: Anderson 1972)

This is designed to help pupils recall and record entire messages. The teacher dictates the message and can increase the length and complexity of the message. The passage to be read must sound like normal conversation. The teacher says, "Let's pretend that you work for Mr. Ojo as his secretary. Take down this message exactly as you hear it. You will read it to me at the end of the dictation." He then reads out the message.

"Tell Mr. Ojo that Fred called to find out about the lorry leaving for Lagos. It will leave at 10.00 a.m from the front of the old store. He can send any message to Lagos through the driver."

This kind of exercise is very useful for the children in the upper classes of primary school.

'LOST CHILD' (Anderson, 1972)

The game is both good for oral description and listening. One child plays policeman. Another child comes up to him and describes his 'lost child'. The description fits that of one of the children in the class. The 'policeman' has to guess who it is. If any member of the class gives the answer before he does, he takes the place of the police man. The idea is for the 'policeman' to be so good at listening and fitting the description to the 'lost' person that he is policeman for a long time.

## LISTEN AND DRAW

The pupils listen to a passage that is also given to them in the written form. They fill in the gaps in the written form as they listen to the text.

### ACTIVITY II

1. (a) Pre-listening sessions are useful for -----
2. (b) Such sessions can take the forms of
  - 1.
  - 2.
  - 3.
- (c) The main idea of a passage often comes .....
3. Devise a listening passage for playing the 'Efficient Secretary' game.
4. Devise a good description that can be used for the 'lost child' game.

CHECK YOUR ANSWERS AT THE END OF THIS BOOK

## CONCLUSION

Listening can be done for a variety of purpose and at different levels of efficiency. It is a skill that has to be developed in a systematic and meaningful way. In all listening activities and games, the children must see the point of the exercise.

## SUMMARY

In this unit you learnt:

- that there are different types of listening;
- the factors essential for effective listening;
- how to prepare a variety of listening activities and games.

## **ASSIGNMENT**

1. Watch a class or a group of people listening to a talk. List the signs of inefficient listening you can observe,
2. Watch closely one person whom you consider a good listener. List the characteristics he shows.

## **REFERENCES**

- Anderson, Paul S. (1972). **Language Skills in Elementary Education**. New York: Macmillan.
- Dallman, Martha. (1971). **Teaching the Language Arts in the Elementary School**. (2nd ed.) Dubuque, Iowa: W.M.C. Brown Company Publishers.
- Haker, A.W. John (ed) (1985). **Classroom Strategies for Secondary Reading**. (2<sup>nd</sup> ed). Delaware: International Reading Association.
- Olaofe, I.A. (2013). **Teaching English in a Second Language Adverse Situations: A Solution-Based Approach**: Zaria Applied Linguistics and Language Education Centre.

## **UNIT 10: CONSOLIDATION**

### **INTRODUCTION**

In this unit, we intend to revise some of the important points discussed and re-examine some other relevant concepts all in the bid to advance listening skills in you and your pupils. We shall in the course of this unit integrate all the major points of teaching and learning listening skills undertaken in the module.

### **OBJECTIVES**

By the end of this unit you should be able to:

- Revise the units studied in this module.
- Summarize all aspects learnt in the module.

### **HOW TO STUDY THIS UNIT**

1. Read through the unit carefully and try to remember the main points discussed in the previous units.
2. To reinforce your understanding of the concepts refer to the preceding units if need be.
3. Do the assignments given in this unit.

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK**

### **WORD STUDY**

Study the unit carefully and look in your dictionary for unfamiliar words.

In the first unit of this module on listening skills, you learnt that listening is an active and purposeful process. It plays an important role in the formation of speech habit of the child in later life. You have also recognized some distraction which can occur in the talk of a speaker. You imagined yourself taking part in dialogues, in which one person's speeches are heard and you are to supply the talks of the other speaker. This is designed to show that you listen well to one speaker and can respond with active participation in the conversation. The primary goal of the unit is to show different types of listening and factors essential for effective listening. It also passed you through different listening activities such as listening to word discrimination, sentences and text types.

Unit 2 trains you on how to produce pupils who, even if they do not have complete control of the grammar or an extensive lexicon, can gather information for themselves in communication situations. In the case of listening, this means producing pupils who can use listening strategies such as bottom-up and top-down listening strategies to maximize their comprehension of aural input. These strategies enable you to identify relevant and non-relevant information, and tolerate less than word-by-word comprehension. In order to do all of these, you should focus on the process of listening rather than the product. You should develop pupils' awareness of the listening process and listening strategies by asking pupils to think and talk about how they listen in their native language and transfer the relevant ways into listening in English. You should also

allow pupils to practise the full type of listening strategies by using authentic or real life listening tasks.

In the third unit, you learnt about different listening activities. You have been shown the various conditions under which listening is expected to occur.

Examples cited included:

- (a) Formal situations like listening to a public lecture or discussion, or report. .
- (b) Informal situations like listening to a dialogue and a story

The steps a critical listener is expected to take include:

- attention and identification of crucial words.
- attention and identification of likely information of original utterance;
- identification of speaker's background and that of intended audience;
- location of any special language use;
- Identification of the particular context in which text must have been uttered.

Throughout the unit you were reminded of the relevant activities to perform before, during and after listening.

### **ACTIVITY I**

List different types of listening discussed in these units?

State different listening strategies learnt.

State three listening activities that you can perform in classroom situations.

In unit four, you learnt how to identify the essential characteristics of listening tasks involving description. These include the use of words to create pictures. Some of the words are adjectival and adverbial words and expressions. In unit 5, you learnt about listening for main ideas and signals that can indicate new ideas, especially the ones that focus on main ideas such as the topic sentences and other expressions. Listening for details, listening to instructions and performing instructions are also aspects discussed in unit 6.

### **ACTIVITY II**

Give some words and expressions that can be used to signal main ideas.

In unit 7, listening has been identified as occurring under such situations as: a radio broadcast, a telephone conversation, a public lecture, a formal debate, an outdoor instruction,

In listening for surface points and note - taking the listener must learn to do all of these:

- pick out essential points through key words or sentences in the material;
- quickly identify the supporting details through location of linking and illustrative words or expressions (e .g. but, yet, first, secondly);
- pin-point the format type used for enumerating the points;
- The precautions to be taken by the good listener include:  
avoidance of repetition of unnecessary details and irrelevance;  
retention of the particular format used in presentation of points;  
accurate differentiation between features like summary and repetition;  
modification of frame of mind in the face of changing pieces of evidence.

### **ACTIVITY III**

What are the features of listening for argument and note taking?

In unit 8, you learnt how to listen to some other types of oral texts or speech acts.

- You learnt to identify the essential characteristics of and the sequence in a listening task involving exposition.
- You also learnt to identify the essential characteristics of an argument which usually requires two sides to a single issue. A speaker tries to present his own side as the better one by pointing out the weaknesses in the opposing viewpoint.
- Finally, you learnt to recognize topics that suggest argument.

In Unit 9 you learnt:

- that there are different types of listening;
- the factors essential for effective listening;
- how to prepare a variety of listening activities and games.

## **SUMMARY**

In order to listen effectively, all the suggestions given in this module and units should be taken seriously by the teacher and pupils. The units are concerned with the importance of listening and method of improving listening skills, the procedures to use for listening different spoken texts such as narration, description, exposition and argument and the games that can be played in the classroom to enhance listening activities and skills.

## **ASSIGNMENT**

Read through the ten units in this module and give ten major points that must not be forgotten in training for listening skills.

## **REFERENCES**

- Anderson, Paul S. (1972). **Language Skills in Elementary Education**. New York: Macmillan.
- Dallman, Martha. (1971). **Teaching the Language Arts in the Elementary School**. (2nd ed.) Dubuque, Iowa: W.M.C. Brown Company Publishers.
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- Olaofe, I.A. (2013). **Teaching English in a Second Language Adverse Situations: A Solution-Based Approach**: Zaria Applied Linguistics and Language Education Centre.

## **MODULE 2: SPEECH WORK**

This Module focused on the development of speaking skills. It starts with the mechanics of sound recognition and production. This then moves on to larger speech activities such as syllabic, stress and intonation patterns. The last part of the Module looks at speech making activities involving narrative, descriptive, argumentative and expository speech forms. This is in agreement with the National Commission for Colleges of Education Minimum Standards which laid emphasis on not just isolated sounds, but also speech types: narrative, descriptive, argumentative, conversational as well as dialogue. The Module also took care of the demands of the Nine-year Curriculum for Basic Education, the English studies' component.

### **UNIT 1: MECHANICS OF SOUND PRODUCTION: VOWEL SOUNDS**

#### **INTRODUCTION**

The human language manifests itself primarily in speech. The written form of human language is a later development in the evolution of man. To communicate through language, we have to belong to a particular speech community whose members understand the vocal noise produced as speech, or the graphic representation of the vocal noise. Speech community here does not mean an ethnic group, village, town or a people. It only means speakers of a given human language. A normal human being can belong to two, three or more speech communities, depending on his or her experience or exposure. Such a person should be able to produce and understand the speech sounds of each of the languages spoken by the communities.

In the first module of this course, you studied the various techniques of developing listening skills. In this second module, you are going to study how to develop speaking skills. Specifically in this unit you are going to study the human organs used in sound production; the process of sound production; the major categories of human sounds produced - vowels, diphthongs and consonants.

#### **OBJECTIVES**

By the end of this unit, you should be able to:

1. identify the various organs used in the production of speech sounds;
2. describe the process of sound production;
3. classify speech sounds; and
4. pronounce the various vowels of English in words.

#### **HOW TO STUDY THIS UNIT**

1. Read this unit step by step carefully.
2. Ensure that you understand one step before you move on to the next one.
3. Ensure that you understand the discussion on the organs of speech especially the position and function of each organ, as constant reference will be made to them in the discussion.
4. Where pronunciation practice is provided under Activity, make sure you practice the items provided.



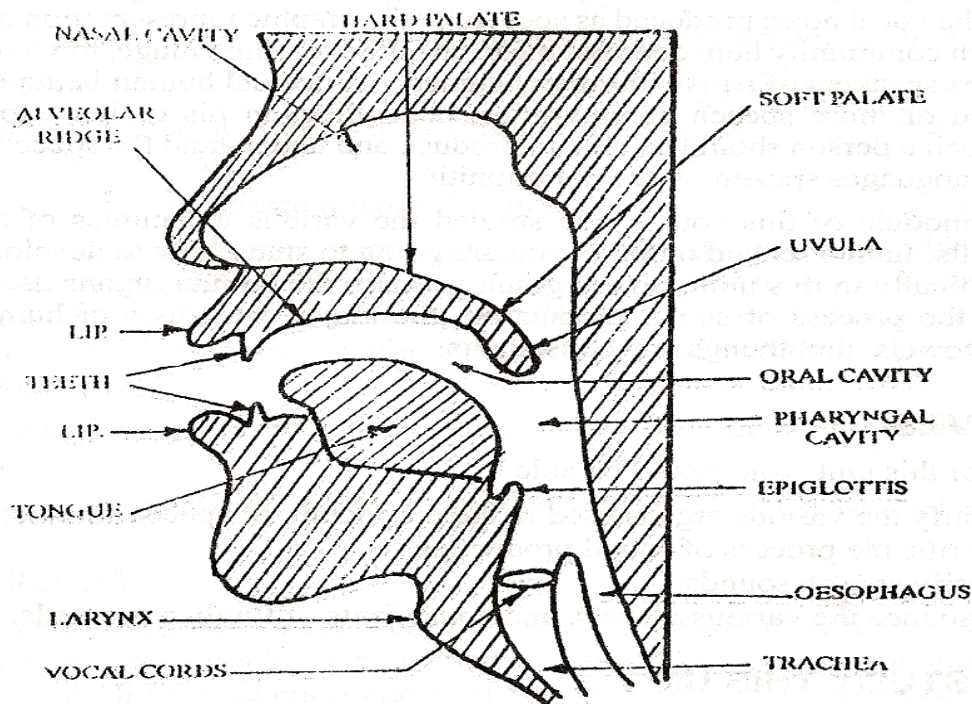
## WORD STUDY

Here are some unfamiliar words with the meaning of each word written opposite it. You can add to the list by using your dictionary and the space below.

inhale	-	draw into the lungs
expel	-	sent out or away by force
ligament	-	band of tough strong tissue
valve	-	a mechanical device for controlling the flow of air, liquid or gas.
phonetician	-	an expert in the study of human sound system and production.
modulate	-	modify

## HUMAN ORGANS USED IN SPEECH SOUND PRODUCTION

In the process of breathing, we inhale fresh air from the atmosphere through the nose and down to the lungs. The lungs extract the needed elements from the fresh air and then expel the used air which goes out through the nose and sometimes through the mouth. It is this expelled air that is usually made use of in speech sound production. Some languages, however use, in addition, the inhaled air. What organs are then used in producing sounds from this expelled air?



From the diagram above, you can see the organs used in speech sound production. Let us now examine some of them more closely.

The Lungs (Not shown in the sketch). By expelling used air, the lungs supply our most usual source of energy in speech production.

### The Vocal Cords

Within the larynx, there are two folds of ligaments which are elastic in nature. These are called vocal cords. When they remain open, air is allowed to escape freely and no vibration occurs there. When the cords keep close together, the expelled air forces its way through, thus causing some vibrations. The vibration produces voice in speech.

### *The Soft Palate*

The soft palate operates like a valve opening and closing the oral (mouth) and nasal (nose) cavities. When lowered to block the oral cavity a nasal sound results; while an oral sound results when raised to block the nasal cavity.

### *The Tongue*

In human sound production, the tongue is the most active organ. The tongue is capable of forming a blockade for the out-going air when it comes in contact with such organs as the teeth, the lips, the hard palate or the velum.

### *The Lips*

The two lips on their own sometimes form a blockade for escaping air; the lower lip can combine with the upper teeth to form another blockade.

### *The Mouth*

It is necessary to still mention here that everything said about the tongue and the lips takes place in the mouth which is called the oral cavity.

### *The Nose*

Primarily the nose takes air into the body and also conducts used air out of the body. In sound production, when the mouth route (that is, oral cavity) is shut off to allow air to escape through the nose such air is said to have passed through the nasal cavity.

#### **ACTIVITY I**

Answer the following questions:

1. What is the source of energy for human speech sound production?
2. What do we call the two folds of ligaments situated in the larynx?
3. How is voice produced in speech?
4. Which organs are responsible for the production of voice?
5. Why is the soft palate said to operate as a valve?
6. Why would you agree that the tongue is the most active articulator?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

CHECK YOUR ANSWERS AT THE END OF THIS BOOK

#### **HOW SOUNDS ARE PRODUCED**

While discussing the source of energy for human speech sounds and the various organs involved in sound production, we touched on certain aspects of sound production. We should now examine the process of sound production more closely.

When the air is sent out from the lungs is on its way out of the human body, it passes through the pharynx and then gets out of the body through the nasal. With passing through the larynx, the vocal cords can remain open. In this case the out-going air moves out freely. This free movement of air produces a glottal sound which is represented with the symbol / h /. On the other hand, the vocal cords can remain closed, but the outgoing air trying to force its way through the "gate" may bring about the vibration of the vocal cords. It is this vibration that gives us voice. This is definitely not the end of the action going on the expelled air. When the outgoing air is no longer obstructed while the vibration continues the sound resulting from this situation is called a vowel. However, there could be obstruction of the air at any point along the route. When there is such an obstruction a consonant is produced. Basically, therefore, in the production of a vowel, there is no obstruction of the outgoing air along the route except at the larynx where the vocal cords vibrate to produce voice. In the production of a consonant, there would be some obstruction along the route especially in the oral cavity. Where such an obstruction goes along with the vibration of the vocal cords, we call the consonant produced - a voiced consonant. Where the vocal cords are open and vibration accompanies an obstruction, the sound produced is called a voiceless consonant. How these features of obstruction and vibration are used by phoneticians to classify speech sounds will be discussed later.

**ACTIVITY II**

Answer the following questions:

1. Apart from the larynx, mention three other areas or cavities through which an outgoing stream of air is likely to pass.
2. When the expelled air stream is approaching the larynx the vocal cords can assume certain positions, what are these?
3. Mention the result of each of the positions (listed in no 2) in sound production.
4. How is a vowel produced?
5. How is a consonant produced?
6. What is the difference between a voiced consonant and a voiceless consonant?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

CHECK YOUR ANSWERS AT THE END OF THIS BOOK

***Classification of Speech Sounds***

You will recall that we identified two major classes of human speech sounds; those sounds produced when the vocal cords vibrate without any further obstruction of the air stream along its route out of the body which are called vowels; those sounds which are produced as a result of the obstruction of the outgoing air, whether or not the vocal cords vibrate, called consonants. We can now give some attention to each of them briefly, beginning with the vowel sounds.

Since we have used the example of English Language to illustrate the positioning of vowels of specific language on the tongue chart, we need to be more detailed about our discussion of the vowels of English.

## Phoneme Chart of English Vowels, showing the symbols for phonemic transcription of English

### Vowel Phonemes

1. / i / pit
2. / e / pet
3. / æ / pat
4. / ɒ / pot
5. / ʌ / luck
6. / ʊ / good
7. / ə / ago
8. / iː / meat
9. / aː / car
10. / ɔː / door
11. / ɜː / girl
12. / uː / too

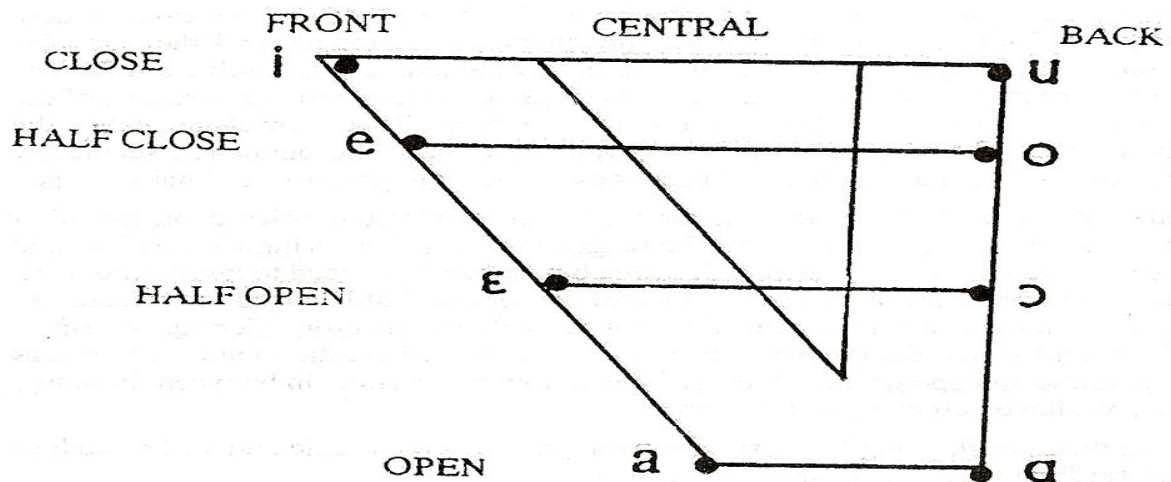
### *Classification of Vowels*

Earlier we mentioned that vowels are produced when the vocal cords vibrate. If that is the case, how then do we identify the different vowels produced in human speech? While the vocal cords go on vibrating, the air moving out gets to the oral cavity where it is modified. This happens through the movement of the tongue and the lips. The movement of the tongue has been made use of by phoneticians to evolve a reference point in the description of vowels. The vowels produced at the extreme positions of the tongue in the oral cavity have been represented on a scale. These vowels are called the cardinal vowels. There are eight primary cardinal vowels and about ten secondary cardinal vowels. We shall restrict our discussion to the eight primary cardinal vowels.

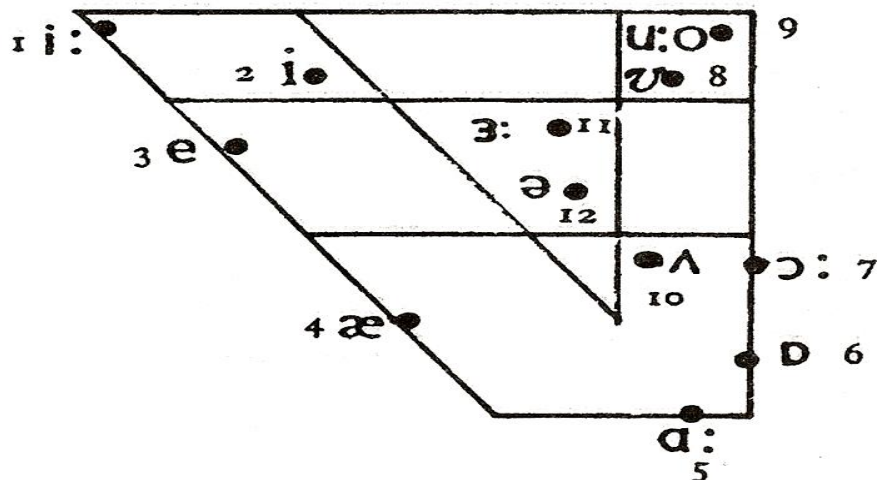
In an attempt to modulate the outgoing air, the tongue can stretch forward, backward or remain at the centre of the oral cavity. The tongue may be raised as high as possible and it may be lowered as low as possible. So while being raised we need to know whether it is the front part, the central part or the back of the tongue that is raised or lowered. So as a scale of reference, the three parts of the tongue will give us Front, Central and Back. Then the height which the tongue attains gives us close; where the tongue is raised as high as possible and opens, where the tongue is as low as possible. In between these two positions, we have half close and half open:

There is a diagram showing the various tongue positions on a scale and where each of the eight cardinal vowels is located on the scale. You should note that cardinal vowels do not belong to any particular language. They help us to describe the vowel sounds of all other languages. For the sake of clarity we shall show the eight cardinal vowels on the tongue position diagram and then present the diagram for English vowels so that you can compare the two and also see how the cardinal vowel chart is used.

## THE EIGHT PRIMARY CARDINAL VOWELS



## THE PURE VOWELS OF ENGLISH



For the tongue movement, the pure vowels are classified as front, back, or central vowels depending on the part of the tongue involved in the production.

- When the lips are spread and the front of the tongue is raised, frontal vowels result, such as /i:/, /i/, /e/, /æ/.
- If the lips are rounded and the back of the tongue is raised, back vowels are produced as in /ɒ/, /u:/, /ɑ:/, /ʊ/.
- The central vowels are produced when lips are in neutral position neither rounded nor spread and the centre of the tongue is raised as in /ʌ/, /ə/, and /ɜ:/.

Long and short vowels

Some pure vowels take longer time to pronounce than others. There are seven short vowels in English and five long ones. The seven short ones are illustrated in Activity V.

**ACTIVITY III**

The seven short vowels in English are listed below. Some examples are given. There are some of the examples that some letters are deleted. Supply the missing letters to complete the words, where applicable.

/i/ as in pit, build, thi-k

/e/ as in many, he-d,led

/æ/ as in m-t, flat, lack

/ɒ/ as in hot, c-t, hot

/ʌ/ as in cup, hung, c-t

/u/ as in foot, p-t, could

/ə/ as in mother, fa—er, aloud teach--

The long vowels are also quite observable in English. The next activity is similar to that in activity 1. You should fill in the missing letters in some of the words that illustrate the long vowel sounds in English. This activity can be done in pairs, in groups or as individuals.

**ACTIVITY IV**

The five long vowels in English are listed below. Some examples are given. There are some of the examples that some letters are deleted. Supply the missing letters to complete the words, where applicable.

/i:/ as in he-p, deep, meet

/ɜ:/ as in firm, nurse, wo-k

/a:/ as in pa-s, calm, heart

/ɔ:/ as in form, la-n, call

/u:/ as in mule, mo-e

One of the ways to master long and short vowel sounds is through songs and rhymes. Bring out the long vowel sounds in this song:

I saw a snake, bake a cake  
 I saw a bee on my knee  
 I saw a bride on a slide  
 I saw a goat eat my coat.

By using minimal pairs, you can practise short and long vowels as shown below:

/i/	/i:/	/u/	/u:/
sit	seat	could	cool
rid	read	pull	pool
fit	feet	hood	hewed
did	deed	would	wood
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----

## ACTIVITY V

Supply three more set of words to complete the spaces indicated above.

## ENGLISH DIPHTHONGS

This section starts with the phoneme chart of English Diphthongs, showing the symbols for their phonemic transcription.

### *Diphthongs of English*

1. /eɪ/ day
2. /aɪ/ sky
3. /ɔɪ/ boy
4. /ɪə/ beer
5. /eə/ bear
6. /ʊə/ tour
7. /əʊ/ go
8. /aʊ/ cow

The English diphthongs are produced by gliding from one vowel to the other. For instance, gliding from vowel /e/ to /i/ will give us the sound /ei/ as in pay. Such vowel glides are called **DIPHTHONGS**.

## ACTIVITY VI

Pronunciation Practice (Diphthongs). Since we are using English to illustrate the mechanics of sound production, it is necessary for you to practise the articulation of English diphthongs. Indicate the words that do not have the same diphthong sounds with the ones listed below.

- /ɜ:/ - err, beer, work, deer, bat  
/aɪ/ - away, alive, widely, get  
/eɪ/ - pay, prey, pray, hay, grey, bail, hear  
/aʊ/ - go, hoe, no, slow, loud, goat  
/aɪ/ - high, buy, try, rice, fire, size /  
/aʊ/ - how, now, house, mouse, brown, cow  
/ɔɪ/ - boy, joy, employ, destroy, hoy, form  
/eə/ - hear, dear, beer, fear, sheer, mere  
/ɪə/ - hair, dare, bare, where, rare, stair  
/ʊə/ - tour, moor, poor, sure, truer, doer.

## SUMMARY

In this unit, you have been exposed to the following:

- General mechanics of sound production;
- Production of pure vowel sounds
- Production of diphthongs

You are expected to practise these sounds intensively until you can produce them very accurately. You are not to practise them only in isolation. You are to practise these sounds in meaningful contexts such as in sentences, paragraphs and larger texts.

### ASSIGNMENT

Complete the table below with words that have the same sounds. The sounds are indicated at the first column of the table.

/e/	/æ/	/ʊ/	/u:/	/a:/	/ʌ/
-----	-----	-----	------	------	-----

### REFERENCES

Christopherson, Paul: (1972). **An English Phonetics Course**. London: Longman.

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## UNIT 2: MECHANICS OF SOUND PRODUCTION: CONSONANT SOUNDS

### INTRODUCTION

This unit is concerned with the English consonant sounds. By consonants, we mean sounds that are produced with different degrees of obstruction of the air passage in the mouth. The movement of free flow of air stream from the lungs is impeded by some organs of speech in a certain way as a result of the narrowing or complete closing of the airstream.

### OBJECTIVES

By the end of this unit, you should be able to:

- identify the various organs used in the production of consonant sounds;
- describe the process of consonant sound production;
- classify consonant sounds; and
- pronounce the various consonants of English in words.

### HOW TO STUDY THIS UNIT

Read this unit step by step carefully.

- Ensure that you understand one step before you move on to the next one.
- Ensure that you understand the discussion on the organs of speech especially the position and function of each organ, as constant reference will be made to them in the discussion.
- Where pronunciation practice is provided under Activity, make sure you practice the items provided.

The presence or absence of an obstruction of the outgoing air stream creates the major difference between consonants and vowels. Since consonants are products of various obstructions along the air passage, their description and classification are based on this feature of obstruction. This feature then accounts for the three parameters of classification and description thus:

- place of articulation
- manner of articulation
- state of the glottis

We can now identify the specific places of obstruction of articulation along the air passage.

A.	Place of Articulation	Technical Name
1.	The two lips	Bilabial
2.	The lower lip and upper teeth	Labio-dental
3.	The tongue and upper teeth	Dental
4.	The tongue and upper teeth ridge	Alveolar

5. The tongue and the back part of the teeth ridge	Post- alveolar
6. The tongue and teeth ridge plus hard palate	Palato - alveolar
7. The tongue and hard palate	Palatal
8. The tongue and soft palate	Velar
9. In the glottis	Glottal.
<b>B. Manner of Articulation</b>	<b>Technical Name</b>
1. Total closure, sudden release with explosion	Plosive
2. Total closure, gradual release	Affricate
3. Partial closure, gradual release with friction	Fricative
4. Total closure of the mouth free escape through the nose	Nasal
5. Partial closure and gradual release by the sides of the tongue	Lateral
6. Very weak closure, free vowel - like escape of air	Semi - vowel

### C. State of the Glottis

What is needed to further describe and classify the consonant produced is the condition of the vocal cords at the time of production; whether they are open or close; whether there is vibration from there or not. When there is vibration from the vocal cords the consonant thus produced is said to be VOICED. When there is no vibration, the consonant thus produced is VOICELESS.

We can now illustrate the classification of consonants with a table showing English consonants in relation to the three parameters described above.

## ENGLISH CONSONANTS

PLACE OF ARTICULATION	MANNER OF ARTICULATION	STATE OF THE GLOTTIS	
		VOICELESS	VOICED
Bilabial	Plosive	p	b
Alveolar	Plosive	t	d
Velar	Plosive	k	g
Post - alveolar	Affricate	/dʒ/	/tʃ/ ~
Bilabial	Approximant	-	w
Labio - dental	Fricative	f	v
Dental	Fricative	θ	/ð/
Alveolar	Fricative	s	z
Alveolar	Lateral	~	l
Post-alveolar	Approximant	-	r
Palato . alveolar	Fricative	/ʃ/	/ʒ/
'Palatal	Approximate	-	j
Glottal	Fricative	h	-
Bilabial	Nasal	-	m
Alveolar	Nasal	-	n
Velar	Nasal	-	ŋ

The phonetic chart showing the consonant sounds in English and sample words realizing the consonant sounds is presented below:

1. / p / pit
2. / b / bit
3. / t / time
4. / d / door
5. / k / kat
6. / g / get
7. / f / fan
8. / v / van

9. / θ / think
10. / ð / that
11. / s / send
12. / z / zip
13. / m / man
14. / n / nice
15. / ŋ / ring
16. / l / leg
17. / r / rat
18. / w / wet
19. / h / hat
20. / j / yet
21. / ʃ / shop
22. / ʒ / leisure
23. / tʃ / chop
24. / dʒ / jump

## ACTIVITY I

### Pronunciation Practice (Consonants)

- / p /- pay, pick, pit, pet, apt, cup
- / b /- boy, buy, ebb, rob, able, rubber
- / t /- tap, tape, toy, cot, store, street
- / d /- day, do, add, odd, ado, idle
- / k /- keg, key, pack, peck, ankle, uncle
- / g /- go, gay, tag, bag, ago, bagged
- / tʃ / chair, church, catch, much, itch, check
- / dʒ / jeer, germ, rejoice, ledger, ajar
- / w /- win, west, work, aware, onward, water
- / f /- fan, fear, firm, afar, after, cliff
- / v /- very, van, above, vast, cave, vault
- / θ /- think, thought, thirst, thief, method, fifth
- / ð / than, lather, leather, clothe, smooth
- / s /- say, sink, ask, paste, dress, loose
- / z /- zeal, zoo, blaze, buzz, cousin, misery

/l/-	look,	list,	blade,	block,	cool,	full
/r/-	rain,	ran,	brim,	cream,	cry,	rice
/ʃ/	shoe,	shame,	marsh,	bush,		fish
/ʒ/	pleasure,	treasure,	vision,	usual,		occasion
/j/	youth,	young,	yet,	stew,	duty,	yam
/h/-	hat,	hop,	hay,	heat,	vehicle,	dishonest
/m/-	man,	may,	move,	army,	amount,	ram
/n/-	nose,	annoy,	annex,	can,		candle
/ŋ/	thing,	string,	think,	sing,	bangle	wrinkle.

YOU WILL PRACTISE THE PRONUNCIATION OF THE SOUNDS AGAIN BEFORE YOUR TEACHER AT THE STUDY CENTRE

### ACTIVITY II

Read through the following words and pick out two words that do not agree in sound with the consonant at the beginning of the line. Example:- /f / shock, slow, sift, fist, fail. The words "shock" and "slow" do not agree with /f/.

- 3./t /      cod    train    keep    town      rat
- 4./d/      card    dance    cat      hide      tough
- 5./k/      clock    goat    egg      cook      check
- 6./g/      gang    rag      kick    peak      fog
- 7/ /ʃ/      shoe    church    search    chalk      fish
- 8./dz /      jet      yet      cake    judge      agile
- 9./w/      vest    west    saw      wheat      swear
- 10./ f /      vast    field    feast    knives    safe
- 11./v/      view    self    vault    vain      shelf
12. / θ /      thanks    thought    that    sixth      they
13. /ð/      thief    mother    than    meet      bother
- 14./ /s/      sow    sing    kiss    ooze      cousin
15. /z/      blaze    fizzle    cats    bags      clasp
- 16./p/      clothes    road    kill    palm      feel
- 17./r/      rake    drill    farm    cream      claim
18. /ʃ/      shame    shy    teach    fish      cheat
- 19 /ʒ /      casual    yeast    usual    fashion    television
- 20./j /      joke    jute    yes    york      due
- 21./h/      thrill    that    house    have      adhere
22. /m/      slim    film    calf    man      phone
- 23 /n/      sin    sun    seem    smack      snow
24. / ŋ /      tin    kin    king    thing      bring

## SUMMARY

In this unit you have studied:

- How consonant sounds are produced;
- how English consonant sounds are classified generally;
- how consonant sounds are described and classified; and
- the examples of English consonants to illustrate the mechanics of human sound production.

## ASSIGNMENT

A. Draw the diagram of the organs of speech and label accordingly.

B. Fill the gaps in the following statements with appropriate words:

In human speech sound production, when the 1 vibrate we have - 2 The obstruction of an outgoing air stream produces 3 . All vowels produced through the raising or lowering of the back part of the tongue are called 4:..... While those produced when the tongue is in its lowest position in the oral cavity are called 5---. The English language has 6--- pure vowels. When a speaker glides from one vowel to another in the production of sounds 7--- is produced.

The coming together of the two lips to form an obstruction in sound production is termed 8 , while an obstruction formed by the tongue and the hard palate is called 9----. The obstruction caused by the tongue and the teeth is said to be 10--- while that formed by the tongue and the teeth ridge plus the hard palate is called 11----. A plosive is produced through 12----, while a lateral is produced through 13---14--- is the English voiced velar nasal, while 15---- is the voiceless labio-dental fricative.

## REFERENCES

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## UNIT 3: SYLLABLES AND WORDS IN ENGLISH

### INTRODUCTION

In previous units, you studied how human speech sounds are produced. For instance, apart from learning which organs of the body are used in speech sound production, you studied the process of articulation which produces vowels and also that which produces consonants. Individually, these sounds do not have any meaning until they are combined to form words. To form words, there is an element of patterning which tends to give the formed words some harmony. In this unit you will study how the individual sounds combine to form parts of the word and in some cases the word. These parts of the word formed by sound combination are called syllables. Specifically, in this unit you are going to study what a syllable is

- the structure of the syllable;
- the possible syllable structures in English; and
- how to pronounce English consonant clusters.

### OBJECTIVES

By the end of this unit, you should be able to

1. recognise a syllable;
2. break a word into its constituent syllables;
3. analyse a syllable, that is specify its structure; and
4. pronounce correctly words with consonant clusters in English.

### HOW TO STUDY THIS UNIT

1. Read this unit step by step.
2. It is necessary for you to understand one section before you move on to the next one.
3. The unit is a practical lesson, so you need to go over each of the examples and illustrations provided as well as all the activities presented.

### WORD STUDY

Here are some unfamiliar words for you to study. The meaning of each word is written opposite it. You can add more to the list by using your dictionary and the lines below.

Pronounce	=	the state of being seen or observed, clearly
mandatory	=	compulsory
sonorous	=	having a full loud sound
phenomenon	=	a remarkable or unusual person, thing, happening, etc.

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What is a syllable?

In order to answer this question let us examine some words:

alone, about, agam  
better, doctor, sugar  
father, mother, sister.

If you pronounce each of the words aloud several times, you will notice the presence of some regularity in the way the words sound. You should have something like this -

di-dum , di-dum , di-dum  
dum-di , dum-di , dum-di  
dum-di , dum-di , dum-di.

Two points can be derived from this patterning. Each word seems to have two beats, either di and dum or dum and di. Then the two beats are given different levels of loudness. "Dum" tends to be louder than "di". Why one has "dum" and the other "di" is not going to be discussed now. We shall examine that in detail-in Unit 3. For now we are interested in the fact that each of the words listed above has two beats thus:

a-lone a-bout a-gim again  
di-dum di-dum di-dum  
be-tter doc-tor su-gar  
dum-di dum-di dum-di  
fa-ther mo-ther sis-ter  
dum-di dum-di dum-di

From this breakdown, it can be seen that each part of the word has one beat. For instance "alone" has two parts - "a" and "lone" with two beats "di" and "dum". Each part of the word which can be so separated as a result of its ability to take a beat constitutes a SYLLABLE. We have indirectly answered our question, which is - "what is a syllable? We can put it more neatly by saying that a syllable is a peak of prominence in a word. It is possible for a word to have just one peak of prominence, or two or more peaks of prominence. All the words listed above have two peaks of prominence each. Hence they are said to have two syllables each. Here are more examples of words broken into syllables:

- A- Words with one syllable  
a, an, the, he, she, it, we  
see, chair, house, seat, food.
- B Words with two syllables  
af-ter; mi-ddle; sun-day;  
pa-per ; hou-sing ; con-duct.
- C Words with three syllables  
yes-ter-day; im-por-tant; re-la-tion  
to-ba-cco ; po-ssi-ble ; e-ve-ven.
- D Words with four syllables  
un-for-tu-nate ; cir-cu-la-tion  
so-li-di-fy ; ca-pi-ta-lize
- E Words with five syllables



- ca-pi-ta-li-sm ; con-si-der-a-tion  
 ob-jec-ti-vi-ty ; in-e-xac-ti-tude
- F Words with six syllables  
 in-fe-ri-o-ri-ty ; im-po-ssi-bi-li-ty  
 per-so-ni-fi-ca-tion ; e-lec-tri-fi-ca-tion;
- G Words with seven syllables  
 in-te-lli -gi -bi-li-ty;  
 u-ni - la-te- ra-li -sm

**ACTIVITY I**

Examine the following words and break each of them into syllables by placing a dash (-) in between two syllables.

- |       |          |       |             |
|-------|----------|-------|-------------|
| i.    | dog      | ix.   | appendix    |
| ii.   | round    | x.    | machine     |
| iii.  | sweeter  | xi.   | husbandry   |
| iv.   | dressing | xii.  | photography |
| v.    | platform | xiii. | underneath  |
| vi.   | regular  | xiv.  | thoughtful  |
| vii.  | bachelor | xv.   | heavy       |
| viii. | think    |       |             |

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_
- vi. \_\_\_\_\_
- vii. \_\_\_\_\_
- viii. \_\_\_\_\_
- ix. \_\_\_\_\_
- x. \_\_\_\_\_
- xi. \_\_\_\_\_
- xii. \_\_\_\_\_
- xiii. \_\_\_\_\_
- xiv. \_\_\_\_\_
- xv. \_\_\_\_\_

CHECK YOUR ANSWERS AT THE END OF THIS BOOK

**SYLLABLE STRUCTURE**

Now that we are able to recognise a syllable and also break a word into its constituent syllable, we need to examine the composition or the parts of each syllable. Let us begin by looking at some syllables again. To help our discussion we shall supply under each word or syllable listed, its transcription.

- A  
 said, girl  
 /sed/ /gel /

fit

/fit/

B loser better treasure

/lu:z /ə/ /bet /ə/ /tr /3/ /ə/

In set 'A', we have words with only one syllable each, while in set "B" we have words with two syllables each. The transcription provided under each word is to help us in determining what sound segments we have used in forming each syllable. Let us examine set "A". The word "said" has one syllable that is, it is mono syllabic. The transcription gives us /sed/, that is a consonant followed by a vowel /I/ and then a consonant/d/. Bringing them together we have /sed/ -- C V C. The monosyllabic word fit /fit/ has one vowel and then a consonant-VC.

Let us examine the second set which has words with two syllables, lo-ser. The word "loser" has /lu:/ in the first syllable and / z /ə/ = VC. The remaining words in this set should give us the following structures.

be-tter = CV - CV

trea - sure = CCV - CV

Note that we are doing two things at a time right now. First of all we try to break a word into syllables and secondly we try to identify the structure of each syllable, that is, stating the phonological segments making up the syllable.

The illustration below gives you the various words, their syllable divisions and the syllable structures:

Word	Syllable division	Syllable structure
Zoo	Zoo- (one syllable)	CV
Thin	Thin-(one syllable)	CVC
Sick	Sick-(one syllable)	CVC
Pass	Pass-(one syllable)	CVC
Rich	Rich (one syllable)	CVC
Lawyer	Law-yer(two syllables)	CV-CV
Injure	In-jure(two syllables)	VC-CV
Enhance	En-hance(two syllables)	VC-CVCC
Behave	Be-have(two syllables)	CV-CVC
Habit	Ha-bit(two syllables)	CV-CVC
Accident	Ac-ci-dent (three syllables)	VC-CV-CVCC
Architect	Ar-chi-tect(three syllables)	V-CV-CVCC
Excellent	Ex-cel-lent(three syllables)	VC-CV-CVCC
Decider	De-ci-der(three syllables)	CV-CV-CV
Inherited	In-he-ri-ted (four syllables)	VC-CV-CV-CVC

If you go over the fifteen examples above once more and count the number of syllables identified, you will find that there are thirty one syllables in the fifteen words. The first group of

five words has one syllable each. The second group of five words has two syllables each, while the third group of five words has four with three syllables and one with four syllables.

If you look at all the syllables again and the elements making up each syllable, you will find that each of the syllables has a vowel present in its structure. As a matter of fact there is one syllable made up of just one vowel. This is the first vowel in the word architect. We can deduce from this that to create a peak of prominence, it is mandatory for a vowel to be present. All the thirty one syllables have a vowel either at the initial position as in, {in }-VC ; or at the medial position as in sick = / {ik}= VC; or at the final position, as in zoo = /zu: /= CV.

## ACTIVITY II

By placing a dash in between syllables, break each of the following words into syllables and then specify the structure of each syllable.

Example:

deaf = CVC  
lover = lo-ver = CV -  
---

- a. Fin b. thick c. vat d. ocean e. clothe f. riches g. brother h. offer  
i. Ledger j. closure

Now, do the activity listed above in the space provided below.

- i. \_\_\_\_\_  
ii. \_\_\_\_\_  
iii. \_\_\_\_\_  
iv. \_\_\_\_\_  
v. \_\_\_\_\_  
vi. \_\_\_\_\_  
vii. \_\_\_\_\_  
viii. \_\_\_\_\_  
ix. \_\_\_\_\_  
x. \_\_\_\_\_

CHECK YOUR ANSWERS AT THE END OF THIS BOOK

## POSSIBLE SYLLABLE STRUCTURES IN ENGLISH

Go back to the table in the section on syllable structure and re-examine the thirty one syllables there in terms of the sound segments making up each syllable. While some have consonant plus vowel (CV), some others have vowel plus consonant (VC). While some have CVC some others have CVCC. This phenomenon should suggest to you that there are many possible ways by which consonants and vowels can come together to form syllables in English. You should always remember that a syllable must have a vowel except where the peak is formed by a syllabic consonant.

In trying to identify the possible syllable structures in English, we are interested in knowing how many consonants can come before the vowel and how many can also come after it. These

possibilities are in addition to the vowel standing on its own in words/syllables such as "a" in "a man" or "eye" which, although it is a diphthong is recognised in syllable structure as "V".

English has a large number of syllable structures, but prominent among the syllable structure possibilities are the following:

1. V -a,
2. CV = no , me
3. CCV = pray
4. CCCV = sprout
5. VC = up
6. VCC = soft
7. VCCC = thanks
8. VCCCC = texts /teksts/

### ***Consonant Clusters and Pronunciation Problem***

Before we conclude our discussion under syllable structure possibilities in English, it is necessary to highlight one problem associated with this aspect of your studies. The coming together of two, three or more consonants, either before or after the vowel in a syllable is known as a CLUSTER. It is not enough for you to recognise syllables and break them into their constituent segments; you ought also to master how to pronounce the consonant clusters correctly. Because some Nigerian languages do not have such clusters, there is the tendency for some speakers of these languages to pronounce English consonant clusters wrongly by inserting vowels unnecessarily between two consonants.

### **ACTIVITY III**

Pronunciation Practice (consonant clusters)

Pronounce each of the following words aloud paying particular attention to the underlined section of each word, that is, the consonant cluster:

splash	scream	strain
skipper	spread	square
apt	depth	robbed
judged	touched	warmth
lapsed	pinched	hinged
asked	prompts	sixths
lisped	next	texts
waves	earthed	film
task	blue	

### **SUMMARY**

In this unit you have learnt:

- what a syllable is;
- the structure of the syllable;
- the possible syllable structures in English;
- consonant clusters and the problem of pronunciation associated with them.

## ASSIGNMENT

1. Break the following words into syllables by placing a dash in between two syllables.

i	alternate	vi	impossible
ii	envelope	vii	unfortunate
iii	separate	viii	negotiate
iv	prophesy	ix	educated
v	remarkable	x	caterpillar

- i. \_\_\_\_\_ \
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_
- vi. \_\_\_\_\_
- vii. \_\_\_\_\_
- viii. \_\_\_\_\_
- ix. \_\_\_\_\_
- x. \_\_\_\_\_

2. Break the following words into syllables and specify the structure of each syllable.

i	crime	vi	drivers
ii	terror	vii	terrible
iii	claim	viii	appropriate
iv	ramy	ix	offends
v	berry	x	hunter

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_
- vi. \_\_\_\_\_
- vii. \_\_\_\_\_
- viii. \_\_\_\_\_
- ix. \_\_\_\_\_
- x. \_\_\_\_\_

CHECK YOUR ANSWERS AT THE END OF THIS BOOK

## REFERENCES

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## UNIT 4: STRESS, RHYTHM AND INTONATION IN ENGLISH

### INTRODUCTION

Human oral communication does not end with our ability to produce individual segmental sounds; neither does it end at the level of syllable production. Even when we combine two syllables to form a word, we still give different degrees of prominence to the two syllables in order to achieve meaning. At the levels of groups, clauses and sentences in speech, we need more than the ability to produce sound segments, if our oral communication is to be meaningful.

In this unit, we are going to study how the English language achieves emphasis, variation, rhythm and meaning as well as how it shows attitude in connected speech. You are going to study what we mean by stress-word stress and sentence stress; how we achieve speech rhythm and intonation in English.

### OBJECTIVES

By the end of this unit you should be able to:

1. produce syllables with and without stress correctly;
2. use word stress to distinguish between the parts of speech of some words accurately;
3. identify words that should normally be stressed in an utterance;
4. achieve speech rhythm in English utterances;
5. produce utterances with correct intonation;
6. draw the intonation patterns of utterances.

### HOW TO STUDY THIS UNIT

1. It is necessary for you to revise, very quickly Unit 3, before you begin to study this unit.
2. Read through this unit very carefully.
3. This unit is a very practical lesson, so go through it step by step and carry out all the practical activities provided in the lesson.

### WORD STUDY

Here are some unfamiliar words for you to study. You may add more to the list by using your dictionary and the space below:

vigour	-	mental or physical strength
orthographic	-	in spelling form
irrespective	-	not paying attention to
disyllabic	-	having two syllables
polysyllabic	-	having many syllables.

### WHAT IS STRESS?

It is the pitch or loudness with which we pronounce a word in isolation or within sentence.

Let us recall some of the points made, as well as some of the examples given in Unit 3.

a - \ 'lone a - 'bout      a - 'gain  
di - dum di - dum      di - dum  
be - \ tter doc -'tor      su - \ gar  
dum - di      dum - di      dum - di

You learnt in that unit that each of the words above has two syllables. But you will notice that in representing the beat of the syllables, we used "di" for some, while we used "dum" for others. This is an arbitrary representation. If you pronounce the words aloud several times correctly or you listen to someone who knows how to pronounce the words accurately, you will hear more loudness with all the syllables represented by dum. This means that when we have a word with two syllables, we do not give equal prominence to the two of them. One will sound louder than the other. The syllable that takes more volume of articulation is said to be stressed. That is, it is uttered with great energy.

While the outgoing air is ejected from the lungs with more effort, the other speech organs perform their actions with more vigour on that syllable which is called a stressed syllable. Stressed syllables are usually shown by placing a small stroke before the syllable thus about,

## ACTIVITY I

### PRONUNCIATION PRACTICE

Pronounce each of the following words aloud by stressing the underlined syllable in each word.

a \ <u>lone</u>	a ' <u>bout</u>	a ' <u>gain</u>	a ' <u>mount</u>
be ' <u>hind</u>	i ' <u>dea</u>	ma ' <u>chine</u>	un ` <u>tie</u>
' <u>over</u>	` <u>under</u>	' <u>husband</u>	` <u>doctor</u>
' <u>female</u>	` <u>father</u>	' <u>mother</u>	' <u>sister</u>
re' <u>lation</u>	un ` <u>certain</u>	e ` <u>leven</u>	im ` <u>portant</u>

YOU WILL REPEAT THE PRACTICE BEFORE YOUR TEACHER AT THE STUDY CENTRE.

## WORD STRESS

We need to recall the issue of syllables here again. A word can have just one syllable. Such a word is said to be MONOSYLLABIC. A word may have two syllables and it is called a DISYLLABIC word. Some others may have many syllables and they are called POLYSYLLABIC words.

Monosyllabic Words are of two types. Some are stressed while others are not stressed in an utterance. When we come to sentence stress we shall pay more attention to the two types.

In disyllabic words, one syllable is stressed, while the other is not stressed. All the examples given in "What is stress?" above are disyllabic words. In ACTIVITY I the first sixteen words are disyllabic words. You will notice that stress placement is not predictable from the number of syllables that a word has. Some disyllabic words have stress on the initial syllable as in - 'un-der; 'hus band. while some have it on the second syllable as in – a 'lone and a 'amount.

With polysyllabic words we often have more than one syllable stressed. But this phenomenon brings about the presence of different grades or degrees of stress. Where more than one syllable is stressed, one will have a higher degree of stress than the other. To cater for this feature of stress, we have primary stress, secondary stress, weak stress and no stress. You need to know that some scholars accept the existence of primary, secondary and tertiary degrees of stress and

no stress, while some just believe in the use of primary and secondary degrees of stress in addition to no stress.

We do not need to go into the controversy. It is necessary for you to know and recognise primary stress, secondary stress and no stress. Here are some examples for you to study.

p = primary stress ( / ) s = secondary stress ( \ )

s            ↘ p            s            ↘ p  
under    stand    after    noon

s            ↘ p            ↘ p            s  
Appe    tite    photo    graph

## GRAMMATICAL USE OF WORD STRESS

Stress is often used to make a clear distinction between two different classes having the same orthographic form in a word. For instance, the word "subject" in "school subject" is a noun. It has the same spelling form in the word "subject" in the sentence "We shall subject them to full training".

In this sentence, the word "subject" is a verb. In the written form, we cannot easily make a clear distinction between the two. How about the spoken form? This is where stress comes in to give a helping hand. In speech, the noun form has the first syllable stressed, while the verb form has the second syllable stressed thus:

Noun = `subject    Verb = sub `ject.

Here are more examples of such words and their stress patterns.

Noun	Verb
`compound	com`pound
`conduct	con`duct
`conduct	con`duct
`confine	con`fine
`convict	con`vict
`content	con`tent
`escort	es`cort
`insult	in`sult
`project	pro`ject
`prospect	pros`pect

You need to note that there are some adjectives in this category of words. However, adjectives do not often have the type of stable pattern we have for nouns and verbs. Some adjectives will take stress on the first syllable, while some others will take on the second.

Examples -

'present for noun and adjective    pre 'sent for verb.

`content for noun

con`tent for adjective.

This is why you need to learn not just the correct pronunciation of every word in terms of individual sounds, but also to learn the correct stress placement on the syllables of the word.

In addition, it is necessary for you to note that in speech, the weak forms (i.e the unstressed forms) of many auxiliary verbs are used. These include - *is, are, have, has, had, will and would.*



## ACTIVITY II

Place stress mark before the appropriate syllable in each of the following words.

- |                    |                     |
|--------------------|---------------------|
| 1. minute (adj)    | 6. concord (noun)   |
| 2. project (vb)    | 7. desert (noun)    |
| 3. contrast (noun) | 8. torment (vb)     |
| 4. august (adj)    | 9. present (noun)   |
| 5. extract (vb)    | 10. separate (adj). |

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

CHECK YOUR ANSWERS AT THE END OF THIS BOOK

## SENTENCE STRESS

Going by our discussion in the section "Word - stress", one is likely to develop a false impression that every word in spoken English is important. This is not so. At the sentence level, some words are more important than others hence they are given more prominence. Just as we do not rate all syllables in a disyllabic or polysyllabic word equally in terms of stress placement, so also do we accord more recognition to some word classes than to some others in speech. We can arrange the two sets of words thus:

Words to be stressed	Words not to be stressed
Nouns	Auxiliary verbs
Verbs	Prepositions
Adjectives	Conjunctions
Most adverbs	Personal Pronouns
Numerals	Relative Pronouns
Demonstratives (this, that)	Articles
Interjections	

We should add very quickly that what we have above is the situation with straight forward and normal utterances. There are instances when a word that is normally stressed loses its stress. And there are other instances when a word that should not be stressed takes stress. These are special occasions when stress is used for special meaning or effect.

## ACTIVITY III

Read through the following sentences and underline all the words that should take stress in normal utterances:

1. James has sold the car.
2. The new book contains several illustrations.
3. That's a good suggestion for Nigeria.
4. He doesn't need the car today.
5. I'd love to go.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

CHECK YOUR ANSWERS AT THE END OF THIS BOOK

## **SPEECH RHYTHM**

So far, we have been able to show that words make up syllables and words make up sentences. We have also observed that different syllables in disyllabic and polysyllabic words take different degrees of stress. What then is the effect of this variation in stress?

In connected speech, the tendency is for the good speaker of English to give attention to the significant syllables or words in the sentence. This is done so regularly that the speaker achieves rhythm in his speech through the action. What we are saying in essence is that stressed syllables tend to occur at fairly equal intervals of time, the number of unstressed syllables in between them notwithstanding. In actual fact, the more numerous the unstressed syllables occurring between the stressed syllable, the more rapid the delivery of the unstressed syllables.

Technically, a stressed syllable and all the unstressed syllables coming after it, that is, excluding the next stressed syllable, usually form a FOOT. In connected speech, the same time is spent on each foot, irrespective of the same number of unstressed syllables in each foot.

Here are some examples:

'Go to the/ ^shop and/ ^buy/ 'mine.

Play the/ `match with/ 'vigour.

`Stay a/ way or/ `pay her/'money.

Each column constitutes a foot, and to achieve rhythm equal time has to be spent in each column.

## **ACTIVITY IV**

### **PRONUNCIATION PRACTICE**

Read each of the following sentences aloud with the correct rhythm. Note that you need to spend an equal amount of time on each of the columns.

'Cut the/'grass with/'care

'Come a/'lone at/' seven to/'day

'Jack has/ 'bought the/' car for the/' school.

The/ `new 'house. is/'wcll/'furnished.

I'd 'love to /'visit 'Tokyo.

YOU WILL REPEAT THE PRACTICE BEFORE YOUR TEACHER AT THE STUDY CENTRE.

### **INTONATION: WHAT DOES IT MEAN?**

When we speak, the level of our voice often rises or falls. We are not talking of shouting. You can even experiment the rise and fall in the level of the voice.

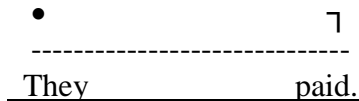
Try to recall the well-known musical notation often used in schools:

d:- r- m:- f: s: l: t: d:

d; t: l: s: f: m: r: d:-

If you try this experiment several times, you will discover that the last notation on the first line-"d" ends on a rising pitch. Also, the last "d" on the second line ends on a falling pitch. This movement of the voice level, called pitch in music, also comes into operation in normal speech. The English language makes adequate use of the pitch of the voice in oral communication. It is capable of being modified in various ways to create the melody of speech which is technically called INTONATION. We can then say that an intonation pattern is made up of variations in the pitch of the voice in connected speech.

Phoneticians have a way of representing the pitch of the voice graphically. Two parallel lines are usually drawn to represent the approximate upper and lower limits of the voice. A dot is used to represent an unstressed syllable, while a dash is used to represent a stressed syllable. Here is an illustration.

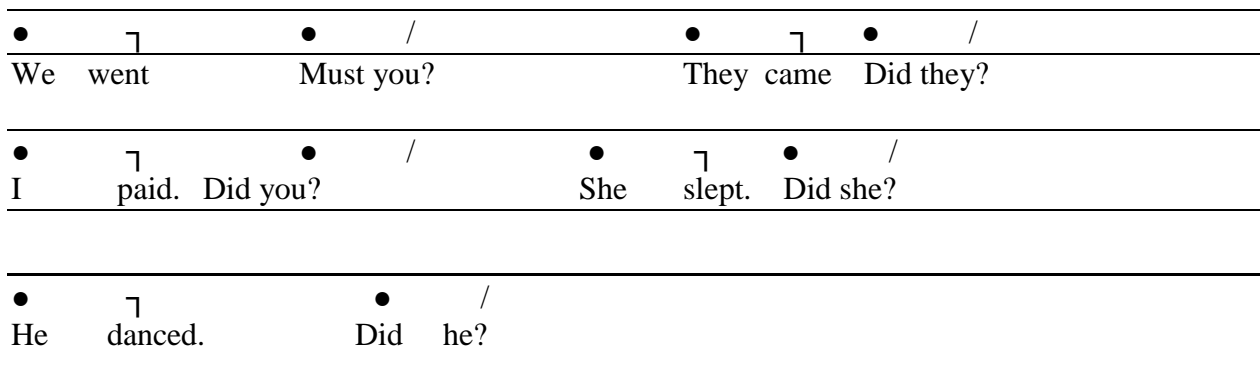


In the sample sentence, the word "they" is not stressed while the word "paid" is stressed, hence the use of dot and dash respectively. The dash used for the stressed word "paid", drops or falls down in the diagram. This is to indicate that the pitch of the voice drops. Whether the pitch is going to rise or fall, the last stressed syllable in the utterance usually takes this up.

This ability of the voice to rise and fall produces different tunes in English. There are two basic tunes in English intonation. These are the falling tune, technically called tune 1, and the rising tune, technically called tune 2. We can now examine these two tunes more closely along with their uses.

#### Tunes I and 2

Tune 1 is a falling tune because the pitch of the voice falls on the last stressed syllable.



#### Tune 2.

Tune 2 is a rising tune which also has three major uses:

1. To form questions requiring "Yes" or "No" answer. These are also called polar questions.
2. To make requests:
3. To utter protest or surprise.

More recently, arrows are used to indicate rising and falling tunes as indicated in Practice Activity VI.

ACTIVITY VI REQUIRES YOU TO READ ALL THE SENTENCES BELOW AS MANY TIMES AS POSSIBLE. YOU MAY READ THEM INDIVIDUALLY, IN PAIRS, OR IN GROUPS.

i. Tune I: The Falling Tune

The falling tune usually shows finality in an utterance. It is, therefore, used to express simple statements, commands and wh-questions.

i) Simple statements, e.g.

He went home yesterday.

She received a scholarship award.

ii) Simple commands e.g.

Go away!

Keep quiet at once!

iii) Wh-questions, e.g.

Where are you?

What is that?

• Tune II: Rising Tune

The rising tune is used for polar questions (i.e. questions that demand a “yes” or “no” answer), polite requests, expressing doubt/uncertainty, statements used as questions.

i) Polar questions, e.g.

Is he correct?

Are you there?

ii) Polite requests, e.g.

May I borrow your pen?

Shut the door, please.

iii) Expressing doubt/uncertainty, e.g.

Well, he might be right.

Perhaps, she might recover her money.

iv) Statements used as questions, e.g.

John drove my car?

- Tune I and Tune II Combined

The falling and the rising tunes can be combined in a variety of ways.

(a) *Rise and Fall*

In statements with two or more clauses e.g. When he saw the snake, he ran away.

When we get there, we shall see the boy.

(b) *Rise, Rise, Fall*

In listing items e.g.

He bought a ruler, a book and a pen.  
We ate jollof rice, fried plantain and apple.

(c) *Fall and Rise*

In question tags, e.g.

He is a boy, isn't he?  
You can do it, can't you?

Pronounce each of the sentences illustrated above aloud. Take note of the pitch graph provided as well as the intonation type and use.

## SUMMARY

In this unit, you have studied:

- the meaning and nature of stress;
- word stress and its uses;
- sentence stress;
- how we achieve speech rhythm in English;
- the meaning, nature and uses of intonation in English.

## ASSIGNMENT

What do you mean by stress, rhythm and intonation? How can these be taught to your pupils?

## REFERENCES

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- Mackenzie, M.D. (1968). **Modern English Pronunciation Practice**. London: Longman.
- Olaofe, I.A. (2013). **Teaching English in a Second Language Adverse Situations: A Solution-Based Approach**: Zaria Applied Linguistics and Language Education Centre.

## **UNIT 5: SPEECH TYPES**

### **INTRODUCTION**

Speech types in this unit are more or less the same as the more familiar term, that is, essay types. The major difference is that when they are called speech types they are meant to be spoken. One of the most important things to stress here is that language is primarily a vocal system of symbols, and writing and printing are secondary methods of communication, derived from, and depending on, the spoken language. That this is so is confirmed by the mere fact that many groups of people in the world have language but no form of writing it; and again, children learn to speak their language before they learn to write it.

Another equally important aspect is that oral composition before written composition is considered a very effective method of teaching in the lower schools. The common speech types that will be treated in this unit are. (a) Narrative, (b) Descriptive, (c) Expository and (d) Argumentative speech types.

### **OBJECTIVES**

After studying this unit, you should be able to:

1. identify four basic speech types:
2. present narrative events in chronological order;
3. recognise the importance of the speaker's impression in descriptive speech type;
4. identify the role that classification plays in expository speech type.

### **HOW TO STUDY THIS UNIT**

1. Work through the unit carefully by completing all the exercises and assignments.
2. Write down, in the Word Study space below, all difficult words you come across and use your dictionary to look up their meanings.
3. Pay particular attention to the characteristic features of each of the speech types;
4. Check your answers to the exercises in Activities carefully and correct your mistakes.
5. In case of any difficulty, consult your teacher or go to the nearest study centre for help.

### **WORD STUDY**

Biography - life history of a person written by another person.

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## **NARRATIVE SPEECH TYPE**

The narrative is a very common way of expression. We narrate to our friends facts of our everyday experience. For instance, we narrate what happened in our school or at work. We also narrate our dreams and other stories we have heard from other people. Most narratives are used to inform and to entertain.

Narration refers to the process of telling a story of any kind. The story could be of personal experience, factual and imaginary stories, fairy tales and biographies. Most often, narratives form full stories. At times they could be just parts of larger stories. Whatever form the narrative takes, the characters are the ones who perform certain actions in a particular environment. At times, the narrative could involve some description of the environment and the characters.

There are certainly some steps to be taken if narratives are to be effective. These include the following:

There should be an introduction which contains a statement. The statement gives us the ideas of the speaker's point of view. The events must be presented in a chronological order in which one item is presented after the other. However, there must be a structured pattern of sections, with each section dominated by a major point. Since the narrative is usually a story of what has already taken place, the predominant tense is the 'past tense', except of course, where the speaker wants to introduce immediacy by the use of dialogue.

The narrative should not be based entirely on the speaker's judgement. There should be a balance between the subjective and the objective points of view. The subjective point of view introduces the speaker's personal feelings, actions and judgements, while the objective point of view just presents the story of what happened and leaves the listener to form his own opinions and make judgements. The narrator's mood is also important. The mood may be positive, negative, sad, joyous, etc. A story must elicit a kind of mood after hearing it.

### **EXAMPLE: My First Day at School**

In contrast to the stories of extreme joy and extreme sadness I had always heard about the first day in school, my first day in the primary school was a mixture of sadness and joy. It was not long after I had taken my break-fast and got dressed up that I joined an army of other children heading for the old Central School, a school built by the Local Government for my village.

I did not have any problems with any registration since my elder brother who was then in the upper primary was around. He took me to all the appropriate places to perform all the necessary things.

Shortly after the morning assembly, I joined the others in the classroom. The business of the day dragged on. All the efforts of the teacher to get us occupied looked rather funny to me. It was

only when he was explaining two-times- one equals - two that I had cause to believe the magic of mathematics.

At noon we went out for a break. During the break, I made new friends and played different games with them. After the games, we went to buy snacks. All of a sudden, a greedy boy snatched the biggest of my 'akara' balls from me. I could not bear it, so we had a fight. He beat me thoroughly and flung me onto the ground which was full of rotten mangoes and kept dragging me around.

Before long, my white shorts and shirt were completely soiled. I felt bitter. My agony did not stop at my clothes being soiled, I was also bruised all over my body. I did not have enough pride to go to the classroom with the other children after the break. I kept crying, waiting for my elder brother to come out and avenge the assault I suffered from that bully of a boy.

When the school was over and my assailant was not found, I knew the battle was lost and that I would go home in my dirty clothes and mood. Indeed, that first day had a disproportionate mixture of sadness and joy.

Note the author's mood in this story. It is a mixture of sadness and joy.

### **ACTIVITY I**

Answer the following questions:

1. What type of stories could be told in narrative form?
2. What tense is predominantly used in the narrative?
3. How does the statement function in the narrative?
4. What is the difference between subjective and objective points of view?

**CHECK YOUR ANSWERS AT THE END OF THIS BOOK**

### **DESCRIPTIVE SPEECH TYPE**

Like the narrative speech type that has just been discussed, the descriptive speech type is a daily occurrence. We often describe things, places and circumstances. Description involves using the senses to observe the world around us. In fact, unlike any other speech type it requires an effective use of the senses, especially that of sight. It is expected of the speaker to capture his experiences and observations and express them in clear and definite terms. For a description to be effective, it must have a dominant impression and adequate details. The dominant impression has to do with the speaker's point of view.

The following points should be noted if an effective descriptive speech type should be made:

The topic must be limited to a small area with which the speaker is sufficiently familiar so that what he says will be detailed enough for the comprehension of the listeners. There should be a good enough introduction with a statement which sets out what the speaker intends to achieve. The ideas and details should be presented logically and effectively by going from the near to the far or far to the near and from general to the specific. The words should be chosen and focused on definite points and these should be presented in coherent language.



Where necessary, comparison of what is being described should be made in more familiar terms. The items usually compared include shapes, colours or qualities. Only the very important points should be emphasized, even though all aspects should be noted.

**EXAMPLE: A Man I Admire in My Village**

Different people admire others for different reasons. These reasons could be based on beauty, wealth or other reasons. The humility and dedication to duty of Chief Okolo are the qualities that have endeared him to me. Though Chief Okolo was born into the royal family, he forgot the wealth of his family to fend for himself at an early age. Stories had it that he left the village one evening with one of the numerous white men who had been his father's associates in the produce trade. Ten years later, the young Okolo returned bringing with him the proverbial golden fleece, a degree in law. He was also armed with diplomas in Business Studies and Public Administration.

Okolo, with these enviable qualifications, was immediately appointed Minister for Rural Development. Within two years in office, he turned the village into a modern city. He taught the villagers the processes of community development. It was in recognition of his practical achievements that the elders rallied round and crowned him the Obi of the village.

All his life, the story has been that of success. Yet he has never considered his position as a qualification for arrogance. He still sees himself as part of the village. On many occasions, he would dress in the traditional attire and join in the traditional dances and cultural displays.

He relates to everyone on equal terms and would not preside over injustice. He would go out into the village to find out the problems of the people which he would discuss in his council so as to find lasting solutions to them.

In spite of his expansive business empire, he still engages himself in farming. He believes that farming brings him nearer to his ancestral roots. His resilient nature is easily noticed whenever he goes to work on any of his big farms. He would not leave the farm before any of the hired 'kinsmen'. He refuses to call them labourers.

Chief Okolo is not spectacularly handsome. With two bulging eyes and truly African lips, he looks very much like the village masquerade. He has a little hunch and limps a little. He looks as if he would trip the next moment. But beneath that frame are hidden an enormous strength and golden qualities.

**ACTIVITY II**

Answer the following questions:

1. What is the most important thing for the comprehension of the listener in a descriptive speech form?
2. What differentiates the descriptive from any other speech form?
3. How should the ideas and details in the descriptive speech form be presented?
4. What are the usual items compared in the descriptive speech type?

**CHECK YOUR ANSWERS AT THE END OF THIS BOOK**

## EXPOSITORY SPEECH TYPE

The expository speech form is the most common of all the speech types. It answers a lot of questions about the world around us. Things, ideas and processes are usually presented, analyzed, classified, evaluated, compared and contrasted by the use of expository speech type. It is also used in collecting and organizing information which describes how things are done, and used in defining certain objects.

The expository speech type covers a lot of areas. Therefore, the steps to follow vary from one situation to the other. To be very effective in the use of expository speech type, the following points are recommended. If the Expository speech type is employed in explaining a process, the pattern outlined below should be followed:

- a) Write out the material and its exact qualities.
- b) Explain the sequence of actions, using command sentence type.
- c) Use the specific words used in that kind of activity. These words constitute the register.

If on the other hand, the expository speech type is employed for classification, the following pattern should be followed.

- a) Use one basis for classification, for example, clothes can be classified by colour, make, design, occasion for their use, price, and so on.
- b) Make the classification full so as to account for different categories. For instance, students are not all brilliant or dull. There are usually those that are in between.
- c) Adopt a specific point of view to add order and logic to the classification. The point of view can be that of approval, disapproval or strong preference.

### EXAMPLE: Pot Making

Pot making is one of the numerous crafts in Nigeria. It involves intricate skills and many tools and materials are used in this industry.

First, there must be a ready supply of good clay, which may be red or black, depending on where it is found. At times, the clay has to be worked on using lime or broken pieces of older pots and earthen utensils. There should be the potter's wheel which may be improvised in a number of ways. There should also be the spatula and in very sophisticated cases, a kiln for firing the pot.

Most often, the processes of pot making begin with the production of long strings of clay which are wound round a circular base until the desired shape is achieved. Then, the potter smoothens the pot with spatula and her hands.

After getting the pot in the desired shape, the neck, the handle and any other decoration are fixed. Then the pot is left in a cool, dry place to dry before it is fired.

After some time, the pot is taken to be fired. This can be done either in the traditional way or by the use of a kiln. If it is to be fired in the traditional way, fire is made with light materials and covered with another layer of the same materials. The process continues until the potter is satisfied with the state of the pot. But if its is to be fired in the kiln, the process is different. All the potter need do is to put the pot in the kiln and operate the machine. Before long the pot is ready.

Note the systematic way pot making is described: What pot making is → what is done first → what is done after → then what is done finally.

#### ACTIVITY IV

Answer the following questions:

1. Are there any specific steps to follow in expository speech type?
2. What are specific words used to describe a specific activity called?
3. How many ways can the potter use to fire pots?

CHECK YOUR ANSWERS AT THE END OF THIS BOOK

#### SUMMARY

In this unit you have learnt:

- how events are presented in narrative speech type;
- the importance of the speaker's impression in descriptive speech type;
- the use of classification in expository speech type.

#### ASSIGNMENT

Find out the speech type that is used to inform and entertain.

1. Mention two other ways in which it is used.
2. Mention three methods the expository speech type should adopt in explaining a process.

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## **UNIT 6:      STYLE AND PRINCIPLES OF SPEECH DELIVERY**

### **INTRODUCTION**

Style is the way things are done, the way one has one's hair cut/do, the way one says what one has to say and the way one has one's cloth sewn or the way one wears them. The way one says whatever one has to say is our primary concern in this unit. You will agree with me that if one were to appear before a judge and address the Court in the style that a priest would use on the pulpit, the judge would be so shocked that he would retort; 'The vicar of Akoka , Lagos would you please address the court, otherwise you will be charged for' Contempt of Court'!"

This simple illustration shows that each occasion or situation has its own specific style. Again, there are noticeable, though dissimilar, differences between styles, which are due to the sort of person who is talking and the kind of social situation in which he is. Let us take some examples from spoken English; we would have little difficulty in recognizing whether a dialogue we overheard was taking place between a mother and her baby, between two scientists discussing some discovery, or between two businessmen over the telephone.

In this unit, we will concentrate on the style of ordinary conversation, the style of religion and the style of legal language.

### **OBJECTIVES**

By the end of this unit, you should be able:

1. to distinguish between style and occasion
2. to identify the style of conversation which is characterized by randomness and inexplicitness;
3. to identify the style of the language of religion as one that is very often removed from the language of everyday conversation;
4. identify the language of law which has to do with imposition of obligations and conferring of rights.

### **HOW TO STUDY THIS UNIT**

1. Read the instructions and illustrations very carefully.
2. Complete one activity before going on to the next.
3. Write down difficult words in the word study section after looking them up in the dictionary.
4. If there are difficulties you cannot solve, ask your tutor at the study centre nearest to you.

### **WORD STUDY**

reminiscent           -       that reminds one of  
euphony               -       having a pleasant sound

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## THE STYLE OF THE LANGUAGE OF CONVERSATION

There are a number of good reasons for choosing relatively informal conversation as the opening variety for the discussion on styles. Conversation is without doubt the most commonly used kind of style, and consequently a variety which will be more familiar to the vast majority of people than any other variety. We can claim with confidence that everyone makes use of this kind of English every day, whereas this claim cannot be made of any other variety of style we might wish to describe in this unit.

This type of style is used in conversational situations, with the extreme kind of non-fluency, this disjointedness is increased by the fact that many sentences are incomplete. This characteristic of the conversational style is due to the fact that the speaker often re-starts a sentence to conform more to what he wants to say.

Another important aspect to be noted in this style is that it is full of false starts, hesitation features of all kinds and a high proportion of errors. The hesitancy is strongly influenced by periods of creative thinking, the more one is thinking of what to say, the more likely hesitation features are to appear, and this tends to produce a recurrent pattern:

There are other points to be made too, there are no restrictions on who may take part in a conversation, and there is no formal training required, the range of voice qualities that are found being used is entirely random and without pattern. These are in contrast to the more predictable qualities of the other varieties like sermon and spoken legal language.

### EXAMPLE: A Telephone Conversation

- A one double three six FIVE  
B good AFTERNOON  
A. hel/lo ADE  
B: BOLA  
A: YES good AFTERNOON  
B: This is ADE SPEAKING  
A: hel/Lo  
B: e/SORRY I've been so long in getting in TOUCH with you I rang a couple of/ times  
Yesterday and you weren't IN  
A: [No] I was in] College yesterday  
B: you /WERE/  
A. /YES/ and /  
B, /aHA/  
A, [thought that might HAPPen]

but not to WORRY I what I wanted to say to you REALLY I was em - I didn't know whether you were going to say that you could come or you COULD n't] but I was "going to say could you make it" 'the following Saturday' .1

B: e:m /YES // [well - ONE / /I was going to say that we) WERE COMing /YES/ SPLENdId /and Two]. /we / CAN make it the following Saturday]

This short excerpt shows many of the characteristics of the style of conversation mentioned above. Further analysis of the style cannot be handled in this unit because of time and space constraints

### **ACTIVITY I**

Answer the following questions:

1. Why is the style of conversation considered the most important of all the varieties?
2. Why is the style of conversation disjointed?
3. How do you account for hesitation features in this type of style?
4. Give two examples of false start in the excerpt, given to illustrate the style of conversation.

**CHECK YOUR ANSWERS AT THE END OF THIS BOOK**

### **The Style of the Language of Religion**

The style of language a speech community uses for the expression of its religious beliefs on public occasions is usually one of the most distinctive varieties it possesses. Quite often, it is so far removed from the language of everyday conversation as to be almost unintelligible, except to an initiated minority. Occasionally a completely foreign tongue is found to be used as the official religious language of a community. A case in point are the following examples; the use of Arabic in Muslim worship, the use of Latin by the Roman Catholic Church and the use of 'tongues' in Pentecostal Churches. More often than not, even in traditional religions, the speech forms used sound incantatory.

As far as the study of contemporary English is concerned, the situation has been complicated by powerful movements, within the major Christian religious denominations, for a revision of the kind of language traditionally used in the context of public worship.

These movements have been largely successful, and at present any survey of religious language has to take account of translations of the Bible and the Quran into many languages. In fact, traditional religions whose media were basically oral have, in recent times, been recorded by Departments of African Languages and Literature across the Country.

In this unit we are going to take our example from one of the best known religions after treating the characteristic features of religious style. What we should first of all note is the sacred character of the religious language which must be in conformity with what the community holds sacred. Similarly, there are traditional formulations of belief which are difficult to alter without an accusation of inconsistency or heresy being leveled. There are familiar words and phrases which have a widely revered ancestry, and which many people would prefer to see remain as they are. These are all important factors.

Again, there is a strong concern over speak ability. Clearly the choice of a religious language must pay careful attention to the fact that its main use is in corporate public worship, either by

groups of people speaking together aloud, or by individuals speaking to a congregation. The need for clear cues as to how such language should be spoken and the avoidance of unnecessary difficulties of pronunciation should be obvious.

Finally, there are strong pressures deriving from popular attitudes towards the appropriateness and intelligibility of the language to be used. When one is devising a new form of language for a large number of individuals, particularly in a context such as that of religion, one must try to choose a language which the majority of the would be users do not revolt at. There are two important things to be noted here, the first is that too intellectual, obscure or unintelligible a language should be avoided; the second is that a variety of language which is too colloquial and informal would equally be an unusual. Then, of course, because of the corporate nature of worship, there should be euphony.

EXAMPLE:

Gloria.

(The celebrant begins):

Glory be to God on high

(and the people continue with him)

and on earth peace to men of good will

praise thee

We bless thee

We adore thee

We glorify thee

We give thanks for thy great glory

Lord God heavenly King God the Father almighty

Lord Jesus Christ the only - begotten Son

Lord God Lamb of God Son of the Father

Thou who takest away the sins of the world have mercy on us

Thou who takes away the sins of the world receive our prayer

Thou who sittest at the right hand of the Father have mercy on us

For thou alone art holy

For thou only art the Lord

Thou alone art most high O Jesus Christ

With the Holy Ghost in the glory of God the Father.

Amen

## **ACTIVITY II**

Answer the following questions.

What are the two types of language used for religious purposes?

Mention two religious sects that use foreign languages. Specify the languages used.

Why must there be euphony in religious language? How does the language of traditional religions sound?

**CHECK YOUR ANSWERS AT THE END OF THIS BOOK**

The Style of Legal Language

The law includes many different activities, from drawing up of statutes to the contracting of agreements between individuals. In spite of their diversity, each of these activities is in some way connected with imposition of obligations and the conferring of rights. Often someone or other is sure to become unnecessarily curious of his obligations as to find a means to wriggle out of them. This is the characteristic of insurance companies. Similarly, rights occasionally come in for the kind of examination that has, as its main aim, stretching them to a credible unit and , if possible, even further.

Whoever is using legal language must take the greatest pains to ensure that it says exactly what he wants it to say - and at the same time gives no opportunities for misinterpretation. The style of legal language is not aimed at enlightening language users at large but a specialized style to allow one expert to give information for scrutiny by another.

Another important aspect to note is that lawyers rely so much on forms which have become established and refuse to take risks by adopting new and untested modes of expression. This leads to conservatism and makes it far removed from the style of conversation. There is a strong motivation for any lawyer to turn to a form of words that he knows he can rely on rather than take a chance on forming something entirely new which may turn out to have unsuspected deficiencies.

EXAMPLE: Hire - Purchase Agreement

Notwithstanding the termination of the hiring under Clause 6, the Hirer shall pay all rent due in respect of the hiring up to the date of such termination and shall be or remain liable in respect of any damage caused to the Owner by reason of any breach by the Hirer of stipulation herein contained and on the part of the Hirer to be performed or observed.

At any time before the Owner shall have recovered possession of the goods and before the Hirer shall have terminated the hiring under Section 4 of the Hire - Purchase Act 1938 (as amended) the Hirer may on the payment to the owner of the total amount of any installments then remaining unpaid of the rent herein before reserved and agreed to be paid during the term and the further sum of one thousand naira purchase of goods.

Provided that such payment as aforesaid shall be a condition precedent to the exercise of the option to purchase so conferred (this agreement not being an undertaking by the owner to sell the goods on credit or without such payment as aforesaid being first made) and accordingly any notice unaccompanied by such payment as aforesaid of an intention to exercise the said option shall be void and shall not constitute a binding agreement to purchase or sell the goods.

### **ACTIVITY III**

Answer the following:

1. Give two examples of activities in which the law is involved.
2. All legal activities are basically connected with two things: what are the two things?
3. Why is legal language far removed from the language of conversation?
4. What kind of legal activity is the example given?

CHECK YOUR ANSWERS AT THE END OF THIS BOOK



## PRINCIPLES OF DELIVERY

There are certain things which are basic to any form of speech style if you are to be effective and be understood by the hearer. One of these is that you should not say what you know is not true. You should not say more or less than is necessary during a speech event. Whatever you say must be relevant to the occasion. Finally, you should not elaborate more than is needed to convey what you have to say.

Now, you have to know the occasion and the type of speech style so that you may choose the correct mode of delivery. This is matching the occasion with the speech style.

What should be remembered again, is the illustration given in the introduction to this unit, that is, you should not use the speech style of the religious language to address the law court. If you have to address the public, you should first of all stand up, then take a deep breath or clear your throat as these give you confidence.

### ACTIVITY IV

Answer the following questions:

1. Mention the first two basic things to any form of speech style.
2. What are the things that give you confidence when addressing the public?
3. What is the illustration given in the Introduction?

CHECK YOUR ANSWERS AT THE END OF THIS BOOK

Perhaps the best way to teach different styles of spoken is through role playing and dramatization. You can get your pupils to play the role of a lawyer, pastor or dramatize a play containing all of these professionals.

## SUMMARY

In this unit you have learnt that:

- each occasion has its specific style;
- the style of conversation is characterised by incompleteness and randomness;
- the language of religion is far removed from the language of conversation
- the language of the law has to do with imposition of obligation and conferring of rights.

## ASSIGNMENT

Give, in a few words, what marks out both the style of religion and law from the language of conversation.

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## **UNIT 7: TEACHING EXTENSIVE SPEAKING ACTIVITIES THROUGH DEBATE**

### **INTRODUCTION**

Speech making is not just recognizing and producing isolated vowel, consonant or supra-segmental sounds of English. It involves extensive speech making and delivery activities. This unit approaches extensive speech delivery through performing a debate. Debate is an excellent speech making activity for language learning because it engages students in a variety of cognitive and linguistic ways. This unit provides step by step guide on how you can organize and develop debating activities.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- Perform extensive speech making activities;
- Engage in meaningful debate activities; and
- Train learners to engage in meaningful debating activities.

### **HOW TO STUDY THE UNIT**

- You should read the unit carefully paying attention to the major points raised.
- Put the major points on a piece of paper or your notebook.
- Try to apply the points to English language classroom situations as you read.
- Do all the activities in the unit.

### **Advantages of Debating Activities or Argumentative Speech Type**

As an extensive speech making activities, a debate:

- Enables you to develop your listening, speaking, reading and writing skills.
- Makes you to develop your argumentative skills which entail persuasive speech and writing activities.
- Helps you in real life situation to express and defend ideas and recognise flaws in each other's arguments.
- Fosters analytical thinking skills and self-conscious validity of one's ideas.

### **EXTENSIVE READING ACTIVITIES THROUGH DEBATING**

Occasionally we are expected to see reason with others and follow their lines of action. Most often the process by which we are convinced to consider their opinions is the process of argumentation or debate.

The argumentative speech or debate involves organizing and stating objectively and logically the facts and reasons which support a particular point of view. Thus, while the other speech types are primarily unconcerned with accuracy, specificity, completeness and strict organization; the argumentative speech type engages all these and an ordered reasoning.

To make argumentative speech type effective, there should be an introduction containing a thesis statement which indicates the speaker's stand point, that is, whether he is in support or against the issue at hand.

The argument must be put forward section by section, with each section containing one dominant idea. This idea is expected to be developed clearly by giving examples, illustrations and comparison.

Each section should be linked with the others using such sentence linkers as in addition, in the same vein, besides, also, similarly, first, second etc. The argument should be balanced. This means anticipating the possible points of the opposition. This helps the speaker to counter the points. Finally, there should be a conclusion that summarizes the arguments and restates the stand point.

### Organizing a debate

A debate involves two opposing teams. The teams make speeches to support their arguments and disagree with those of the other team. It involves opinions about which the two teams argue. The affirmative team agrees with the opinion or controversial topic. The negative team disagrees with the other team. A rebuttal involves explaining why one team disagrees with the other team. The judges decide the winner. You are to follow the following steps in a debate:

- Give a controversial topic.

#### **ACTIVITY II:**

**Suggest five controversial topics that you can use for debate in the space below. The first topic has been given to you.**

**1. Life in the city is better than life in the village.**

2. -----

3. -----

4. -----

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- Select an affirmation team that will support the topic.
- Select the negative team to oppose the topic.
- Give the affirmation team time to speak.

#### **ACTIVITY III**

**GIVE POINTS IN SUPPORT OF THE ARGUMENT THAT:**

Smoking should be banned in Nigeria.

**SUGGEST YOUR POINTS IN THE SPACE BELOW.**

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- Give the negative team time to speak against the motion.

### ACTIVITY III

GIVE POINTS AGAINST THE MOTION THAT: smoking should be banned in Nigeria in the space below.

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- Give room for each team to give a rebuttal that will attempt to refute the points given by each team of speakers.
- Ask the judges to determine the winner of the argument.

Use the example below to organize a debate for primary six pupils.

EXAMPLE: Science has Done More Harm than Good

Opinions are divided as to the place of science in our modern society. Some people feel that science has done more harm than good, while others are of the opinion that science has remained one of the greatest things to happen to the human race. In this speech I am going to prove to you that science has been very useful to us.

We all know the recent developments in the medical field, undoubtedly, one of the off-shoots of the basic sciences. We can imagine how many lives would have been lost if there were no drugs to treat the patients in our hospitals.

In the fields of agriculture and general production we notice that a simple piece of equipment would do, in the twinkling of an eye, the work that would defy the raw energy of a hundred men. The implication is that science has helped the development of our economy.

Also, science has made international communication very easy. Any of us can have an immediate contact with someone in far away France or the distant Denmark by just pressing the right buttons on a telephone or the cell phone. Instant messages and pictures of actions can be relayed to different parts of the world at the same time from a definite spot using the complex satellite system. All these would not have been possible without the advancement in science.

Perhaps those who hold contrary views about science think in terms of the lethal nature of weapons produced by science and the increasing nature of industrial accidents caused by implements which are by-products of science. What all this means, the protagonists would argue, is that human beings have decided to turn the services of science against themselves. The accidents suggest that man is not patient.

That we misuse the benefits of science does not invalidate the belief in its usefulness. Life would have been too dull, unprofitable and wasteful without the communication equipment, the machines and the drugs.

Based on all these, I strongly believe that science has been more useful than harmful to mankind.

#### **ACTIVITY IV**

Answer the following questions:

1. Mention four things as contained in the second paragraph of the passage you have just read which make argumentative speech type different from other speech types.
2. With what should each section of the argumentative speech type be linked?
3. How should an argument be concluded?

CHECK YOUR ANSWERS AT THE END OF THIS BOOK

#### **SUMMARY**

We have discussed one of the ways to carry out extensive speech making activities in this unit. This is through debating activities. You have been taught how to organize debating activities. You should apply all the suggestions in the unit in your classes.

#### **ASSIGNMENT**

Outline the way you will carry out a debate on the topic: It is better to marry than to be single in Nigeria.

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## **UNIT 8: INCREASING YOUR ORAL ENGLISH COMPETENCE**

### **INTRODUCTION**

Many students and teachers are weak in the theoretical and practical aspects of the Oral English. They do not like learning or teaching it and serve as good models, while speaking the language. Unless there is a change in our attitude to oral English, extremely poor performance will continue to be recorded in the subject. This unit is set to motivate you to want to learn the oral English on your own.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- bridge your own oral English deficiency gaps.
- prepare your students to improve their own oral English proficiency.

### **TERMINOLOGY**

Oral English: the study of sound system of English comprising segmentals (vowels and consonants) and supra-segmentals (stress, intonation, rhythm and rhyming). Syllabus content: the items provided in the document that guide the teachers on what to teach the students.

### **HOW TO STUDY THE UNIT**

- read through the unit carefully;
- jot down important points in your notebooks
- perform all the relevant activities.

#### ***Why you must increase your oral English proficiency***

Oral English is an integral part of English Language content in our schools, because pronunciation plays a great role in language learning. Some linguists are of the view that, for one to be proficient in language, one has to have 75% competence in pronunciation. Poor pronunciation can affect meaning of words, for instance, “cot” and “caught”, “fan” and “pan” can never have the same pronunciation neither same meaning. Of course, it is rare to have second language learner who obtained native-speaker proficiency, however, second language learners should be provided with a model that can have international intelligibility. This is because English Language today is the key to the outside world, thus training on pronunciation must begin from an early stage.

As discussed in the previous units of this module, proficiency in oral English entails competence in the following areas:

- a. vowels –pure vowels and diphthongs;
- b. consonants (including clusters)
- c. rhymes

- d. word stress/syllable structure
- e. emphatic stress/intonation patterns
- f. phonetic symbols
- g. intonation

Which of these aspects do you find 1= not difficult, 2= moderately difficult and 3=very difficult?  
Indicate by rating these in Activity I.

### ACTIVITY I

Items	1	2	3
• vowels –pure vowels and diphthongs	•	•	•
• consonants (including clusters)	•	•	•
• Rhymes	•	•	•
• Word stress	•	•	•
• Syllable structure	•	•	•
• Emphatic stress	•	•	•
• Intonation patterns	•	•	•
• Phonetic symbols	•	•	•

If you are good in oral English, you should be able to produce the following vowel sounds that are basic to oral English. Test your oral knowledge by pronouncing these vowel sounds.

<i>Vowels</i>	<i>Examples:</i>
1. /i:/	sea, sheep, peak, deceive, receive, tree, free.
2. /ɪ/	pit, sit, merit, pocket, colony, coffee.
3. /e/	bed, head, many, dress, said, tense.
4. /æ/	acid, act, bag, sack, back, badge, pack, hat.
5. /ɑ:/	answer, pass, march, plait, barge, park, heart.
6. /ɒ/	odd, office, cot, pot, melody, hostel.
7. /ɔ:/	cort, court, caught, wont, record.
8. /ʊ/	put, cook, would, full, took, wood, pull.
9. /u:/	food, moon, spoon, soup, woo, blue, pool .

10. /ʌ/      under, umbrella, cup, cut, son, come.
11. /ɜ:/     word, world, mercy, verse, first, colonel.
12. /ɒ/      above, across, admit, better, teacher, colour.
13. /eɪ/     aid, age, name, nail, bake, cake, parade.
14. /əʊ/     over, ovary, goat, pole, coke, slow, follow.
15. /aɪ/     isolate, item, time, five, style, guide.
16. /ɔɪ/     oil, boy, soil, voice, noise, toil.
17. /aʊ/     out, sound, mouth, town, now, house.
18. /ɪə/     ear, pear, here, dear, deer, steer.
19. /eə/     share, bare, stare, chair, scarce, hair.
20. /ʊə/     poor, pour, tour, sure,

Try to produce the sounds and see how accurate you are. As a teacher of oral English, you should be able to produce the sounds with at least 80% accuracy in such a way that the native speaker of English will be able to understand your speech without any trace of communication breakdown or unintelligibility. You should also be able to train your pupils to recognise and produce these sounds as accurately as possible.

### ACTIVITY II

Which of these vowel sounds do you find difficult to produce? Indicate these in the space below.

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What do you hope to do about these areas of deficiency?

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The following suggestions are given to you in overcoming your deficiencies in pronouncing the English vowels:



- Listen to the CDs related to these vowel sounds; some of them are available in this workshop. You can, however, buy your own for constant training in the recognition and production of the sounds.
- Read the sections of reputable English pronouncing books available either in your library or bought by you. More specifically, read and practice units 1 – 4 of this module very well.
- Listen to recordings of these sounds on tape recorders.

The vowel sounds are not the only areas of oral English you can be deficient in. You can also be deficient in English consonant sounds. Test your knowledge of consonant sounds by reading the sounds in the chart below.

1.	/p/	<u>p</u> aint, <u>p</u> eel, <u>s</u> uppose, <u>h</u> appy, <u>s</u> oap, <u>sh</u> arp
2.	/b/	<u>b</u> ox, <u>b</u> ottle, <u>l</u> abour, <u>t</u> rou <u>b</u> le, <u>r</u> ob
3.	/t/	<u>t</u> rade, <u>t</u> oad, <u>b</u> utt <u>e</u> r, <u>f</u> actory, <u>s</u> alt, <u>m</u> at
4.	/d/	<u>d</u> eep, <u>d</u> ance, <u>p</u> udd <u>i</u> ng, <u>r</u> ead <u>e</u> r, <u>m</u> ad, <u>c</u> ard
5.	/k/	<u>c</u> ope, <u>k</u> ettle, <u>a</u> n <u>ch</u> or, <u>a</u> cc <u>o</u> unt, <u>sh</u> ar <u>k</u>
6.	/g/	<u>g</u> oal, <u>g</u> ate, <u>d</u> egree, <u>a</u> gree, <u>t</u> ag, <u>b</u> ag
7.	/f/	<u>f</u> ly, <u>f</u> ew, <u>l</u> augh <u>t</u> er, <u>a</u> fraid, <u>ph</u> ot <u>o</u> graph
8.	/tʃ/	<u>ch</u> urch, <u>ar</u> ch, <u>ch</u> oose, <u>ch</u> ain
9.	/dʒ/	<u>j</u> ug, <u>j</u> uice, <u>g</u> in, <u>j</u> ust, <u>b</u> ad <u>g</u> e
10.	/v/	<u>v</u> ain, <u>v</u> ictim, <u>d</u> iv <u>i</u> de, <u>a</u> void, <u>v</u> alue
11.	/θ/	<u>th</u> ick, <u>th</u> in, <u>th</u> ird, <u>th</u> eme, <u>au</u> thor, <u>m</u> ou <u>th</u>
12.	/ð/	<u>th</u> ese, <u>th</u> en, <u>th</u> eir, <u>f</u> ath <u>e</u> r, <u>m</u> oth <u>e</u> r
13.	/s/	<u>s</u> afe, <u>ps</u> ychology, <u>a</u> s <u>i</u> de, <u>d</u> ev <u>i</u> ce, <u>l</u> ic <u>e</u>
14.	/z/	<u>z</u> ip, <u>z</u> one, <u>c</u> ea <u>s</u> e, <u>s</u> ei <u>z</u> e, <u>b</u> ree <u>z</u> e
15.	/ʃ/	<u>sh</u> ape, <u>sh</u> op, <u>ass</u> ure, <u>ca</u> sh, <u>ra</u> sh
16.	/ʒ/	<u>g</u> ene, <u>m</u> ea <u>s</u> ure, <u>pl</u> ea <u>s</u> ure, <u>te</u> lev <u>i</u> si <u>o</u> n
17.	/h/	<u>h</u> ole, <u>wh</u> o, <u>wh</u> ose, <u>be</u> h <u>o</u> ld, <u>be</u> h <u>i</u> nd
18.	/m/	<u>m</u> ilk, <u>m</u> ineral, <u>norm</u> al, <u>fam</u> ine, <u>harm</u>
19.	/n/	<u>k</u> now, <u>gn</u> at, <u>ne</u> t, <u>en</u> ough, <u>honest</u> , <u>lean</u>

20.        /ŋ/        anger, anxious, morning, ring, young
21.        /l/        look, load, allow, millet, marle
22.        /r/        rain, wrote, arrow, mirror, furrow
23.        /j/        youth, yellow, pupil, tune, music
24.        /w/        warm, west, away, onward, award

### ACTIVITY III

Which of these consonant sounds do you find difficult to pronounce? Write them in the space below.

-----  
 -----  
 -----

What can you do to improve on your pronunciation of the sounds?

-----  
 -----  
 -----

The suggestions given under the vowel sounds are relevant to personal training in the recognition and production of the consonant sounds. There are some dictionaries that are very useful for your personal training. Such dictionaries are the Encarta which will pronounce the words for you on your computer, if any, and BBC English Dictionary: A Dictionary for the world and Oxford Advanced Learner's Dictionary. You should make these dictionaries your companion. Listening to native English programmes on the BCC radio and television can help you develop the correct use of the consonant and vowel sounds.

Other sound systems of English that are problematic to Nigerians like you have been fully discussed Unit 7. Go to the unit and re-read the relevant sections very carefully.

#### ***Attitude towards Correct Pronunciation***

Some Nigerian speakers of English are reluctant to practise correct pronunciation because they feel that they are too old to learn how to speak like an English man, or that their peers and others will laugh at them when they adopt the habit of pronouncing words precisely as English people do. Teachers should know that poor pronunciation is a disservice to their pupils. Pupils tend to copy the way their teachers speak, thus learning poor models that lead to poor performance in Oral English. Teachers also need to know that just as accurate tones are important in their languages so are vowels, consonants, stress and intonation in English. Without fairly accurate

speech forms, they assist their pupils to fail and pass wrong models to people they are in contact with.

Teachers of English must first of all overcome their phonological problems before they can assist their students to overcome their own and produce good results in spoken English of their learners. Self-education in oral English is the answer. This can be done through:

- Studying of good pronouncing English textbooks
- Studying dictionaries such as BBC English Dictionaries
- Listening to good models through radio and television broadcasts
- Listening to relevant CDs and audio cassettes.

## **SUMMARY**

The primary aim of the unit is show that English teachers cannot train their pupils properly, if they themselves are deficient in the oral English. Teachers must build themselves in this aspect of English through constant self -education. You never stop learning English: it is a long life activity.

## **ASSIGNMENT**

State five measures you would like to take to increase your oral English proficiency within six months. Draw an action plan that will implement these measures.

## **REFERENCES**

Eyisi, J (2007). *Phonetics of English: A Hands-on Guide to Correct Pronunciation*. Awka: SCOA Heritage Systems.

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Further Reading

Odell, Lee et al. (2001). *Elements of Language*. Austin: Holt, Rinehart and Winston

## **UNIT 9: CONSOLIDATION**

### **INTRODUCTION**

We have traced the skill of speaking right from the stage of making or articulating individual or segmental sounds to the level of making coherent speech. In bringing the discussion to a worthwhile conclusion, we have to revise very briefly each of the major aspects treated in all the nine units of the module. This should help you focus on the salient points of the speech work needed to be known by both the teacher and pupils. This is what this consolidation unit sets out to do.

### **OBJECTIVES**

By the end of this unit, you should have:

- Revised all the ten units treated in this module.
- Focused on the major points of the units.
- Learnt to speak English better with the correct pronunciation of the English sounds.

### **HOW TO STUDY THE UNIT**

- Remember this is the last unit of the module. It means you should revise each unit as you work through the unit.
- As you revise the units, put down the major points on a piece of paper.
- Carry out the activities in the unit.

### **WORD STUDY**

Study all the unfamiliar words specified earlier on in each of the units.

### **UNIT BY UNIT REVIEW**

You will recall in Unit 1 that effort was concentrated on the mechanics of sound production, especially the vowel sounds. In the unit, you have been exposed to the general mechanics of sound production, production of pure vowel sounds and diphthongs. You are expected to go through the unit and practise these sounds intensively until you can produce them very accurately. You are not to practise them only in isolation. You are to practise the sounds in meaningful contexts such as in sentences, paragraphs and larger texts.

In Unit 2 of this module, you learnt the mechanics of producing consonant sounds of English. Go through the unit to see how consonants are classified, described produced in isolation and in meaningful contexts. The third unit moved sound production to a higher level by paying attention to syllabic and word production in English. You were exposed to monosyllabic, disyllabic, and polysyllabic words in English. The way these words are recognised and produced preoccupied the discussion in this unit. Consonant clusters and the problem associated with them were also discussed in the unit.

Unit 4 is concerned with stress, rhythm and intonation in English. Aspects covered are meaning and nature of stress, word stress, sentence stress, how to achieve speech rhythm in English, as well as the meaning, nature and uses of intonation in English. Unit 5 discussed speech making processes in English. The major oral communication aspects discussed in this unit are the

narrative, descriptive, exposition and argumentative speech types. The unit described how events are discussed in story telling activities, the importance of speakers' impression in descriptive speech types, the role played in organization of argumentative speech type and the use of classification in expository speech type.

### **ACTIVITY I**

State two major points you have learnt in each of the units 1, 2, 3, 4 and 5 of this module. Suggest how you will teach all these to your pupils.

Unit 6 deals with style and principles of speech delivery tasks. You learnt in this unit that each occasion has its specific speech style. The style of conversation is characterised by incompleteness and randomness; the language of religion is far removed from the language of conversation, and the language of the law has to do with imposition of obligation and conferring of rights.

Unit 7 briefly describes problems of Nigerian speakers of English. This unit has been able to expose you to different English sounds that are problematic to Nigerian speakers of English. Some of the problems are as a result of mother-tongue interference. There are some that are resulting from the inherent irregularities in the English sound systems themselves. No matter the source, constant practice activities are suggested as the paramount way to eliminate these problems.

The focus of Unit 8 is the ways to carry out extensive speech making activities. This is illustrated by paying special attention to debating activities. You were taught in a systematic manner how to organize debating activities. You should apply all the suggestions in the unit in your classes. Unit 9 is a description of the ways teachers and pupils can increase their oral English competence. The unit shows that English teachers cannot train their pupils properly, if they themselves are deficient in the oral English. Teachers must build themselves in this aspect of English through constant self-education. You never stop learning English: it is a long life activity.

### **ACTIVITY II**

Read through units 6-10 and bring out ten major aspects you have learnt working through the units. Do not turn to the units as you put down the major points you have learnt in the units.

### **SUMMARY**

The attempt in this unit is to consolidate all that you have learnt in the nine units discussed in this module. These include the mechanics of speech production, stress and intonation, problems of Nigerian speakers of English, speech making and speech delivery mechanisms. You are not only expected to produce the English sounds in isolation, you should be able to speak the language with the appropriate pronunciation in diverse speech making situations.

### **ASSIGNMENT**

State five sounds of English that you find extremely difficult to produce. How will you eliminate the problems associated with the production of the sounds?

## REFERENCES

Eyisi, J (2007). *Phonetics of English: A Hands-on Guide to Correct Pronunciation*. Awka: SCOA Heritage Systems.

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Further Reading

Odell, Lee et al. (2001). *Elements of Language*. Austin: Holt, Rinehart and Winston

## **MODULE 3: READING COMPREHENSION STRATEGIES**

This Module is on reading and comprehension in English Language. It starts with pre-reading activities and phonic analysis, moved to oral and silent reading activities. Other more complex reading tasks involving reading for inferences, critical evaluation, reading for summarization and vocabulary development are also treated in a sequential manner in the Module. The Module ends with consolidation of all that have been learnt in the subsequent units. The importance of reading to the development of effective learning makes the various units in the Module imperative and of great demand. This importance has been independently stressed in the National Commission for Colleges of Education Minimum Standards for Primary Education and the English Studies' component of the Nine-Year Curriculum for Basic Education. Read, study and practise all activities in the Module very diligently.

### **UNIT 1: TEACHING PRE - READING ACTIVITIES AND PHONIC ANALYSIS**

#### **INTRODUCTION**

Pre - reading activities focus on certain preparations the pupil needs to be taken through before actually approaching a written text. The purpose of the activities is to equip the learner with certain skills that are expected to make his reading attempts easier, more purposeful and more meaningful. Teaching pupils to do the activities therefore prepares them for the complex skills entailed in the various reading processes.

The major reading activities in primary school include:

- (a) learning to read;
- (b) reading to learn;
- (c) reading for pleasure and recreation; and
- (d) reading for language enrichment.

In this unit you will learn several ways of taking pupils through the pre - reading activities as part of their preparation for reading.

#### **OBJECTIVES**

By the end of this unit you should be able to:

- 1. state the concept of pre - reading activities;
- 2. organize learning experiences that should prepare pupils ready to read printed texts.

#### **HOW TO STUDY THIS UNIT**

- 1. Study the suggested pre - reading activities and try to apply each of them to classroom situations at the next available opportunity.
- 2. Try to think of other pre - reading activities that you could design to prepare pupils ready for reading the printed text.
- 3. Check your answers with those given at the end of the course book

#### **WORD STUDY**

- Elicit - draw out from
- mechanical - made up of pieces of parts

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## DEFINITION OF CONCEPTS

There is need to define certain concepts before we actually settle down to planning and executing pre - reading activities, including phonic analysis. The concepts will help clarify certain doubts or confusion which may hinder a clear understanding of what you should be doing with those pre - reading activities. It is particularly necessary for distinguishing, for example, between reading readiness activities and our current conception of pre - reading activities.

(i) **Reading**

Geoffrey Roberts (1969) has defined reading as 'a matter not so much of knowing what a sequence is, but rather of seeing the significance of what sequence, when applied to letters and words, in terms of spoken language' (p 30). He goes further to say that reading is not merely a mechanical response to symbols, it is a process whereby symbols are interpreted and placed within the wider structure of language' (p 63).

The words 'language', 'symbols' and 'interpret' are significant to our conception of reading in this discussion. When oral language is reduced to written form, it becomes coded in mute symbols which must be interpreted (by reader) to elicit the message.

(ii) ***Reading Readiness***

This is a complex skill that the child must learn before he is ready to learn to read (Johnson, J 973 p. 34). The child who is ready to read must be able to see and hear well, must be able to use the language in which he is to learn to read with considerable fluency in oral performance. He should show characteristics of normal intellectual development.

(iii) ***Initial Reading***

This entails the pupil's ability to recognize words in print, to match language sounds with symbols, to recognize letters and to recognize what the symbols mean in the language he already speaks.

(iv) ***Pre - reading Activities***

These are activities which precede the actual reading of a text. They are meant to prepare the learner to develop appropriate orientations and skills towards the text so that the text can communicate something to him, just as oral language does communicate. Such activities are, therefore, preparatory to reading and come with the approach to any text at any level.

(v) ***Reading for Meaning***

This involves communicative interaction between the reader and the text. The reader perceives the symbols as language and responds to them as he would in face - to - face interaction, allowing the writer to talk to him via the symbols. This extends the frontiers of reading beyond learning to read to reading to learn.



## SETTING PERSPECTIVES

We have taken you through these definitions of concepts in order for you to have a clear perception of what pre-reading activities entail and to differentiate them from reading readiness activities. In this perspective, initial reading should be considered as part of pre-reading activities because it forms the very beginning of reading for meaning.

The second point of our perspective is the business of reading in English (as a second or foreign language in Nigeria). At the point of coming into reading in the classroom, the primary school pupil does not yet have the same language facility in English as he has in his mother tongue or first language. It is necessary for reading instruction and preparation to keep the pace of the learner's ability in English which would be below that of his first language. His language experience with English is limited.

### ACTIVITY I

Explain in one sentence or phrase and as precisely as possible each of the following concepts:

- (a) Initial reading
- (b) Reading readiness
- (c) Pre - reading activity
- (d) Learning to read

## INITIAL INSTRUCTION IN READING AS PRE - READING ACTIVITY

As a pre - reading activity, initial reading instruction is an important stage in the whole business of teaching the reading process. Johnson (1973:64) sounds a note of warning here, which you ought to examine very carefully:

The initial approach to the teaching of reading is of extreme importance. The child's introduction to the activity the teacher calls 'reading' will establish a fundamental attitude towards all subsequent activities involved in learning to read.... if 'reading' involves deciphering meaningless symbols into meaningless sounds then the child may become predisposed to regard reading as a meaningless activity. If learning is dissociated from speaking, listening and writing the child may never realise the primacy of the spoken word.

Johnson's point of emphasis here is that the child must be made to see the immediate relationship between the language he already uses orally and the whole business of representing it in those graphic symbols he is being introduced to. You must make the child realize at once that the symbols do communicate something. One major way of doing this is to use the language - experience approach.

### *The Language - Experience Approach*

This approach suggests that whatever material or method is used is taken from the child's immediate language environment and experience. You can adopt and adapt a number of the following known methods or a combination of them.

#### (a) *Phonic analysis*

Phonic analysis has to do with the child's perception of the relationship between the sounds of his language and the symbols (letters) used to represent them. It is an important part of word recognition. Individual letters do not make much meaning, but since they occur regularly as

sounds in words the child would easily recognise their consistency in words. Part of initial word recognition is that the child recognizes the sound of a particular letter symbol wherever it is found, as in the following words:

ball	bag	book	bend	beat	bad
blue	bridge	bicycle	boat	banana	

In this way children can match all the phonemes of their language with the letter symbols that represent them. Care should be taken not to reduce this process to mere analysis of words into letter symbols. The purpose is to let the learner recognize the relationship between the sound and the letter symbol. As soon as this is established his attention should shift back from the letter to the whole word.

**(b) Word Recognition**

Key words in the immediate speaking vocabulary of the children could be written out on word cards to practise word recognition skills. You could give this practice in the form of games or competition. Some of the faster children could be made to write out the word cards.

Another word recognition activity could take the form of pupils engaging in rearranging words in alphabetical order. This further reinforces their skills in sound/letter association.

**(c) The Story Method**

Teacher (or someone) reads out a story to pupils while they listen. Certain key words are taken from the story and written on the board with some of their letters left out. In answer to simple questions based on the story, the children supply the words and they or the teacher fills in the words on the board.

Example

- Q. Who shot the elephant?  
A. The h\_\_\_\_\_
- Q. What did he use?  
A. b\_\_\_\_\_ and \_\_\_\_\_ ar
- Q. What happened to the elephant?  
A. It f\_\_\_\_\_ and \_\_\_\_\_ d

When children are fully ready to transfer to print the story method can also be used to prepare them ready for reading. By listening to the story and then going on to read it in print immediately, pupils discover the relationship between the oral language and the printed text. The content of print becomes immediately meaningful as the sounds of the words they see echo in their minds.

**ACTIVITY II**

1. State in one sentence the main point Johnson is trying to make in the text quoted earlier in this section.
2. Describe in one or two sentences the main advantage of the language - experience approach to initial reading.
3. Why would you regard the initial reading methods here as pre - reading activities?

## VOCABULARY DEVELOPMENT

Before children get exposed to a reading text, it is necessary for the teacher to make a survey of the vocabulary of the text and to find ways of introducing the words to them before they read the passage. Prior familiarity with the key words of the text will facilitate the pupils smooth transition to global meaning of the content being communicated. This is particularly important in preparing children for reading to learn.

Care should be taken not to turn this activity into a word - and - meaning affair. The intention or design is to make the words part of the pupils' vocabulary ever before they encounter them at all in the selected text. You could introduce them in informal contexts, casual questions and discussion. The words are then written out on the board or on cards to make them register in the visual perception of the pupils.

The following text provides a practical example. The key words are underlined.

When a helicopter takes off, it can go straight up in the air. When it lands, it can come straight down. An airplane cannot do this. It therefore needs a much larger place for taking off and landing than a helicopter does. A helicopter can also stay still in the air. It can hover like a bird. But an airplane cannot hover. Helicopters therefore are sometimes more useful than airplanes. With the help of a long rope, for example, a helicopter can lift people from the top of a tall building when there is a fire.

(From: Ronald Ridout et al (1981) Primary English Book 5 Evans Brothers Ltd.).

The words and idioms are selected and brought up by the teacher for discussion and recognition in class. Children write out the words. They draw pictures of some objects, e.g. *helicopter*, *airplane*, and *building*. They act some words e.g. *hover*, *take off*, *land*, *lift*, *stay still*. Previously prepared pictures can be introduced.

By the time the pupils come to the text, the words have become part of their reading vocabulary and they will have little difficulty in understanding the message the text conveys.

### PRIOR DISCUSSION OF TOPIC TO BE READ

A useful pre - reading activity is to provoke a lively discussion of the topic on which the text to be read is based. The child has a speaking and listen vocabulary far larger than the reading vocabulary particularly in his first language. His English vocabulary in the ESL context is rather limited, but he still comprehends more in the oral language than what he is capable of doing in the written language. Prior discussion of the topic to be read prepares the child's mind ready with a mental picture of what the writer may have said about the topic or subject.

As a teacher, you are expected to have studied the text to be read prior to the discussion. Through carefully constructed questions you should provoke the discussion and tilt it towards the direction the writer has assumed. Such questions must be challenging, they should be capable of provoking discussion and exciting positive responses from the pupils. They must stimulate their thoughts and generate ideas in them.

When the text is finally introduced, the pupils may even have developed some critical attitude towards the content of the passage. Their familiarity with the content of the text provides some positive transfer of background experience to understanding its meaning.

## **PREDICTING WHAT THE TEXT WILL SAY**

Predicting what the text will say is a practical positive pre - reading exercise. It requires a lot of skill of thought in language and language experience to be able to anticipate the writer successfully. For children it could start with a guessing game or a game of hide and – seek to guess what will be said next.

### ***Ending a Story***

Teacher reads a considerable part of the story to the class up to a point of suspense. The pupils try to tell the story to a probable or possible conclusion. They then read the story later to see how far their guess coincides with the writer's ending. The guess need not be accurate. The essence is to facilitate reading with understanding. It takes some time to develop such skills of intelligent guess using language. It stretches pupils' power of imagination and he has to bring such imagination to effective reading and reasoning.

### **Example**

One day a lion lay down beneath a tree and went to sleep. While he was asleep, a mouse came across him. He was very big and looked like a part of the ground. So the mouse ran over the lion's body. She did not know what she was doing.

The lion felt the feet of the mouse touch him. He woke up. He was very angry. He put out his paw and caught the mouse. "You have woken me up," he said. 'Now I'm going to kill you.' "Don't kill me," the mouse cried. "Please let me go. Then one day I will help you."

STOP (From: Primary English Book 5. Evans Ltd.).

Teacher asks pupils to tell the story to the end. Their guesses must be related to the incident between the lion and the mouse but the endings need not be the same.

## **GUESSING TEXT CONTENT FROM TOPIC**

It is part of language ability for one to be able to guess what could be said about a subject from topic given. Some of the words of the topic could give out the content of the text or what the writer is likely to say. For example, the three word topic 'My best friend' already provides some indications of what the writer will say: it is about someone. He or she is a friend. Among a number of friends he is the best. What does he do or has done to become my best friend? etc.

Newspaper headlines offer a rich source for this type of pre - reading activity. You could assemble several such headlines and make pupils do intelligent guessing of the reports/stories:

- Pregnant woman gave birth to monster
- Fire at Kano market
- LGA boss removed
- School children visit Santa Claus

You should realize the necessity to keep the game at a level of excitement required by children. Some measure of reward is necessary for intelligent guessing, otherwise they may lose interest and attention. Reading out the entire content could be delayed, or done by the teacher or someone else to the class, after the guess. As a pre - reading activity the purpose is to train the pupils to anticipate what could be there - which makes the individual reading that comes later much faster and comprehension much easier and more pleasurable.

### ACTIVITY III

1. State in one sentence or phrase the purpose of vocabulary development as a pre - reading activity.
2. State in one sentence the role of previous experience with a subject as a pre reading activity.
3. Two ways of anticipating what a writer would say are:
  - (a) \_\_\_\_\_
  - (b) \_\_\_\_\_
4. Anticipating what a writer is likely to say in the text helps the reader to -----  
-----

### SUMMARY

In this unit you have learnt:

- what pre - reading activities are;
- ways of organizing pre - reading activities for primary school children in order to prepare them to read printed texts;
- that the strategies suggested here are only examples. You could create new techniques or methods yourself, as a resourceful teacher;
- how to carry out some activities designed to help you check the items/ideas you have learnt.

### ASSIGNMENT

Select a text from pupils' books on Social Studies or Primary Science. Write out the key words you would want them to learn in the text before they actually read it. Describe briefly one method you would adopt to introduce the words to the pupils and make them part of their vocabulary.

TAKE YOUR ANSWER TO YOUR COURSE TUTOR AT THE STUDY CENTRE FOR DISCUSSION AND ASSESSMENT

### REFERENCES

- Johnson, Terry D. (1973). **Reading, Teaching and Learning**. London: English Language Book Society and Macmillan Education.
- Roberts, Geoffrey R. (1969). **Reading in Primary Schools**. London: Routledge & Kegan Paul Ltd.
- Ridout, Roland (1981). **Primary English** Book 5. Ibadan: Evans Brothers Ltd. and Federal Government Book Aid Programme.

## UNIT 2: TEACHING LOUD AND SILENT READING

### INTRODUCTION

There are four ways of showing our knowledge or skills in a language. These ways are speaking, listening, reading and writing. Let us touch on at least two. To speak a language means that you can listen and understand the language. Your knowledge of a language may not go beyond these two skills. But for a language that is formally taught and learnt at school, one requires to acquire the four basic skills of:

Listening;  
Speaking;  
Reading;  
Writing.

In this unit, we are going to pay some attention to the basic facts about how to teach reading. This includes how to teach reading aloud and silent reading.

### OBJECTIVES

By the end of this unit you should be able to:

1. identify the uses of oral reading;
2. identify the sub-skills of oral reading;
3. use the basic methods of teaching oral reading;
4. train the sub-skills of silent reading; and
5. teach silent reading.

### HOW TO STUDY THIS UNIT

1. This is a discussion that relates a great deal to some of the things you must have been doing all along wrongly, or rightly, as a classroom teacher, hence do not take the unit for granted.
2. Read the unit very carefully.
3. Carry out all the activities and assignments very carefully.
4. While reading, recall your own classroom experience in order to see where you must have been having problems and find solutions to them.

### WORD STUDY

Here are some unfamiliar words for you to study.

- teacher- dependent - relying on the teacher  
- pantomime - the act of using action to show meaning usually for amusement.
- 
- 
- 
-

## SILENT READING

In real life, we read silently more than we read aloud. In terms of needs, we use the skill of silent reading more than that of oral reading or reading aloud. When we buy a newspaper to read, or go to the library to read, or pick some drugs at the medicine shop, we do not read the materials we come across in these situations aloud. It is true that a teacher can read a story to a class, a public speaker can read his lecture to an audience, and a priest can read his sermon to his congregation. In all these situations, it is just one person doing the oral reading while the audience, ranging from ten to thousands listens. This clarification is necessary to show you that in real life, we use silent reading more than oral reading. Hence, the emphasis and real training should be towards comprehension of reading materials, which can only be adequately achieved through silent reading. Even in all the circumstances listed above, in which a speaker reads aloud, he must have read the text silently first to understand the full meaning of the passage before delivering it to his audience, who now have to rely on his oral reading ability. With this clarification made, we can now discuss how to approach the teaching of oral reading and silent reading.

### 1. LOUD READING

First of all, what uses do we make of oral reading at school? Some of these are to:

1. share information
2. emphasize discussion
3. prove a point
4. join in choral reading
5. narrate pantomime or dances
6. participate in a reader's theatre experiences
7. learn how to read fluently.

These are what one can call end -uses. But before reaching this stage, the teacher must be very careful and conscious of what he intends to achieve at every stage of teaching oral reading. This is because an unplanned oral reading lesson is not likely to achieve anything. This is why the first question you should ask yourself at every stage is "What aspect of oral reading skill do I want to teach"? What skill do I want the pupils to acquire within the period"? "Period" here ranges from one lesson to a whole year, or if possible, the whole of the school period.

(a) *The Sub skills of oral reading* from which the general and specific objectives can be worked out are:

1. ability to recognise and combine letters and read words;
2. ability to read phrases;
3. ability to read sentences;
4. ability to use stress at word level;
5. ability to use phrasing (stress at group level);
6. ability to use intonation in reading.
7. ability to combine all the features above appropriately in order to give the correct meaning and mood of the material,

You should know that the success of an oral reading lesson begins with your ability, as the teacher, to know what you want to achieve at the end of the lesson. This knowledge will guide you in the selection of your material and the suitable methods to use; then your evaluation at the end will have a sharp focus.

**(b) *The Model***

In teaching oral reading, you have to answer the question of finding an appropriate model. There is no doubt that at the primary school level, you, as the teacher, are expected to serve as a true model for the pupils to imitate. This is the more reason why you have to ensure that your own performance level is high. Where the school has the facility of a tape - recorder, then you can think of inviting and recording the production of people you know who are better than yourself, to serve as good models for the children.

**(c) *Listening Skills***

Although listening is one of the four primary skills of language, it should be noted here that a successful oral reading has its foundation in a sharp listening ability on the part of pupils. This is why it is necessary to train pupils right from the start to be effective listeners, who can discriminate when listening to the production of different sounds.

We can now go stage by stage to discuss the various approaches suitable for different levels. You should realise straight away that it is not possible to use the same method straight from nursery or primary one to primary six.

**(d) *The Pre - Reading Stage***

Language psychologists agree on the fact that a child learns to read very fast, if he has acquired the ability to understand and speak the language first. This means that the child should first of all be taught to speak and understand the language first, before learning to read. There are four basic things you should do as a language teacher at this stage:

1. Ensure that the child acquires a basic vocabulary.
2. Help the child to increase the basic vocabulary.
3. Encourage the child to form proper sentences.
4. Ensure that the child can use the language for variety of purposes. This means that apart from making statements of fact such as:

"I am Olu", "My name is Ijeoma", " This is a table", the child should be able to greet, converse a bit and ask questions in that language.

With such a background, a child is most likely to perform well in the task of learning to read. We can now examine some methods of teaching oral reading:

**(e) *The Phonic Method***

With the use of the phonic method, you make the child read a new word by saying aloud the sound associated with each letter and then putting the sounds together, in the correct order.

For instance, if you want the child to read " pot" for the first time he would say [p o t ] pot". This means that you have to teach the child the correct sound of each letter of the alphabet and not, its name. A careful attention by the teacher at this stage should be able to reduce the problems the child is likely to encounter later with the orthography of the language, especially a language like English. One danger you should guard against as the teacher, using this method, is that the child can become so involved in sounding out individual letters that he forgets the rest of the sentence. Meaning is thus lost to the child. The ability to pronounce a word is not a guarantee that the meaning is known.



**(f) The look-and-say, whole-word method**

The look-and-say method involves the child recognizing the whole word as a unit and not to build it up by pronouncing individual letters. The child learns by remembering the overall shape of a word. Take for example "pot" which he would remember as pot.

He can even look for spelling clues, perhaps the double "o" in "book" or the "y" at the end of "lorry". The only problem with this method is that the child hardly works out the pronunciation of a new word for himself, unless the teacher is around to help him.

**(g) The look-and-say sentence method**

This method is an extension of the "look-and-say word method". Here, the child learns to recognise the overall shape of what he is reading, but in this case, he learns the whole sentence, not just an individual word. For instance the child learns, with the aid of a picture matched with a sentence strip: "This is a pot" by remembering the shape and length of the sentence and any specially prominent letters.

Again one problem this method has is that it is also teacher- dependent. So, learners must not be left on their own to fumble with initial steps taken.

**ACTIVITY I**

Answer the following questions, without looking back at the unit:

1. What can you as a language teacher use the pupil's oral reading for?
2. Mention the sub-skills of oral reading.
3. What do we mean by the model in oral reading?
4. What are the pre - reading functions of the teacher?
5. Using one sentence differentiate between "the phonic method" and "the look and - say, whole - word method".

**2. SILENT READING**

Oral reading, otherwise, called loud reading is to silent reading an exact opposite .While oral reading encourages reading aloud, silent reading is **STRONGLY OPPOSED** to reading aloud at all or "softly" reading aloud, sub-vocalizing, or whispering. Oral reading should be seen and used as a ' springboard to silent reading. Once pupils are able to read aloud and they show some understanding of what they read, they should move on straight to silent reading.

**(a) Objectives**

Again, as mentioned above, under oral reading, you need to be aware as a teacher of reading what exactly you intend to achieve during the period. By this, we mean you should know exactly what sub-skills of reading you want the children to acquire. Such sub-skills include reading:

- for details;
- for main points; to summarize;
- to follow directions;
- to deduce implied meaning;
- to evaluate or criticize;
- to form sensory impressions.

There are more sub-skills of reading than these, but we have listed those that are relevant to the pupils' needs at this stage.

**(b) Text Selection**

A teacher using a class text does not have to face the problem of selecting a text, as someone must have done that for him. You need to be sure of what you want to achieve and then what text or type of passage suits your objective. Even with a previously selected text, you still have to ensure that specific silent reading skills must be acquired by the pupils during the period. Most school readers are designed in a graded way, that is, the sequencing of the passages rises from the very simple to the averagely simple and then to complex levels. As a teacher using any of these graded texts, or readers, you should be very sure at any given time of what you intend to achieve and whether the text you are using, or the specific passage for a given lesson is suitable or not.

**(c) Bad Reading Habits**

You should be aware right now that many people are bad readers, that is, slow readers, or people who read with little or no understanding because they have acquired bad reading habits. Prominent among these poor reading habits are VOCALIZATION and REGRESSION.

Vocalization is the habit of saying the word being read aloud to oneself, saying it aloud very faintly to oneself. This is close to oral reading and it slows down the reading speed of the reader. It also reduces the rate of comprehension or understanding on the part of the pupils.

Regression means going back to reread a phrase, or an expression already read. This is an involuntary action of the reader, often caused by lack of full concentration on the passage being read. It wastes time.

Efficiency, speed, and comprehension in silent reading all depend, to a great extent, on the development of a good set of physical habits. Eye -focus and smooth left -to-right eye movements (not head movements) are basic, perceptual and motor skills that must be well developed.

**(d) Specific Reading Lessons**

For specific reading lessons, it is not just for you to set pupils at work in reading. There are steps and roles for you to play as the teacher, to ensure the acquisition of the right skills by your pupils. Among these are: providing background experiences and teaching vocabulary meanings.

You can provide background experiences through:

- explanations
- field-trips
- pictures
- interviews of relevant people by pupils
- guest - speakers invited to talk to pupils

## Sustained Silent Reading

- Collect interesting books, magazines and stories written by pupils that are at an appropriate level for your pupils. Involve pupils and the community in collecting suitable texts or use books you have made in class.
- Set aside 15–20 minutes every day or three times a week for sustained silent reading. Ask pupils to choose a text to read silently. Read yourself as they read.
- At the end, ask them to put a bookmark in it so they can easily find their place next time.
- Ask pupils to keep a reading record on the back page of their exercise book or a reading diary.
- Every week, ask pupils, in small groups, to tell each other about what they have been reading.
- Move round the groups to listen to what pupils are saying. Check their reading records.
- Reflect on these activities by providing answers to the following questions:

Do pupils enjoy the activities and are they making progress with their reading?

How can you help more?

(TESSA)

In teaching vocabulary meanings, you have the option of preparing the pupils in advance for the unfamiliar words they are going to come across, or allowing them to come across the words first. Whatever choice you make, ensure that the contextual meaning is what you teach. You should also teach your pupils at a later stage how to figure out meanings of unfamiliar words by themselves by consulting a dictionary.

In conclusion, you need to note that the Reading or Comprehension lesson, as it is sometimes called is not a lesson in testing pupil's reading ability. Rather, it is a period when you should develop the right reading skills in pupils.

### ACTIVITY II

1. If you were given the assignment to select reading tests for a primary three class, list out those points that you would consider.
2. Differentiate between vocalization and regression.

### SUMMARY

In this unit you have studied:

- the uses of oral reading;
- the sub-skills of oral reading;
- the importance of listening skill to oral reading;
- the role of the teacher at the pre-reading stage;
- the three basic methods of teaching oral reading;
- the skills of silent reading;
- consideration for the selection of reading texts;
- what bad reading habits are;
- what to do during specific reading lessons.

## ASSIGNMENT

For your assignment, you are going to undertake a mini- project. Whatever class reader you are using in your school should be used for the project. The English language Textbook should definitely have books I to VI. Take books I, IV and VI for a comparative study. Examine the first lesson in books I IV and VI that is compare the reading passage in the three and answer the following questions:

1. Are the three passages full passages?
2. Count the number of words in each passage.
3. Count the number of words that are likely to be regarded as difficult words by each class for which each book is designed.
4. Go back to the sub skills listed under objectives of silent reading: then identify which of these tasks you can use each of the three passages to teach.
5. What you have done in 1- 4 above. you can also do with the last lesson in each of the textbooks

TAKE YOUR ASSIGNMENT TO YOUR COURSE TUTOR FOR ASSESSMENT

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## **UNIT 3: READING FOR MAIN IDEAS AND DETAILS**

### **INTRODUCTION**

We read for a variety of purposes. For example, think of the way in which we read a newspaper. Most times, we go through the newspaper to get a general idea of what is happening around us. We often look at the headlines which may read "PRESIDENT VISITS AKWA-IBOM STATE" or "LADY EAGLES WEEP FOR DROPPED COACH." These headlines provide important information which makes us decide to read the story further or drop it. They often provide the main idea of the report. If we are sufficiently captivated by the headline, we then continue reading the rest of the story. The latter develops the story further by giving details. Such information may be (in the case of "PRESIDENT VISITS AKWA IBOM STATE", the dates of the visit, the towns he will go to, the projects he will commission, the importance of the visit and so on.

This illustration introduces us to the idea of reading for main idea and details.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- (1) identify the main idea of a reading passage or text;
- (2) identify and list the details of the reading passage or text;
- (3) find the topic sentence in a paragraph;
- (4) list various ways in which a topic sentence is developed;
- (5) devise suitable activities to help primary school pupils read for main ideas and details.

### **HOW TO STUDY THIS UNIT**

1. First read through this whole unit once quickly.
2. Then read through each section. Check the meanings of difficult words in your dictionary.
3. Do the activities at the end of each section.
4. Do the final assignment.
5. Check your answers at the end of this booklet.
6. If you score less than 70%, work through the unit again.
7. Check your answers with those provided at the end of the course book.

### **WORD STUDY**

Use the space provided below to note new word and expression and their meanings.

expand	-	make bigger
gist	-	summary, main point
captivated	-	very much interested, attracted
to commission	-	to open for use
text structure	-	the way the thoughts in a passage are organised
to elaborate	-	to make more detailed

### **Main Idea and Details**

Imagine you are reading a passage in a book. You want to understand what you are reading. So you need to find out what is the writers most important point. In passage of more than one

sentence, always attempt to find out the major point that the writer is trying to make. Very often the writer will have one central idea in mind. He may want to expand on it by giving examples, instances, comparisons, and contrasts. However, all of that is still designed for one purpose, that is to develop that central idea. We can now define the term "main idea". It is a major point, a central theme or the gist of the text. If a writer is a good writer and a good reader, then the reader should be able to get the main point. The reader should be able to say after reading a text, "The author was saying so and so." Suppose it is a story, the reader should be able to say for instance: "The writer was telling the story of how he got lost in a big city". Suppose it is an argument, the reader should be able to say for example: "This writer is arguing in favour of capital punishment" That kind of statement gives the major point of the writer. The other points which are made in the rest of the passage such as the examples and illustrations are details. Such details may provide information about time, space, size, manner, order of events, causes, effects and so on.

A reader may possibly need to read only for main ideas. On the other hand he may need to read for details. This will depend on his purpose. Think back to the example we gave in the introduction to this unit. Someone in a hurry might just want to browse through the newspaper. So he only reads the headlines to provide him with the main idea. Now think of a very different situation. Suppose that a person had to study a text book. Now he would not merely look for the main ideas. He would also be interested in the details.

#### **ACTIVITY I**

1. What do we mean by "main idea"?
2. What kinds of information are referred to as details?

#### ***Finding Main Ideas***

Good writers often make reading easier by organizing their thoughts into units. Such units are developed in paragraphs which often contain topic sentences. A topic sentence provides the main point of the paragraph. Look at the passage below.

Leaves are very useful to man. Many of them are used as food, for example cabbage, lettuce and vegetables. Some are used as beverages ego tea. There are certain leaves used for roofing huts ego oil palm leaves. They can also be useful for making drugs, keeping foods and making ropes. (Adapted from M.P. Komolafe, Nature Study)

The main point of this paragraph is given in the opening sentence, that is, in this paragraph the opening sentence is the topic sentence It provides an overall organizing focus for the remaining sentences. It makes a statement, that leaves are very useful to man. This is proved in the sentences which follow it. They provide details about the many uses of leaves. We can therefore say that this paragraph has a particular organizational structure; it moves from a general statement to specific ones.

Sometimes, the writer does not give a topic sentence. The reader himself has to read all the sentences that make up the passage and make the topic sentence himself. Here is an example. Imagine that a young boy wrote it.

Many times I get up at night. I look outside. It is very dark. I see black birds flying. I see strange things near my window. I quickly run back to my bed. I cover my head with my cloth.

Can you find a topic sentence in it? Is the first sentence the topic sentence? The answer is that there is no topic sentence. What we have are details about what happens on many nights. The

reader has to try to work out or infer what the topic sentence is. One reader could say "The paragraph is about a young boy's feelings at night." That would be true, but not very precise. Another reader might say "The boy is afraid at night." That would be true, although we cannot find that statement in the paragraph. The reader made it up himself, by looking at the various details given in the paragraph. Now let us write one topic sentence. Let us express that idea offered at the beginning of the paragraph. It will now read like this:

I am often afraid at night. Many times I get up at night. I look outside. It is very dark. I see black birds flying. I see strange things near my window. I quickly run back to my bed. I cover my head with my cloth.

The first sentence would now be a topic sentence and the rest of the paragraph provides the details.

### **ACTIVITY II**

1. Pick out the topic sentence in this paragraph.

It may or may not be at the beginning.

There are many false statements made to us on food. One example is that children should not eat eggs and meat. This is not true. Children need eggs and meat to make them grow. Another statement is that fruits cause piles. Only unripe and overripe fruits should be avoided. These will not cause piles either, they will only upset your stomach. Source: IA Laoye Primary Health Education p.19

2. Compose the topic sentence for this paragraph.

Houses shelter us from the sun and rain. They protect us from wild animals and poisonous snakes and insects. We can sleep, bath, eat and rest inside our houses. If we did not have houses, all our neighbours would see us doing those things. (Adapted and expanded from Laoye: Primary Health Education

### ***Details***

We have already shown in the earlier sections of this unit what we mean by details. When we read for details, we look for points which support, or elaborate or show examples of the main idea. As we have seen in the earlier examples, these details may answer the questions. What? When? Where? How? Why? Which? or simple Yes/No questions.

In the example of the paragraph on the boy who is afraid at night, we could ask these questions (a) Why is he afraid? (b) What makes him afraid? (c) What does he see? (d) What does he do when he is afraid? All the answers are provided in the paragraph.

- (a) He is afraid because it is dark and he can see strange things.
- (b) The darkness, the black birds, the strange things near his window.
- (c) The black birds, strange things near his window.
- (d) He runs quickly to his bed and covers his head with his cloth.

When we read for details we may focus on one or two of the questions may be (a) and (d) or (b) and (d).

Many details provide information which elaborate on the main point. Read this passage from a newspaper.

**LADY EAGLES WEEP FOR DROPPED COACH.** Some members of the national female team wept on Thursday night at the MurtaIa Mohammed Airport for their assistant coach, Ismaila Mabo. He had been dropped from the team going to Holland for a warm-up match in preparation for the maiden female World Cup championship. It is coming up next month in China. (source: PUNCH, Oct 12, 1991)

From the rest of the paragraph, we now have information on:

- (a) a rough number of the Lady Eagles who wept
- (b) where they wept
- (c) when
- (d) the name of the person whom they wept for.
- (e) why
- (f) where the team was going
- (g) why they were going

We now know that only some of them wept. They wept at Murtala Mohammed Airport on Thursday night. The dropped coach was Ismaila Mabo. The team was going to Holland to play a warm-up match.

It is important to note that not all the details in a passage are useful to us. So, we must learn to sort out those which are useful for our immediate purpose and the ones which are not. The reading teacher may give his pupils specific details to read for. This gives them a specific goal for their reading.

### **ACTIVITY III**

Read the following passage and find out

- (1) What are the things that make a good house?
- (2) How do we keep our houses clean?

A good house has many windows through which fresh air and sunlight can enter. Both fresh air and sunlight are essential for a healthy body. A good house also has enough rooms to hold every member of the family comfortably and there should be plenty of open space in which to play. If your house has a bath and a toilet, they should be cleaned daily to keep disease away. The bath should not be used as a toilet. Kitchens can also be a breeding ground for germs and diseases, and so they should be cleaned daily.

(Source: JA Laoye: Primary Health Education p. J 9)

### **Main idea and details in longer passages and books**

It is not only paragraphs that have main ideas. A passage containing many paragraphs, a chapter in a book or even a whole book may have a main idea. The only point that needs to be made is that the longer the passage the more general and less specific, the main idea might be. This is because of the structure of texts which will be discussed later.

The kind of main idea that may be got from a play like Macbeth is that excessive ambition destroys a person and his society. But if one were to study the play in greater detail, one would be able to find main ideas in different scenes and acts.

### **Text Structure**

The term "text structure" refers to the way a passage is organised. A text is composed of different sections but in a piece of good writing, these are not just put together in a careless way. There is often an overall principle guiding the organisation. It is important to find out this principle or structure in order to be able to get a clearer understanding of the message.



Text structures differ. Some texts are organised according to how the events occurred, that is, in chronological order. A History text might use this approach. Another text might outline a problem and then solve it - that is the problem - solution order; another might use cause-effect, classification, and so on.

Read the following children's poem and see if you can find out the text structure.

The Vulture

*The vulture eats between his meals,  
And that's the reason why  
He very, very rarely feels.  
As well as you or I.  
His eye is dull, his head is bald.  
His neck is growing thinner.  
Oh what a lesson for us all .  
To only eat at dinner.*  
(Hilaire Belloc)

The poem has a cause-effect structure in which the reasons, are given for the vulture's look and the effects of eating between meals]

Below is another passage which uses another kind of text structure.

One day Adamu felt very hot. He did not tell anybody. Four days later, a rash broke out on his skin-on his face, arm and legs. A few days later, some creamy liquid formed inside the spots. By then, Adamu was very ill. He could not eat, drink or sleep.

His aunt who was a nurse came to his house and took him to a special hospital. It was for people who had small pox and chicken pox. Adamu spent many weeks there. When he came back home, he had many scars on his face and body.

The text structure used here is chronological. The passage tells the reader how the events happened one after the other, leading to the end.

#### **ACTIVITY IV**

1. Look through a Social Studies book used in a primary school. Choose a passage from it and (1) write out the topic sentence (2) give the details (3) write out the text structure.

TAKE YOUR ANSWER TO THE STUDY CENTRE AND LET YOUR TUTOR ASSESS IT

#### **Activities for teaching Main Ideas**

Reading for main idea is an important skill. It is used in language skill classes. It is also important to use it in classes for the other subject areas. You should teach your pupils to read for main ideas in Health Education, Social Studies, Integrated Science, Citizenship Education and so on.

The skill can be taught in many ways.

- (1) It can be taught through the reading of stories and articles. Children read a story or article in a magazine. Before they begin reading, they are told to find out the main idea of the story or magazine article. Another way is to ask the pupils to read the next chapter of a story from home. They would be told "Find out how Akin was able to get money for his school fees after his guardian died." This provides a focus for finding the main idea.
- (2) Pupils suggest a title for a story or passage they have read.
- (3) You write a paragraph with no topic sentence. Then, write three possible topic sentences. Tell the pupils to choose the appropriate one.
- (4) You write out a passage with no topic sentence but in which the ideas are closely related. Ask the pupils to form their own topic sentence.
- (5) You scramble up the sentences in a short paragraph. You ask pupils to re-order them with the topic sentence coming first.
- (6) For older children, scramble up two or three paragraphs and let them re-arrange them to form a text.
- (7) Ask the pupils to write one question that a whole paragraph answers.

### **ACTIVITY V**

Look again at the suggested activities for teaching main ideas. Prepare material for number 3 and number five.

Number 3' You write a paragraph with no topic sentence. Then, write three possible topic sentences. Tell the pupils to choose the appropriate one

Number 5: You scramble up the sentences in a short paragraph. You ask the pupils to re-order them with the topic sentence coming first.

If you feel that you cannot write a text yourself then copy a text from any suitable book.

### **TAKE YOUR ANSWER TO THE STUDY CENTRE FOR CHECKING**

Activities to teach reading for details

1. Give the pupils a series of Wh-questions before they read a passage. Ask them to answer the questions at the end of the reading (Some Wh-question words are which? Who? What? Where? When? While?)
2. Ask them to describe in detail a simple event or character or object in a book they have read.
3. Ask pupils to choose their books after they have read a passage- Read out descriptions, instructions etc. about a particular object, action, character. Ask them to identify it.

### **SUMMARY**

In this unit you learnt

- what we mean by main idea
- what we mean by details
- types of main ideas
- types of details
- methods of organising paragraphs and texts
- activities to teach pupils reading for main idea and details.

## **ASSIGNMENT**

- (1) Look at two primary school texts, used for Mathematics in Primary V. Identify and compare the types of text structure used in both books.
- (2) Look at two primary school texts on Social Studies. Compare the text structures. Which book is better organized? Which one is easier for children to read? Give reasons for your answers.

TAKE THE BOOKS AND YOUR WORK TO THE STUDY CENTRE FOR ASSESSMENT

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## **UNIT 4: PARAGRAPHING AND SUMMARIZING**

### **INTRODUCTION**

As you are already aware, paragraphing relates to writing, to composing, and to the composed text. Summarizing relates to reading, finding out the main points of the text, the main ideas and how they can be put together to make the information brief and concise as well as precise.

Now, where is the relationship between paragraphing and summarizing, between writing and reading? There is one obvious relationship right away: what you read is what has been written, composed into a graphic text. On the other hand, what is written is expected to be read. This is the writing and reading tie-up.

In this unit we shall deal with the two as components of reading skills. We shall use one (the paragraph) to approach the other (summarizing). Since summarization is also an element of writing, the next module on writing will dwell more closely on how to write and teach summaries.

### **OBJECTIVES**

By the end of this unit you should be able to:

1. recognize the characteristics of paragraphing as both a writing convention and a way of organising thought;
2. recognize the relationship between paragraphing and the methods of summarizing texts;
3. apply your knowledge of the above textual organisation to guide your pupils to develop appropriate skills in paragraphing and summarizing.

### **HOW TO STUDY THIS UNIT**

1. Read through the unit stage by stage and note the main points raised.
2. Study carefully the sample texts used for illustration for the features of paragraphing.
3. Do the activities which are designed to give you practice in the areas discussed? If you score less than 70% then re-read the relevant sections.
4. Note areas that may not be clear to you and discuss them with your tutor at the study centre.
5. Check your answers with those provided at the end of the course book.

### **WORD STUDY**

The following words are explained for you. List and find the meanings of the other words you are not familiar with. Use the space below for that purpose

Embody:	-	include, consist of, comprise
Utterance:	-	statement, stretch of speech, what is said
Convention:	-	established practice, not determined by law
Arbitrary:	-	having no pattern or organization or system
Indent:	-	start by leaving some space from the margin.

## WHAT A PARAGRAPH EMBODIES

If you want to give information or express your ideas, you can do it through either speaking or writing. Speaking is the oral medium and we are all familiar with it. Writing is an alternative medium and it involves a systematic organization of thought. Writing is different from speaking. When you are speaking (using the oral medium) you can stop midway in an utterance. Then you can start on a new construction and change the direction of what you had meant to say. In writing there is a sort of rigid order of words and statements. Thought must be developed in a logical sequence if the writer wants to carry the reader along.

When you write you develop a subject over a long stretch of language. You select each part of what you want to say. Carefully you build it up to a unified whole. This is a major characteristic of writing (i.e. thought composed in written form). The writer builds up a sequence of thoughts. In such a buildup of thought sequence, the writer divides his information into identifiable units. Each major part or unit of information above the sentence is then separated into identifiable blocks. Let us take for example a long prose composition on a particular topic or concept. It is divided into units of thought so that each unit contributes a slightly different or a clearly different aspect to the topic. Each aspect may present a different view of the topic.

Varying aspects of a topic discussed in composition can be separated into paragraphs. Putting them into paragraphs is one way of identifying these aspects. We identify a paragraph in writing by indenting its beginning by a space of about one centimeter. This is its physical identification. It is only a conventional way of writing. For example, since we have been discussing what a paragraph embodies (look at the topic up there), we have so far divided our discussion into three units of thought in the form of three paragraphs. This convention of paragraphing is not arbitrary. It is a practice that is closely tied up to the way information is conveyed in meaningful and separate units. If you indent the beginning of every second sentence of your composition for instance, your method of paragraphing will make no sense because it will give the reader no CLUE as to the direction and movement of your thought. Every reader is already used to the conventional method of paragraphing. Therefore, a whole page of composition without any paragraphing does not help the reader either. It is like abandoning the reader in mid-sea without any compass. He has to put in extra labour to locate his way to land. So, paragraphs are like signposts or mile posts for the reader. They help him to assess the distance of thought he has covered from the back. They also help him to look forward to the distance left to be covered in front.

Now, let's pause to do this assessment and projection. What have we been saying? We'll start from our topic "What a paragraph Embodies". What have we said about the topic? (One other part of this unit deals with summarizing. You will encounter that later.) We have said many things about the topic in three separate paragraphs. This fourth paragraph is asking questions about what we have said about what a paragraph embodies. Can you discover or identify any dissemble milestones in the discussion? The milestones will form the units of thought in the discussion. Let's locate them.

1st paragraph - talks about writing and speech. What is the relationship of that to the topic? Only writing uses paragraphs or paragraphing, speech does not.

2nd paragraph - talks about units of thought. What is the relationship? A unit or block of thought is embodied in a paragraph, but the word paragraph is not mentioned.

3rd paragraph - talks about what a paragraph looks like in writing and what it does for the reader.

4th paragraph - pauses to ask a question: to check whether we are really talking about the topic, what we have said and what remains to be said.

Here we are leading you to lead your pupils to discover what a paragraph embodies whenever they read a text. Are you being properly led by this writer, or are you left in mid-sea'?

### **ACTIVITY I**

If you can answer the following questions correctly, you are on your way to leading your pupils to discover what a paragraph embodies.

1. How does a reader recognize a paragraph?
2. What does a paragraph contain? Sentences?
3. How could the reader recognize paragraphs in a text without any paragraph division by indentation?
4. Could the following sentences make up one paragraph? Explain.

I went to see the old man yesterday. The teacher did not talk to me for three days in class. That goal was a terrible one. The referee beat up the captain.

### **ANALYSING A PARAGRAPH FOR MEANING**

A paragraph in a text has meaning because each of the sentences in it says something about a central point. They all add up to make a point or a major statement about a topic or an idea. Look at the sentences in question (4) of Activity 1. What central point or what major idea are they concerned with? Let's examine the following paragraph for meaning:

When a mosquito bites a victim of malaria and sucks up some of his blood, it sucks up some plasmodia as well. If it flies off and bites a healthy person, it injects some of these plasmodia into this person who will then get malaria.

The meaning of the paragraph is the information or message that it conveys to the reader. In this respect it is like a word: its meaning is what it says. We can thus work out what the paragraph is about as follows:

Major words Mosquito, victim, malaria, blood, Plasmodia, healthy, person, injects. Major phrases: Mosquito bites, victim of malaria, sucks up, some plasmodia, healthy person, get malaria.

Linking up for meaning Mosquito bites - victim of malaria - sucks blood with plasmodia - bites healthy person - injects plasmodia - gives malaria.

As we can see, each sentence says something that relates to what has been said before. We could then say what all the sentences are saying in our own way and in a few words:

"A mosquito takes malaria from one person to the other by using Plasmodia." But what is "Plasmodia"? The paragraph does not explain, so let's find out - check the dictionary. And what is "malaria"? What is "mosquito"? The paragraph does not explain. Unless we know these words, and "blood" and "victim" too, we may not really know what the paragraph means. Of course that depends upon the level of our vocabulary development. If we know all the words we can easily say what the paragraph is about.

We have shown you how to analyse a paragraph for meaning. We have deliberately done it in a way which you can use with your pupils in the reading lesson. You can try to copy the process we use. Remember, however, that the way you do it depends on the level of vocabulary of the pupils. The paragraph is taken from a book on elementary science for primary school pupils. (Modern Science for Nigeria Book 6 by EM. Oladitan). A primary school dictionary may not list the word "Plasmodia". Tell them its meaning. If you do not know, look for it in your dictionary (You should have found that out before the lesson!). But you could deliberately give them a task - a challenge - by asking them to find it out at home.

## ACTIVITY II

What content of the paragraph is likely to constitute the meaning of the paragraph?

## SUMMARIZING

There are many terms or words associated with the concept of summary in language activities. Some of them are the following:

- give information in a nutshell
- main idea            -            major idea
- gist                    -            main theme.
- main point
- what the text is about

Primary school children may not understand some of these terms. However it is good to train them to recognize the words/terms under vocabulary development.

In previous unit, you learned many ways of reading various texts for main idea and supporting details. In this unit we have been discussing the nature and characteristics of paragraphing. During this discussion, we have also touched on how meaning is deduced from a paragraph. In other words when we are looking for the meaning of a paragraph we are also expressing the main point - which is a summary of the paragraph.

For the remaining part of this unit you will learn several ways to summarize a text. The texts vary from the single sentence text through a single paragraph and a text of longer prose or even diagrams.

## SUMMARY OF A SENTENCE

You may wonder and ask a question: How can a sentence be summarized? Let's see a few examples:

- (a) Sentence reduction
- (i) Original form: The snake is in the group of reptiles and it has no legs. (13 words)  
Reduced form: Snake is reptile without legs. (5 words)
  - (ii) Original form: I would like you to come this evening to discuss the matter we had talked about last week (18 words)  
Reduced form: Come this evening to resume our previous discussion of the matter (11 words).
  - (iii) Original form: The patient is in a very critical condition. (8 words)

Reduced form: The patient's condition is critical (5 words)

You may have noted something in the above exercise of sentence reduction. We do not reduce the number of words in a sentence by simply cutting off a number of the words. It is not just any of the words that could be so eliminated. Look at the sentences carefully. You'll discover that the reduced form of the sentence still carries the essential information contained in the original sentence. This is to show that even a single sentence can be summarised. Sentence reduction is like sending a telegram. You could do a telegram game with your pupils. Give them a sentence and ask each of them to reduce it. Put a price on every word that is retained and let's see who pays the least to convey the same meaning.

(b) Sentence re-interpretation.

To re-interpret a sentence is to restate the essential information in another way using less words than the original sentence.

Examples

(i) Original form: Plants sometimes suffer from diseases which can spoil them or even kill them (13 words)

Interpretation: Diseases sometimes spoil and kill plants. (6 words)

(ii) Nowadays, doctors and scientists have powerful microscopes which help them to see and study germs (15 words)

Interpretation: Nowadays, doctors and scientists use powerful microscopes to study germs (10 words)

Interpretation or re-interpretation of a sentence means that you capture the essential point of the sentence although you may leave out bits of meaning that are not crucial to the meaning of the main idea. For example, the last sentence (ii) says "doctors and scientists have" and "which help them to see and study". Part of the re-interpretation says "doctors and scientists use" - well, to use the microscopes implies that they have them. The other part of the reinterpretation says "study germs" - to study the germs they must see them first, so the word "see" in the original becomes redundant or unnecessary.

The above process of summarizing a sentence by the process of reduction and interpretation/reinterpretation requires the following on the part of the reader trying to summarize a passage read.

(a) He must have a reasonable stock of vocabulary.

(b) He must be familiar with words that have ready substitutes - synonyms.

(c) He must know how to produce information in a few words.

(d) He must be able to identify the main point of the sentence - the central idea of the sentence.

## **SUMMARIZING A PARAGRAPH**

We can apply the same process of summarizing a sentence to an entire paragraph. We have seen that some words in the sentence can be ignored or replaced. We have seen that a group of words can be compressed. In a similar way, sentences themselves can be ignored, combined, reduced or reordered. The paragraph can be interpreted or reinterpreted. This is possible if we can identify the main idea or main point or the gist, or simply what the paragraph is about.

There are two types of summary that could be carried out on the paragraph:

(a) Main idea summary

(i) This can be located in the topic sentence in the paragraph and simply copied out.



- (ii) If there is no topic sentence in the paragraph we can simply specify what the paragraph is about, e.g. "the functions of tap roots"
- (iii) A topic sentence can be constructed from what the sentences say about the functions of tap roots.
- (b) Summary of main idea to include supporting details.
  - (i) This process requires that the details are put together or compressed by putting together several sentences in their reduced forms. The main sentence can even be joined to the reduced (detail) sentences to produce only one major sentence.
  - (ii) On the other hand the main idea sentence can be followed by one or two other reduced or reinterpreted sentences put together.

Let's work out some of these processes using the following sample text:

The soldiers of the enemy kept coming into China. It was impossible to keep them out. So the Emperor decided to build a big wall right across the north of China. We now call it the Great Wall of China. (4 sentences).

There is no topic sentence in this paragraph.

Main point: What is the paragraph about?

Ans. The Great Wall of China.

Main point: What happened to it?

Ans. The Emperor built it right across the north of China.

Main point plus detail: The Great Wall of China was built right across the north by the Emperor to keep out enemy soldiers (one sentence).

At the level of the language experience of primary school pupils we may not wish to carry this process to some higher levels of sophisticated practice. You would devise various exercises with selected or made-up texts for the pupils to practise summarizing with.

The same process of summarizing a paragraph can be extended to longer passages of several paragraphs such as a story, a letter, the chapter of a book, and so on.

### **ACTIVITY III**

Study the text below and do the exercise on summary based on it.

### **TRANSPORT IN NIGERIA**

How do you come to school?

Most boys and girls walk to school, for it is only a short distance. If you wished to go from Enugu to Port Harcourt, however, it would be a very long walk! How can you travel from Enugu to Port Harcourt? You can go by bicycle, but that would be a hard work, and it would take a long time. You can also go by car, lorry, train, or by air.

Which would be the shortest journey?

Which would be the quickest?

Transport is important in every country, for people must be able to travel easily from one place to another. It is even more important for goods to be carried. Food and clothing and many other things have to be taken to shops in every town, and to markets everywhere. Wood, cocoa and

other goods must also go to Apapa and other ports, to be sent in ships to other countries. Every day, all over the country, people and goods are moving.

Think of the roads everywhere in Nigeria. Once there were no roads, only the bush. People had to walk, and to carry everything on their heads. Now there are thousands of miles of roads. Some are wide, busy tarred roads; others are narrow, quiet and dusty.

(From: Evans Primary English Course Book 6)

### **Summary tasks**

(A) Summary of main point

Construct a question that requires a single statement on the main point of the text. Write out the answer.

(B) Paragraphing

How many paragraphs can we identify in this text? Explain.

(C) Each paragraph has a main idea in the text. Identify the main idea for each paragraph. If there is no topic sentence say so and construct one for the main idea.

(D) Main idea plus detail.

For each main idea in (C) construct one sentence to include the detail, the important ones, in the paragraph.

### **SUMMARY**

In this unit you have learnt several things about paragraphing and summary and how you can develop the skills in your pupils in their reading lessons.

- A paragraph contains one central unit of information about a given topic with details added to it through several sentences.
- Sometimes the topic sentence or major statement gives the central idea of the paragraph.
- A summary expresses just the main point of the sentence, the paragraph or a long text. We can also indicate details to a main point by compressing them in shorter phrases or fewer words.
- Summary writing is very important in reading to learn, where you and your pupils need to take notes from a whole book.
- Does this summary reflect the main points we have discussed in this unit? You should check and you are free to assess our own summary.

### **ASSIGNMENT**

Look for a suitable passage from one of your pupils' books. Construct summary and paragraph tasks and questions based on the pattern in Activity III. Provide answers to the questions and tasks.

**TAKE YOUR WORK TO THE STUDY CENTRE FOR YOUR COURSE TUTOR TO ASSESS**

### **REFERENCE**

Grellet, Françoise, (1981) **Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises.** Cambridge: University Press.

## **UNIT 5: CRITICAL AND INFERENTIAL READING**

### **INTRODUCTION**

Critical reading and reading to "draw out" inferences are high level skills for primary school pupils engaged in reading comprehension. The skills are particularly important for the whole business of reading to learn.

You might wonder whether children of primary school age (6 - 11 or 12 years) have the intellectual capacity to be critical. Are they mature enough to be critical of things, ideas, behaviours, reasoning, concepts, and such related matters? The issue is not just whether they are already naturally endowed (through mental maturation) to be critical. It is the business of education, the whole process of education, to make the children critical. We should train them to be critical. Then they can contribute to improvements in society and not just live through it. Secondly, unless you have learnt to be critical you may have problem and in your daily experience of events you run the risk of being deceived and being led like the cow down the road to the slaughter house!

Now, take a flash-back at your children. They always want to know why, how, where, if, suppose, and so on: the causes and consequences of things. They even think and rationalize more actively than the adult. But they do this in their own way, limited by their own experience. They can infer. They do infer, when they have discovered the cause and effect process.

Reading is one way to develop these skills of critical thinking and inference in your pupils. In this unit you will learn some of the processes of critical reading and reading to infer information and ideas. You will also learn how you could guide your pupils to develop those skills in reading.

### **OBJECTIVES**

By the end of this unit you should be able to:

1. recognize what critical reading and inferential reading really mean;
2. explain or identify the processes involved in critical and inferential reading;
3. construct guide questions that would lead your pupils to approach the reading of a text critically and to draw inferences from information obtained in a text;
4. guide your pupils to transfer such critical and inferential reading skills to any text that they may read.

### **HOW TO STUDY THIS UNIT**

1. Read the various sections carefully.
2. Stop to think very well of the suggestions and the illustrations given and see how you can apply them.
3. Do the activities provided and think of the answers critically. You should also apply your own skills of critical reading and inference here.
4. Discuss points of difficulty with your contact tutor at the study centre.
5. Check your answers with those provided at the end of the course book.

## WORD STUDY

Use this space provided here to note new words and expressions whose meanings you may like to remember.

- Critical: - to criticize or to be critical is to look at something closely, carefully, to see if there are weaknesses somewhere. It is not to look for faults all the time.
- inference: - to infer is to deduce, to reach or arrive at some new information by putting together the facts available.
- Miscue: - give a misleading signal to do something.

## CRITICAL READING DEFINED

We have hinted, in the introduction, at what it is to be critical. In reading it is more important, indeed crucial, because print is permanent. Secondly, the writer is not there to answer the reader's questions:

"What do you mean here?" "What exactly are you saying here"? "Are you sure you are right here in this statement?" So, the reader must be on the look-out always for strange paths and associated connections.

We read for meaning- but the reader is left to "fish out" the meaning from the text, in fact the meaning of the text. Whatever meaning of the text we arrive at becomes a part of his experience, a part of his knowledge, until a new discovery upsets that knowledge or experience. If the meaning has been wrong from the beginning, he carries it along until a new discovery but that's dangerous for knowledge!

On the permanence of print: a single letter in a word may make a lot of difference to meaning, thus keeping that meaning there permanently until a new discovery reorders it. The reader needs to reach this discovery quickly to set things right - to advance the thought about the topic being discussed, otherwise he may get confused, feel frustrated and abandon the text for lack of meaning.

## ACTIVITY I

1. Has this text up there really defined "critical reading" as it had set out to do?
2. What has the text done to the topic?

This is a test (or a check) on your own critical reading skill. Compare your observations with those at the end of this booklet.

### **Becoming a Critical Reader of Stories**

- Find a story in which the characters, setting and events are written and illustrated from a particular point of view (e.g. the 'good' animals; the parents of a naughty child).
- Read this story to the class, making sure to show pupils the illustrations.
- Ask some questions that encourage them to think critically about how the story has been written and illustrated.
- Next, help your pupils work in pairs to write a letter to the author in which they explain what they like/do not like about the way the story they have just read is written and illustrated. Write an outline of the letter on the chalkboard and discuss ideas with the class before the pairs begin to write.

What did pupils achieve in these critical reading and writing lessons? How do you know this? What evidence do you have? Did they do anything that surprised you, pleased you or disappointed you? Is there anything you would do differently if you were teaching these lessons again?

(TESSA)

## **READING FOR ACCURATE RECALL**

Critical reading also involves the reader's accurate understanding of what the writer (the text) says. The reader must be critical of his own understanding of the text. It is easy to think that the text says one thing when it actually says something else. It is therefore necessary to train your pupils for accurate understanding of the texts they read. They should be guided by such self-assessment questions as " Am I sure this is what the writer says?" in their reading and thinking activities.

One way to train this type of self assessment critical reading is to ask them to differentiate between what the text says and what it does not say-some deliberate miscuing to sharpen their critical wit. This is usually done through questioning and related tasks. The following passage is used for illustration:

### **WOMAN, CHILD BURNT TO DEATH**

Instant justice was carried to the extreme in Benin on Tuesday when a woman and the baby on her back were set ablaze by an irate mob. The early morning horror took place at the popular Ogiso Market after the woman, described as a pickpocket, allegedly pinched about N200 from a 10 year old hawker.

The woman, who was carrying a five-month old baby on her back, had allegedly told the hawker to sell for her a cup of rice. She reportedly took advantage of the little girl by deftly dipping her hand into the girl's pocket and removing about N200. She was, however, spotted by a passer-by as she tried to pocket the money. As the girl and the passerby raised an alarm, a mob pounced on the suspect.

She was first beaten into a state of coma before petrol was poured on her and her baby and the two were set ablaze. Mother and child were roasted to death. (From: National Concord, October 24, 1991).

The following questions would help the teacher to detect if the pupil could differentiate between what the text says and what it does not.

- (a) How many people were killed? (two)
- (b) Who took the girl's money? ( a woman)
- (c) Who killed the woman? (an irate mob)
- (d) What happened to the little girl hawker? (the text does not say)
- (e) Did the passer-by take part in killing the woman? (the text does not say, but it says the passer-by raised an alarm)
- (f) Why was the baby roasted to death? (the text does not say)
- (g) What happened to the N200? (the text does not say)

As you can see, questions (d), (e) (f) (g) show that the questioner/teacher deliberately miscues the pupil reader to find out if she has read the text critically. This is one stage of critical reading.

## **READING TO DETECT FACT FROM OPINION**

Opinion is what the writer or reader thinks or feels about the information or event he is expressing or reporting to the reader. He tries to put in some personal judgement. The text we have just used is a newspaper report. The reporter is reporting an event or an incident. Is everything he says fact or opinion? There are facts and there are opinions or personal judgement. Some words, phrases or sentences give out the opinions.

Only the critical reader would spot the difference. Ask your pupils to try first. Cue them in on key words.

- (a) Instant justice was carried to the extreme
- (b) irate mob
- (c) horror
- (d) allegedly (the writer is not sure, he wasn't present)
- (e) pinched
- (f) took advantage of the little girl (writer's sympathy is with the girl)
- (g) deftly dipping

Opinions are usually biased and the critical reader has to watch out for such prejudices because they can influence her positively or negatively (in many cases negatively).

## **ACTIVITY II**

Select a text which children can easily read and comprehend. Design some questions based on the points you have learnt on critical reading on the context of the text. Try to suggest the answers to the questions.

**TAKE YOUR WRITE-UP TO THE STUDY CENTRE FOR DISCUSSION AND CHECKING**

## **INFERENCEAL READING**

When a reader tries to infer in reading a text he is trying to fish for unexpressed meaning from the text. Let us apply the image of fishing further to this type of reading. You come fishing, probably with a hook and line. You do not know where fish may be in the stream. You see some bubbles on the surface of the water. You think fish must be present there below. You have tried to infer the presence of fish down below from the bubbles on the surface. To infer in reading is to understand the meaning of a text beyond the surface level.

Now, can you infer the meaning of infer from the above illustration or image?

Francoise Grellet (1981) defines inference, or inferring, to mean "making use of syntactic, logical and cultural clues to discover the meaning of unknown elements"

Do you understand what Grellet is saying? Can you infer the meaning of syntactic, logical, cultural (probably unknown elements to you) from their forms?

Syntactic - syntax cultural - culture Logical - logic clues -

To infer, to deduce information or knowledge not overtly expressed in a text, and to be close to an accurate guess, Grellet suggests in that statement that the reader must look for clues from three places.

- (a) The syntax of the text - the sentences, relationship among the words and the pattern of sentences and clauses, the words form part of the syntax of the text.
- (b) Logical clues - the pattern of development of the thinking or thought process, the occurrence of events, the layering of information.
- (c) Cultural clues: the personal experience, the previous knowledge of the topic discussed that the reader brings into the text.  
Some of these can be supplied on the spot through pre-reading activities designed and guided by the teacher.

#### Inferring word meaning:

- (i) As part of pre-reading activity, pupils could be guided to infer the meaning of previously learnt but incomplete words.
- (ii) Unfamiliar words could be approached through their forms. We did this for syntactic, logical and cultural. Can you infer the meaning of "Soldiering" from "Soldier"?

#### Inferring from context

You can devise various ways of inferring word meanings and meaning from context clues suitable for your pupils.

Let's go back to the passage on "Woman, Child Burnt to Death" and those questions the reader could not answer from the passage because the text does not say.

- (d) What happened to the little girl hawker? The text did not say but the reader can infer or guess thus.
  - (i) She probably ran away to her house as the woman was being beaten and roasted to death. The girl must be afraid of the crowd (irate mob).
  - (ii) She probably waited to see the thief killed - enjoying the justice.
- (e) Did the passer-by take part in killing the woman?
  - (i) Probably yes - since she/he raised the alarm; she/he didn't like the woman's action - thief!
  - (ii) Probably no – she/he might have run off from the scene, afraid of the consequences of the action - thinking perhaps of the arrival of the police.
- (f) Why was the baby roasted to death?
  - (i) The baby was tied to the back of her mother - the thief - and nobody had thought of saving the baby.
  - (ii) Nobody had thought the baby was sinless - did not commit the offence - poor innocent baby!
  - (iii) Although the mob had not time to think, some of them might have thought "a thief's baby will also be a thief".
- (g) What happened to the N200?
  - (i) One of the irate mob might have made away with it (knowing what is common in Nigeria today-cultural).
  - (ii) The passer-by might have handed the money back so the little girl hawker and asked her to run home before someone else snatched it from her (there are still such people in Nigeria - cultural).

Inferential reading could turn out to be an exciting, interesting brainstorming on texts with school children.

### **ACTIVITY III**

- (1) Select a reading passage from your pupils' books.
- (2) Mark out words whose meanings you would want them to infer, before they read the text, and after they have read the text.
- (3) Write out 5 questions based on the text to be used to get the pupils to get their answers from the context. Use the conversational guess-work method you have just learnt before this activity and infer the answers yourself.

TAKE YOUR WRITE-UP TO THE STUDY CENTRE FOR CHECKING AND ASSESSMENT

### **SUMMARY**

In this unit you have learnt

- What critical reading involves;
- Why critical reading is necessary even for children;
- How you could develop the skills of critical reading in your pupils.
- What inferential reading means;
- How you can develop the skills of inferential reading in your pupils because they need the skills for their own intellectual development.

### **ASSIGNMENT**

1. Select a passage either from your pupils' books or a newspaper they can read and understand.
2. Compose 5 questions on it that require their critical reading to answer.
3. Compose 5 other questions on it whose answers require inference.
4. Provide the expected answer for each of the questions.

TAKE YOUR WRITE-UP TO YOUR COURSE TUTOR FOR ASSESSMENT

### **REFERENCES**

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## **UNIT 6: READING COMPREHENSION AND VOCABULARY**

### **INTRODUCTION**

You have learnt so many things in previous units of this Module. The things you have not learnt include using the dictionary, registers, antonyms and synonyms. In this unit you will be expected to use the knowledge you have gained from all the previous units to perform certain tasks based on the comprehension passages you will be given. Read the passage carefully and then carry out the required tasks.

### **OBJECTIVES**

By the end of this unit, you should be able to:

1. read the passage given and perform tasks assigned;
2. add to your vocabulary

### **HOW TO STUDY THE UNIT**

To gain the most from this unit, you are advised to:

1. read units 1 - 5 of this module very well;
2. read the comprehension passage given in this unit as many times as you need to understand its message;
3. perform all the tasks assigned;
4. compare your answers with those suggested at the end of this course book or take you work to your course tutor at the study centre.

### **WORD STUDY**

Note the ways the following words have been used in this passage:

Reinforce	-	Strengthen or make stronger.
registers	-	words used in a particular field.
antonyms	-	Opposite in meaning
synonyms	-	Similar in meaning

### **WHAT THE DICTIONARY CAN DO FOR YOU**

A dictionary is an important reference book which every student should have. I hope you have one. If you don't, you need to buy one to help you gain most from this course as well as improve your vocabulary and language. There are very good dictionaries which have been tailored to meet the needs of students like you. One of them is the Oxford Advanced Learner's Dictionary of Current English. There are other equally good dictionaries

The dictionary is a useful resource book which can do a lot of things for you. Now let us state some of the things a dictionary can do for you.

A dictionary can:

1. increase your vocabulary power;
2. show you the right way to spell a word;
3. teach you the correct pronunciation of the word;
4. tell you the word class or part of speech of the word, i.e, whether it is a noun, verb, adverb, adjective and so forth:

5. give you the various shades of meaning of a word;
6. show you how to use the word, sometimes with sample sentences
7. give the idioms and idiomatic expressions associated with the word and their meanings;
8. tell you the origin or source of a word, for example, it tells you that curriculum came into English through Latin;
9. give abbreviations, place names and so many other things.

## **READING PASSAGE**

In this section of the unit, the usefulness of the dictionary to perform all the functions listed above is illustrated using the passage below. The passage will help to reinforce what you learnt on how to use the dictionary to increase your word power. Read the passage carefully a number of times to ensure you understand it. Then perform the tasks assigned in each of the sections.

## **TAKING EXAMINATIONS**

The short term goal of study is to pass examinations. Examinations on their part are very important because they easily separate those who have studied from those who have not. In general terms, examinations at various levels of the educational system play gate-keeping roles by showing who goes to the next class and who should repeat; who qualifies for admission to universities and allied institutions and who does not; and who are fit for certain jobs and who should look elsewhere. This makes examination critical and closely tied to well-being and success in life.

Ironically, examination remains an object of fear and hate by many students; indeed many console themselves with the common saying that "examination is not a true test of knowledge". This may well be so, but the unfortunate thing is that man, in spite of his ingenuity, has not found a replacement for examination as a means of selecting from so many people to fill limited vacancies in institutions of learning or the work place. For example, what better means is there to place 30,000 students in Nigerian universities out of about 230,000 applicants, or to select 20,000 JS one pupils for admission to federal government colleges from a mass of 200,000 candidates?

This tends to make examination inevitable. But quite unfortunately, many more people fail than succeed. For example, in the 1998 Senior School Certificate Examination for private candidates, only 8.37 per cent of the candidates scored anything between A 1 and C6 in English Language.

Mathematics fared only a little better with 10.96 per cent. The question to ask is: Why? Many would blame teachers, school authorities, governments and examining bodies, among others. They may be right, but after writing and passing examinations as a student and then setting and marking examinations as a teacher over the years, my conviction is that one of the major causes of failure in examinations is personal. The individual accounts for a good part of his or her failure, all things being equal. The real cause of failure is to be found in such personal factors as no plan, low aim, shoddy or no preparation, no future ambition, bad study habits, laziness and lack of self-confidence, to mention only a few. For these reasons, many students perform far below their God-given potentials. It is as Cassius says in Shakespeare's Julius Caesar: "The fault ... is not in our stars, But in ourselves, that we are underlings" .

This book has been written for one main purpose: to open the eyes of students and other examination candidates to the things that make for success in study and examinations. This will in turn challenge students and other candidates to position themselves for success. Success is sweet, everybody desires it, but it has a price. Only those who are ready to pay the price are rewarded with success.

To the student or candidate, I make bold to tell you that there is no mystery about what people like you do. You are not to fear examinations, rather you should prepare very well and then confront them with all the enthusiasm, faith and confidence you can muster. This book tells you how to do just that by giving you guidelines that can help you not only to study better, but also to write your examinations in a way that guarantees the high grades and premier positions of your dream. Follow these guidelines and you will never regret it. I am not giving you guidelines I have not tried. I have tried them and I can assure you that they work. Just try to put these points into practice and prove by experience that they work. Whatever your situation now, just take it that you can do better by just stretching yourself a little more.

### **USING THE DICTIONARY**

By now you should be familiar with using the dictionary. Among other things a dictionary tells you the spelling of a word, its meaning, pronunciation, usage and word class, i.e whether it is a noun, verb, adjective or adverb.

#### **ACTIVITY I**

Now with the help of your dictionary, write out (as used in the passage you have just finished reading) the meanings and word classes of the following words. Make a sentence of your own with each word. No. 1 has been done for you:

- | Word          | Meaning                          | Word |
|---------------|----------------------------------|------|
| 1. goal       | object of efforts<br>or ambition | noun |
| 2. separate   |                                  |      |
| 3. ingenuity  |                                  |      |
| 4. repeat     |                                  |      |
| 5. inevitable |                                  |      |
| 6. ironically |                                  |      |
| 7. success.   |                                  |      |

Sentence

His main goal is to come first this term.

### **REGISTERS**

Registers are words used in a particular field such as health, family, transport, agriculture and education.

#### **ACTIVITY II**

Having read the passage, now do the following.

1. What branch of study do you think this passage comes from?
2. Write out ten words used in the passage to justify your answer. No I has been done for you.

1.	Examinations	8.
2.		9.
3.		10.
4.		
5.		
6.		
7.		

**ACTIVITY III**

**ANTONYMS**

Antonyms are words that are opposite in meaning to each other. Column A contains a list of ten words used in the passage.

<b>ACTIVITY III</b>	
Now supply the antonyms in column B.' You can check unfamiliar words in the dictionary. No I has been done for you.	
A	B
WORD	ANTONYMNS
1. true	false
2. unfortunate	
3. bold	
4. private	
5. failure	
6. low	
7. laziness	
8. few	
9. open	
10. success	

**SYNONYMS**

You also learnt that Synonyms are words that are similar or nearest in meaning to each other. Now supply the synonyms of the following ten words used in the passage. Note that the synonyms could be a single word or phrase, but it must fit into the passage. Check unfamiliar words in the dictionary. No. 1 has been done for you.

A	B
WORD	ANTONYMS
1. important	crucial
2. allied	
3. elsewhere	
4. common	
5. selecting	
6. inevitable	
7. right	
8. real	
9. laziness	
10. normal	

## **SPELLING**

The passage contains some words which are commonly mis-spelt by students. Here are some of them. Ensure you spell them correctly any time you use them.

1. separate
2. success
3. ingenuity
4. succeed
5. fared
6. setting
7. shoddy
8. price (this is different from prize)

Add any other word you find difficult to spell from the passage. Now look through the passage again. Can you find any words spelt differently in British and American English? What of 'various'? Check your dictionary to confirm whether it is spelt the same or differently in British and American English.

## **VOCABULARY DEVELOPMENT**

There may be words in this passage that you have not come across before. *Underlines* may be one of them. The word is used in a quotation from Shakespeare's Julius Caesar and means people of lower ranks or inferior positions. Look up the following words in your dictionary. Record each of them in your book. Write its meaning and use the word in a sentence of your own. Write the source from which each word has been borrowed into English.

1. critical
2. console
3. shoddy
4. potential
5. enthusiasm
6. guarantee

## **IDIOMATIC EXPRESSIONS**

Can you find any idiomatic expressions in the passage? Write them out

**SHOW YOUR WORK TO YOUR COURSE TUTOR AT THE STUDY CENTRE**

## **SUMMARY**

In this unit, you have been exposed to different ways of developing your vocabulary power through synonyms, antonyms, registers and the use of dictionary. The unit has been able to reinforce the fact that dictionary is your best companion in learning English. Use it always.

## **ASSIGNMENT**

The passage you read in this unit comes from the field of education. Now write 10 other words commonly used in education that are not used in the passage.

**CHECK AT THE END OF THE BOOK FOR EXAMPLES OF SUCH WORDS**

## **REFERENCES**

The same as the references in Unit 5.

## **UNIT 7: CREATIVE READING**

### **INTRODUCTION**

The word creative can be used to describe a person or an activity. A creative person may be said to be one who uses his natural abilities in new, fresh and interesting ways. A creative activity may then be said to be one that exhibits the above qualities and so can generally arouse and hold one's attention. Imagine a little girl at a dinner with the other members of her family. At an appropriate time, and in a conspicuous manner, she displays a sheet of paper bearing: SALT, PLEASE! OR MORE MEAT, PLEASE! In a normal family, this action is likely to cause laughter but the child will get the salt sent across to her, or a large additional piece of meat as the case may be. She can be said to be creative in this instance and in her request.

Reading is one activity that can be described as being creative. Creative reading goes beyond the lines. That is, it must show understanding in many ways and must be capable of being used to solve practical problems in varied ways.

Recall that in Unit 5, you studied critical reading. You were taught to read between the lines, that is, to show complete understanding of what you read. That knowledge will come in handy in this unit. You cannot show additional evidence of understanding until you have thoroughly understood the reading in the first instance.

### **OBJECTIVES**

By the end of this unit, you should be able to:

1. explain the importance of the reader's background knowledge and experience;
2. give examples of how a reader can apply what he has read in one content area to other content areas and aspects of his life;
3. appreciate that reading is a reasoning process;
4. understand why there is not always just one right answer to a question; and that people must use their own personal judgement in finding answer;
5. know how to activate children's background knowledge and experiences before they start reading a text;
6. give children questions and activities which will enable them to apply what they have read creatively.

### **HOW TO STUDY THIS UNIT**

1. Read each section carefully and ensure that you understand one before you move over to the next.
2. Study the passage given and use it to test your knowledge of the process of creative reading.
3. Do all the excersies listed under Activities and Assignments, and compare your answers with the ones at the end of this booklet.

## WORD STUDY

The following words are explained for you. List and find the meaning of other words you are not familiar with. Use the spaces below for that purpose.

standpoint	-	the position you occupy in relation to an issue in society etc.
viewpoint	-	your point of view, what you think about something
previous	-	what came before
activate	-	bring into action
root cause	-	the reason behind something that happens

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## CREATIVE READING: ITS AIMS

- i) Creative reading is the type of reading that seeks to get you totally involved in what you read. Getting totally involved is another way of saying that the creative reader must pay full attention to the reading. As you can recall from your study of parts of Unit 5, paying full attention to the reading is a demand that is not limited to creative reading only. Critical reading also requires it. But there is a difference. Critical reading requires full attention as a condition of success. Creative reading requires full attention as a starting point for success. This is an important difference which you should remember.
- ii) Creative reading aims at getting you to imagine and to express your feeling about the kinds of things that went on in the mind of the writer. It is not very easy to achieve this aim.
- iii) Creative reading involves more than simply understanding the mind of the writer. The mind of the reader is also important. Creative reading involves bringing all your own knowledge and experience to the reading act. It is not passive. How a text affects you will depend on the experience you have had before. Let us take the example of three very different people: Mr. A., Miss B., and Mrs. C. They all read a book called: Lagos in the Colonial Days.

Mr A. is old. He lived in Lagos as a boy in the 1920s. He loves the book. He does not get much new information from it since he knows already most of the things written there but he enjoys being reminded of the old days. He finds the book interesting and relaxing. It gives him great pleasure.

Miss B. is a student. She has just started to study history in the university. She sometimes visits her aunt in Lagos and she knows the place fairly well. When she reads the book she is interested to see how much things have changed. She also finds mention of many things she learned in school. Her background knowledge of history helps her to understand the book and the book increases her knowledge of history. She finds that the book stimulates her interest and makes her want to know more about the Colonial days in other old towns such as Calabar and Warri.

Mrs. C. is a middle aged woman. She is a nurse and a housewife. Her grown up son has gone to work for a book publisher in Lagos. He gives her a copy of the book as a present. Mrs. C. reads the book to please her son. She does not gain much from it however. She has never been to Lagos and she has never studied history, so the book has no special interest for her. Moreover

she is too busy and tired to understand the long words in it. She does on the other hand find the pictures interesting, and she values the book because it was a present from her son.

Mr. A., Miss B. and Mrs C. have a totally different experience when they read the book. Each has a very different position in life. Each has a different standpoint. Their standpoints affect their view points and the book means a different thing to each of them. Creative reading involves an interaction between the writer and the reader, and that interaction is different for each reader. Mr A. Miss B. and Mrs C. each experienced a quite different interaction with the writer of the book on Lagos in the Colonial Days

- iv. A creative reader applies what he has read to his life. Words, ideas and expressions from the text can become part of the reader's own experience. They can be adapted for use in a variety of situations.
- v. A pupil who reads creatively will be able to apply what is learnt in one subject lesson to work in other areas. For example, reading for the main point is something that needs to be applied outside the reading lesson. Reading for the main point is very important for reading word problems in Mathematics, for example. Failure to use this method leads to failure in Mathematics. Likewise the technique of finding key words in a sentence is something which can be applied to the sciences and to Mathematics as well as to other school subjects.
- vi. All our reading should be as creative as possible. We teachers should aim to teach our children to read creatively from their very earliest days. Reading is basically a reasoning process. We must train our pupils from the beginning that they must reason about what they read. Reading must be related to other aspects of life. A child who reads is not an empty pot waiting to be filled with knowledge. He brings at least a few years of life experience to his reading. The more experience he has of life the more creatively will he read. This means that we as teachers and pupils should have a wide range of experience. We need to provide a lot of activities both inside and outside the classroom. This is one of the main purposes of nursery education. Activities are also important in the lower primary classroom.

### **ACTIVITY I**

1. What two things does the reader bring to the text?
2. We gave two examples of reading skills that can be used in Mathematics. What are they?
3. What type of activities must we give our children to prepare them for creative reading?

### **CREATIVE READING: BUILDING UP BACKGROUND KNOWLEDGE**

- i. Background experiences  
How do we make children read creatively? Also, how do we as teachers read creatively? As we have said, this is the type of reading we should always aim at. In order to read creatively, we must first of all have a basic understanding of the words we read. For this it is essential that we have a good knowledge of the language. Secondly, we must have a wide range of background experiences. These experiences can be developed through various activities in the classroom and reading widely. Drawing pictures, moulding clay, building with sand, drama and role play - all are activities that give children experiences. They are also opportunities for children to re-enact and reflect upon the experiences they had at home. In the classroom situation, the teacher can increase the value of these experiences by the use of language. The teacher should always interact with the children as they play or engage in activities. Oral discussion of what the child is doing helps to



build up concepts and make the activity more meaningful, thus adding to the child's stock of experience. Remember the two important things the child needs for reading. These are knowledge of the language and knowledge of the world - that is to say, background experience. No right or wrong answer

- ii. Creative reading leads each individual to make full use of what he has read. Each person has different background experience. Therefore each person will get something different from what he reads. Remember Mr. A. and Miss B. Both of them enjoyed the book on Lagos, but they enjoyed it in quite different ways. This was because they brought quite different experiences to the book. Mr. A. brought his own personal firsthand experience of Lagos in the Colonial days. What the book brought him was a reminder of those days. What Miss B. brought was a training in history and a knowledge of modern Lagos. What the book brought her was a deeper knowledge of the history of Lagos. It also stimulated in her an intellectual interest in the history of other towns. Which of them received the correct message from the book? In a way, both of them. But who is to say what is the correct message? The writer wrote what he knew. He did not know the background of those who would read it. He left it to them to take what they could from it.

A lot of things in life have no one right or wrong answer. As teachers we must be very careful about this. We must not give the impression to our children that there is one right or wrong answer to everything. Often we give exam questions with multiple choice or true/false answers. This may be necessary. But if we do it too much, children may get the impression that there is no room for their own judgement. They may become passive readers and passive learners. They may expect the teacher to do everything for them - to simply put knowledge inside their heads. We want our pupils to be active learners. One way to teach them to be active learners is through teaching creative reading.

#### **ACTIVITY II**

1. Through creative activities in class we develop two important things which are needed for creative reading. What are they?
2. What is one consequence mentioned in the text of making children think there is always a right or wrong answer to any problem in class?

#### **CREATIVE READING: ACTIVATING BACKGROUND KNOWLEDGE.**

We have shown that background knowledge is very important in creative reading. We have also mentioned some ways in which the teacher can build up background knowledge through creative activities in the classroom. We have emphasized the role of language. Experiences need to be associated with language to make learning meaningful. During creative activities, the teacher must be circulating among the pupils, never sitting at the desk marking papers! The teacher discusses with the child. He discusses what the child is doing. You can actually draw out from the child a lot of information about the activity he is engaged upon. The child never knew he had all this information until you started asking the questions. This kind of probing questioning is also important in the reading lesson itself.

#### ***Pre - reading in the primary class***

When you are teaching beginning reading to young children you need to do it individually. Before the individual child actually starts to read you need to activate his interest and

background knowledge. You can do this by asking Pre-reading questions. These are questions that you ask before the child reads. Now most teachers ask questions after the child has read, but some teachers do not realize the importance of asking questions before reading. Pre - reading questions can be used to activate previous knowledge Pre - reading questions prevent passive reading. The child starts to read with questions already in his mind. Good pre reading questions make him read to find out something particular in the text. They set a purpose for reading. Otherwise the only purpose the child may have in reading is to please the teacher!

### ***Reading with the whole class***

Here is an example of how you can ask questions on the reading passage on page 31 Unit II Book Two of *Straight for English*. This is a lesson for children who have gone past the beginning stage and can read simple texts for themselves. They read silently. But they still need to have their reading guided by the teacher's questions.

Teacher: Let's look at the picture on page 31. What is happening in the picture?

Pupil 1: Bitrus and Ibrahim are running.

Pupil 2: I think Ibrahim is chasing Bitrus.

Teacher: Why do you think Ibrahim is running after Bitrus?

Pupil 3: They want to go somewhere.

Pupil 4: They will fight.

Teacher: Those are all good ideas. How can we find out if our ideas are right? How can we find out why Ibrahim is running after Bitrus?

Pupil 4: We will read the story to find out.

Teacher: That's right, Hassan. What do you think we will find out when we read the story?

(Adapted from Oyetunde (1991) "How Parents and Teachers can Help Their Children Become Good Readers") p. 94.

The teacher should carry this discussion quite a lot further, allowing all the children to give their own ideas of what they hope to find out when they read. This takes time, but in the long run it is productive, because it makes the children read more efficiently. If they are given a chance to predict what they will read, children will make predictions based on their own experience. They will try to relate the activities of the two boys in the book to the normal things that they themselves do. In this way they will interact with the text when they read it. They will relate it to their own lives. Their own experience will affect how they see the story. Also, this story will likely to affect their own lives. Creative readers are influenced by what they read. They can draw lessons from it which can guide their own behaviour.

### **POST READING QUESTIONS**

These are the kinds of questions we ask a child after reading. These questions make them read creatively. Some of the questions can be literal comprehension which requires answers based on the text only. Inferential questions require answers based on the text and the readers's knowledge of the world. Questions requiring critical comprehension demand knowledge of the text, readers' knowledge of the world and readers' judgement.

## SUMMARY

In this unit, you learnt how the word *creative can be used in respect* of persons and activities.

- You have learnt that in creative reading, you must get fully involved in what you are reading.
- Different people with different backgrounds get different things from a book.
- Creative reading involves transferring reading skills to all the subject areas.
- Creative reading allows what you have read to affect your life.
- Creative reading prepares young children for reading through building up background knowledge.
- You learnt about pre-reading and post reading questions for guarding children's creative reading.

## ASSIGNMENT

Write five things that can enhance your creative reading skills.

## REFERENCES

- Huck, C.S., Hepler S., and Hickey J. (1987). **Children's Literature in the Elementary School**. New York: Holt, Rinehart and Winston Inc.
- Jacobs, Leland B.(ed)(1965). **Using Literature with Young Children**. New York: Teachers College Press.
- Padak, G.M. and Padak, M.D. (1987). Journal of Reading. 30 No.6

## **UNIT 8: PROMOTION OF INDEPENDENT READING**

### **INTRODUCTION**

The ability to read is unarguably a sure index of sound and complete education. Reading is a sure means through which human beings widen their perspectives and become more enlightened. It is one of the basic language skills (listening, speaking, reading, and writing) and is the third in complexity. It opens the door to the sanctuary of knowledge hidden in books and other written materials. Without competence in reading skill no learner makes any meaningful advance in education. Reading helps to prepare and equip the student for examinations and also helps the individual to benefit from the bulk of knowledge around us.

It is the ability to read on one's own without external prodding however that unlocks all the treasures of knowledge. How do we as teachers inculcate the skill of independent reading in our children? What do we do to promote independent reading among our children?

### **OBJECTIVES**

By the end of this unit you should be able to:

1. effectively discuss what independent reading is;
2. discuss the advantages of independent reading;
3. say what the teacher can do to lay a good foundation for independent reading among the children.

### **HOW TO STUDY THIS UNIT**

1. Read each section of this unit carefully.
2. Do all the activities.
3. Discuss areas that may not be clear to you with your course tutor at the study centre.

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK**

### **WORD STUDY**

independent: not relying on others, completely on one's own  
decipher: to transliterate or interpret, to make out  
decode: to convert from writing to meaning  
reservoir: a place where something (e.g. water) is stored

### **INDEPENDENT READING**

Reading is the ability to interpret meaning from printed letters. It is the art of getting meaning out of words. To read is an attempt to comprehend the meaning of written or printed words in a passage. Reading involves an unconscious mental exercise which uses meanings stored in the reader's reservoir of knowledge to translate written words into meanings. It is an active search for meaning and is a meaningful interaction between the reader and the material.

Reading is a skill and like all skills it requires practice. This practice is not usually easy because it involves the ability to decipher signs made on paper. These signs and symbols on paper to an

untrained eye do not mean anything. But to a trained eye these words embody a wealth of knowledge. Your duty as a teacher is to do all you can so that children learn how to get the meanings of words. Success in this difficult task calls for dedication and perseverance.

We, the teachers, initiate children into reading while they are in school so that they can follow the habit all through life. To enjoy the benefits of reading, the individual must be able to engage in reading on his own without external prodding. Independent reading enables the child to discover things for himself. It trains the child in self-confidence. It sharpens the child's curiosity and makes him desire to know more.

Independent reading sustains the child all through life. By reading on their own children not only get well informed in their various school subjects, but they also become versatile. They will read and appreciate daily events, novels, biographies, political tracts, history, etc. Independent reading calls for efficient reading. Efficient reading means reading at a relatively good speed with perfect understanding. The more a child reads, the more the child's vocabulary increases. The more the child's vocabulary increases, the more the child understands. The more the child understands, the more the child advances in knowledge.

The benefits of independent reading are immense. To live well in this fast technologically computerized world calls for increased reading ability. Reading sustains man all through life.

#### **ACTIVITY I**

1. What is reading?
2. What is independent reading?
3. Mention three advantages of independent reading.
4. What does efficient reading mean?

#### **PROMOTION OF INDEPENDENT READING**

Your task as a teacher is to lay a solid foundation for independent reading in your pupils. This starts right at the kindergarten and nursery levels. At these levels, you should guide them through their first encounter with the written material starting from the letters to the words. Once they identify the letters of the alphabet, you help them combine these letters to form words. At this stage, pictures are very essential as they are made to associate words with pictures and meanings. Look at pictures together and discuss them with the children. You must show your own enthusiasm by sharing the books you read and really enjoy and appreciate.

When children can identify words with pictures you start composing short and simple stories from words. These short stories from words have to be confined to the children's world of experience in order to make them feel at home.

By the time they graduate from the nursery school you guide them into forming ideas from words. At this stage they abandon the world of words with diagrams and learn to associate in their minds ideas created by written words. They now operate at the level of sentences and you now lead them through long pieces of stories that will interest them.

You gradually and steadily introduce new words in these pieces. To make them read and pronounce well, always give model reading. It is now that efforts should be made to avoid those bad reading habits which deter reading speed like pointing at the words, movement of the head, and vocalizing. Reading aloud (vocalizing) is important at the beginning to ensure that children

pronounce well. At this stage, you can read along with them to help them read meaning into passages. Once this stage is passed, efforts should be made to discourage sub vocalization which though not very visible, can be detected by a careful teacher. There usually is a graduation from word recognition to word-pair recognition and from this to getting meaning from words.

Nursery and primary schools are the foundation laying levels for independent reading. At the senior primary level, children are exposed to carefully selected reading materials that should whet their appetite for reading. You should first go through these texts to pick out difficult words. Drill the children on such difficult words often times outside the context of the reading class. You can use such words in sentences and make the children do the same. Such new words become pleasant surprises when later the children encounter them in their texts. After this children are encouraged to read the passage silently. At the end, ask them questions to test their understanding of the passage studied. They will work harder and concentrate more if they realize that you will in the end test them with questions.

At this stage, you stimulate the children's interest by giving them a gist of what they expect from a passage. Care should however be taken not to dampen their interest or enthusiasm by telling everything. More is achieved by leaving the children in some kind of suspense which will motivate them, encourage them, and spur them on to discover. By the time the children graduate from the elementary or primary school, their vocabulary should have been high enough to enable them read some simplified novels, short novels, story books, simple plays, and some poetry. The classroom library, if there is one, can supply most of their reading materials. The children can be encouraged to buy some of these texts themselves. They can be made to save for some of these reading texts by denying themselves certain pleasures.

How independent reading can be sustained and promoted in schools forms the main focus of the next unit.

### **ACTIVITY II**

1. At what level is the foundation for independent reading laid?
2. When is the teacher's model reading necessary and why?
3. What should form the bulk of children's reading materials in the senior primary?

### **SUMMARY**

We have in this unit discussed:

- what independent reading is;
- what we teachers can do to promote independent reading especially at the early levels of schooling - kindergarten through nursery to the primary school.

### **ASSIGNMENT**

1. Discuss the benefits of independent reading in the life of an individual.
2. Suggest appropriate diagrams or pictures that will help a nursery school teacher teach reading in the class.

TAKE YOUR ANSWERS TO YOUR COURSE TUTOR AT THE STUDY CENTRE

## **REFERENCES**

- Huck, C.S., Hepler S., and Hickey J. (1987). **Children's Literature in the Elementary School**. New York: Holt, Rinehart and Winston Inc.
- Jacobs, Leland B. (ed) (1965). **Using Literature with Young Children**. New York: Teachers College Press.
- Padak, G.M. and Padak, M.D. (1987). *Journal of Reading*. 30 No.6

## **UNIT 9: MORE ON THE PROMOTION OF INDEPENDENT READING**

### **INTRODUCTION**

The benefits of independent reading cannot be overemphasized. One's ability to engage in and benefit from independent reading is a sure indication that one has been formally educated. A successful skill of independent reading is one which manifests itself vividly when the process of formal education is over. Yet it is one whose foundation is laid quite early in life.

In this unit we are going to survey what the teacher can do to promote independent reading. We are also going to expose you to how children's literature can be used to promote independent reading.

### **OBJECTIVES**

By the end of this unit you should be able to:

1. discuss how you can create a classroom library;
2. discuss how you can organize a class commonwealth library.
3. discuss how you can select relevant books for children.
4. use children's literature to promote independent reading.

### **HOW TO STUDY THIS UNIT**

This unit is closely related to and indeed a continuation of the unit preceding it. Therefore to make the best out of it you should:

1. revise the preceding unit very well;
2. read this unit attentively;
3. practise organizing a commonwealth or invisible library for your class;
4. make effort at selecting good reading titles for your class.

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK**

### **WORD STUDY**

read between the lines :	to detect a meaning not expressed
read up:	to amass knowledge of by reading
reading age:	reading ability calculated as equivalent to the average ability at a certain age
reading book:	a book of exercises in reading

### **PROMOTING INDEPENDENT READING**

The senior primary school level is a very important stage in the promoting of independent reading among children. It is so because here the children have gained word recognition and can easily get meaning from words. What they need now is an accelerated increase in their vocabulary. They can achieve this through exposure to many varied reading materials. It is necessary to find out often if the children are reading-ready. You can do this by sounding their opinions. This is not to say that you will ask them if they are ready but by exposing them to some reading materials and finding out their responses. Introduce a reading book, that is, a book of



exercises in reading. Their attainment in these exercises will let you know the degree of their preparedness.

You can assign reading paragraphs for understanding to the children. Their ability to comprehend the passages and the speed at which they answer the questions attached will help you in your bid to promote independent reading. You can also give out passages to the children and expect them to locate specific information. This will help them in their reading speed as such reading will only require scanning and not intensive reading. To achieve a better result introduce some competition which will spur the children on to work hard, fast, and at the same time be thorough. In order to unravel the information required the children without being told must read between the lines. They should be made to observe the difference between reading for general information and reading for pleasure.

In reading classroom textbooks and other complex materials the children must be made to read for the central idea as well as the supporting details. Such readings may involve two readings, the first to comprehend the writer's main thoughts and the second to understand the detail like the steps the author uses to arrive at his conclusion, the evidence he advances to support his stand and or the examples he provides to help us understand a general stand-point. Reading rapidly for the central idea improves one's skill in reading longer passages.

How do we read for the central idea only?

The child should read the passage a little faster than before. He is not concerned with comprehending the central idea and the supporting detail. His focus is to comprehend the writer's main thought hence he should read faster. Care must be taken to skim so rapidly so as not to miss the sense of what he is reading.

The child should concentrate on finding and following the author's central idea.

He should not attempt to remember details like exact dates, lists of names and unnecessary details.

The child should be encouraged to read ahead even if he encounters a word or phrase that he does not understand.

### **ACTIVITY I**

How best does the child read for the central idea in a passage?

### **PROMOTING INDEPENDENT READING THROUGH LIBRARIES**

The library is the centre of all reading activities. A good library therefore is an incentive for reading. The atmosphere of a library goes a long way to promote independent reading. In the library, children learn to read on their own and once this habit is formed, the child never departs from it even in adulthood.

Every good school should therefore have a good library. Where there is a good library you the teacher and the children derive a lot of advantages from it. The library helps you to initiate children into the good habit of reading. It provides the children the opportunity to source for reading materials not only in language but in all the subjects in the children's curriculum and more. A library affords the children the opportunity to acquire the library culture. They learn to read in a quiet atmosphere and also get to know how to handle books and materials.

Unfortunately however one notices that many schools do not have library facilities for children. Where there are places designated as library one finds out such rooms are usually empty. This calls for resourcefulness on your part as a teacher who wants to promote independent reading among his pupils. You can if a school or public library is not accessible create a class library. Such a library, if created, will go a long way in making books available to the children and thus create an impressionable awareness of a reading culture among the children. You can ask the school authorities for space to accommodate such a class library.

Such a room library must be well lighted, airy enough and should be "a cheerful and inviting place". Such a class library can be stocked with books from the school, from donors, and even from the pupils themselves. Most children these days come from parents who are very much aware and have imbibed the reading culture. Such parents, if appealed to, will not hesitate to come to your aid. You should ensure that the books so donated are good and healthy materials for the ultimate consumers, the children.

A bulletin board could be provided where new titles are displayed. Jackets of new titles if available can also be displayed. This creates room for curiosity which is a good incentive for reading. The children look forward to reading the new titles so advertised and often take pride in being among the first to read such books and discuss the contents among themselves.

Another device you can use to promote independent reading is by creating a commonwealth library or what people also call the invisible library. This is a library to which every child in the class contributes a book. If there are, for example, 50 children in the class there will equally be fifty books. You can so organise this that some titles are not over duplicated. There can of the fifty books be about twenty to thirty different titles. This could be organised in such a way that all the titles in a particular series like Longman, Drumbeat are acquired.

Each child feels happy and has a sense of belonging that he is a co-owner of the stock of books. Each pupil is given a few days to read a title and probably summarize it or make notes which he may share with his classmates. One of the children is made the class librarian who takes an inventory of the titles bought by each child and who borrows what and when. You supervise this to make sure that the pupil librarian is not over-burdened to the extent that he will not have time enough to do his own reading.

The commonwealth library has many advantages. The children always know they each have a stake in the library and they make efforts to read as many titles as possible. In this pursuit they end up reading many books and the habit of independent reading is thus consolidated. The commonwealth library does not have the problem of accommodation since the books will at all times be in the hands of every pupil. The children have a library but nobody sees the stock of books hence the name invisible library.

#### **ACTIVITY II**

1. How can you organise a commonwealth library for your class?
2. Why is it called commonwealth or invisible library?
3. Mention three advantages of the commonwealth library.

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## **EFFECTIVE USE OF THE LIBRARY IN PROMOTING INDEPENDENT READING**

Whether it is the school library or public library or even the class or commonwealth library, you as the teacher have a big task in ensuring that the children make effective use of the library. Your ability to make the children make effective use of the library will determine to what extent you will succeed in inculcating the skill of independent reading in the children.

The first task is that of selecting books and materials for the children. In selecting books your objective will be to develop literary interest in the children. To achieve this, you have to meet the varying interests as well as the reading needs of the children. To strengthen reading skills, supplementary reading books must be carefully selected. You should be guided at times by the attractive format of a book as this is the first invitation to children in choosing a book. In choosing books, you should be guided by your perception and taste. This is acquired through your own background in appreciation of literature in general. As a teacher of children's literature, you should also study children's literature. This will help you evaluate children's books better.

Again in selecting books, take into consideration the four general kinds of books for children. These are: informational books, mood literature, fiction and poetry. Ensure that the informational books give factually accurate information without careless over-generalizations.

Mood literature concerns itself with concepts and feelings but should be within the common experience of young children. It sensitizes children. Fiction can be either in the "believe" or "make-believe" mode. It has to have good and appealing language. If you decide on poetry books, they have to be well written to justify Samuel Taylor Coleridge's definition of poetry as "the best words in the best order" or what Robert Frost calls "a performance in words"

The four general kinds of books will expose the children to the many faces of enjoyment through literature. This enjoyment will come in many ways. It could be "the enjoyment of being knowledgeable both in fact and feeling, the enjoyment of language graciously used, the enjoyment of moments of increased awareness to life and living" You have fulfillment in bringing children and books together. It is only through this process of bringing books and children together that you fully promote independent reading which is necessary for full living.

### **ACTIVITY III**

1. How will you ensure that children make effective use of the library?
2. Which are the four general kinds of books for children?

## **PROMOTION OF INDEPENDENT READING THROUGH CHILDREN'S LITERATURE**

Children's literature is a very difficult area of study. This is because often adults who direct children's literature are carried away by their own complex adult life and literature, their own complicated and difficult adult literature that they lose sight of the fact that the world of children is that of straightforwardness and so is their literature. It has been said that for literature to be enjoyable to the young, it takes an appealing book, an eager child, a comfortable setting, and a sensitive, enthusiastic adult.

In this section we look at various areas of children's literature as well as different ways of promoting independent reading through children's literature.

## SUPPLEMENTARY READING IN CHILDREN'S LITERATURE

Quite often when supplementary reading is mentioned, people generally feel that it begins and ends in fiction. Though the bulk of available supplementary reading materials are in fiction we wish to restate that there is supplementary reading in every subject in the school curriculum. This is because supplementary refers to reading outside the prescribed texts. We are aware that the reading materials available in schools are usually inadequate. There is the need therefore for you the teacher to guide the 'children in finding materials that will supplement their reading and fill the yearning gap in their reading requirement.

Paramount among factors that undermine supplementary reading is the fact that many young people these days are preoccupied with too many activities that please them. The television and video now constitute a big distraction to our children. It needs a very strong influence to direct children away from these two electronic gadgets which tend now to waste our children and their generation. There should be a combined effort by teachers and parents to re-orientate children. They should be made to spend less hours watching television programmes and video and have time for reading.

Another militating factor to effective supplementary reading is the scarcity of books in our schools. This problem cannot be solved by you and the children alone. Government and communities should be responsible enough to realise the immense benefits of books to the child and the society. Supplementary books, it must be emphasized, fill a very big gap in children's educational enterprise. Poor library facilities militate against children's literature in general not just supplementary reading.

### Book Report Format

The major reason for promoting children's literature through supplementary reading is to inculcate extensive reading habit in the pupils. Perhaps the most important reason for poor performance in our schools today is the low-level reading habit of our pupils. Extensive reading can be done by getting pupils to read at least a supplementary material in form of a short play, story or poem a week and complete a book report on the supplementary text read. Pupils can use the format below to write their book report. It is a guide that is subject to modifications, depending on the type of book and the purpose of the report.

Title of the Book	
Author	Publisher
Brief summary of the storyline, major events and characters	
New words, sentence types and expressions gained from the book	
Aspects of the book found interesting	

## PROSE FICTION FOR CHILDREN

Prose fiction seems to be the most popular in children's literature. At the very elementary level children are initiated into prose fiction through folktales. This is why folktale is regarded as elementary fiction in children's literature. Folktales appeal to children very much because most of them are very exciting and children like being excited. As a conscientious teacher, harness children's enthusiasm to expose them to a lot of prose fiction.

Some of the techniques that can be used to teach prose work to pupils are outlined in the box below:

Story completion, story re-telling, dramatization of the story, story re-writing, story illustration, converting the story to pictures, converting pictures to stories, diagrams and sketches; discussion based on the story line, memorization of interesting quotes from the story, and so on.

The best way to stimulate reading of story books and numerous children's literature is outlined below. Follow the steps suggested in the activity to get your pupils to share the pleasures of a good story book.

### Sharing the Pleasures of a Good story Book

- Choose a story with characters and events that you think will interest your pupils.
- Prepare work on other tasks for some pupils to do while you do shared reading with a group of 15 to 20.
- Establish any background knowledge before reading the story.
- As you read, show pupils some illustrations on the content of the story and ask questions about them. Use your voice and actions to hold pupils' attention.
- Invite pupils to join in the reading by repeating particular words or sentences that you have written on the chalkboard and by performing actions.
- At the end, discuss the story with your pupils and ask them to bring out the parts of the story that give them pleasure and excitement.
- . Organize these same steps for the other groups.
- Reflect on this activity by providing answers to the following questions:
  - a) How did you feel upon your reading of the story?
  - b) Did pupils enjoy the story?
  - c) How do you know?
  - d) What can you do to develop your story reading skills?

(TESSA)

## POETRY IN CHILDREN'S LITERATURE

Of the three genres of literature, poetry is the most dreaded by people. Children are no exception to this dislike towards poetry. Poetry is feared because of its language which people often complain is difficult. As earlier pointed out poetry according to S.T. Coleridge is "the best word in the best order" Niyi Osundare says 'poetry is man meaning to man' yet the language of poetry often scares. Poetry is written to be enjoyed. Part of its enjoyment comes from how it is written. Poetry embodies a lot of worthwhile experiences which children need. Denying them poetry will be denying these experiences which are the joy of life. Efforts should be made to make poetry attractive to children. This can be done through devising appropriate means of making poetry teaching an enjoyable experience.

There are two main reasons for failure to enjoy poetry. These are poor selection or choice and bad teaching methods. Often teachers choose poems which do not appeal to children.' The poems may be too difficult and the language unfamiliar or they may be written for adults and not children.

The methods of delivering the poem may be unsatisfactory. At times teachers force children to "cram" a poem and this attitude turns poetry into a dreaded exercise. Poetry should be a pleasure. To derive this pleasure the poem chosen must be one children will enjoy. The teaching must be done in such a way that children enjoy it.

Poetry is an art and is a vehicle for conveying some worthwhile values. A Poem like. "**The Vulture**" by Hilaire Bello, for example, has a lot of positive values embedded in it. Children know the "dejected and miserable look of the vulture". The poet is convinced that the vulture is so ugly and sickly because it is greedy and eats between its meals. The poem presupposes that the child, the reader, is better than the vulture because he does not eat between his meals. Children will appreciate the picture of the vulture and will strive "to only eat at dinner" in order not to be as dull and as ugly as the vulture. The expression created in the children if this poem is well-taught and dramatized, will be lasting. It will further arouse the children's interest to read other animal poems. This curiosity encourages independent reading.

"**The Donkey**" by G.K. Chesterton is another good example of animal poem. This is a poem that could be integrated with religious knowledge. The triumphal entry of Christ into Jerusalem on a donkey is told the children. More bewildering to the child is the idea that it is the donkey, the underdog, itself that talks about man's derision of him. The enjoyment of these poems will however depend on their suitability to the class or children. They can only be enjoyed where the language is within the language competence of the children.

The ability to paraphrase a poem goes a long way to arouse interest in poetry, Children easily enjoy nursery rhymes often because of their lyricism. In the upper primary school level children's poetry becomes a bit more tasking. A good teacher then sustains children's interest by explaining the subject matter of a poem accurately limiting his paraphrasing solely to ideas directly from the poem.

A poem like "**Boys and Birds**" in Teresa U. Njoku's *Fluted Echoes* can excite children very much if well explained. One notices the series of activities which boys and birds engage in. The boys for example undergo pain but they are not deterred by those painful experiences. They go on climbing the tree. Climbing the tree symbolically represents life's struggles. If those are well

explained children appreciate them and will be curious to explore other poems to use if they can discover more of such experiences.

In the same way J.P. Clark's poem "**River Bird**" will give the same satisfaction as the teacher explains the symbolic meaning of the word 'market' as the journey of life.

There are activities that the teacher can introduce to poetry class before, during and after the teaching of poems.

Activities before the lesson:

- Select poems that are comprehensible and suitable to the particular age group;
- *Get pupils to listen to tapes or the teacher reading an interesting portion of the poem to stimulate interest;*
- Show the picture related to the poem and let pupils predict what the poem is all about;
- Give the pupils interesting quotable quotes from the poem to stimulate interest;
- Ask the pupils to work in pairs or group to suggest what the poem is about, guessing through the title or illustrations accompanying the poem.

During the poetry lesson:

- Write the poem boldly on the chalkboard or cardboard and hang it where all the pupils can see it or get the pupils to turn to the text where the poem is written.
- The teacher reads the poem paying attention to features of rhyme alliteration, consonance, assonance and the regular metrical feet because these are the main sources of rhythm, without which the poem will not be enjoyable.
- The pupils read the poem after the teacher in a musical and attractive manner for enjoyment.
- The pupils read the poem in pairs and small groups, by row, as boys, girls and so on;
- After enjoyment of the poem, pupils can be asked to perform other activities such as:
  - I) reading the poem and role playing all or aspects of it;
  - II) pupils assigning activities based on the poem on the basis of a call-and-response style;
  - III) determining, through discovery procedure, the surface and deeper meaning of the poem; and
  - IV) bringing out simple language forms that make the poem interesting and effective.

After the poetry lesson the following activities can be undertaken:

- Pupils can memorize the nursery rhymes and poems;

- Pupils can recite the nursery rhymes and poems for enjoyment;
- Pupils are made to complete parts of the poems that are deleted;
- Getting pupils to demonstrate actions captured in the poems;
- Getting them to discuss the main ideas of the poem; and
- Dramatizing major parts of the poems.

Children's drama is another aspect of children's literature that is very rewarding. To sustain interest a lot of stories and poems can be dramatised. Children enjoy imitating action. Gabriel Okara's poem "Once Upon a Tune" as we said earlier lends itself to some drama. The children could be made to dramatize the changing hypocritical faces worn by the personal like dresses - home face, office face, host face, cocktail face, street face, etc with their conforming smiles.

Some of the methods that can be used to teach drama texts to children are outlined in the box below. Study these and apply them in classroom situations.

Role playing-play reading character by character-play acting-memorization of interesting quotes from the play-discussion web-play re-telling- play re-writing-play completion, re-ordering jumbled events of a story, and so on

### **SUMMARY**

In this unit, you have learnt further:

- how to promote independent reading;
- how as a teacher you can through creating classroom and commonwealth libraries promote independent reading; and
- how you can use supplementary children's books, prose works, poetry and children's drama to foster extensive and independent reading.

### **ASSIGNMENT**

Give the titles of four books selected for twelve-year old children which will help them in independent reading. Give a summary of each of the books.

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## **UNIT 10: CONSOLIDATION OF READING-COMPREHENSION UNITS**

### **INTRODUCTION**

This unit captures all that have been taught to you in the previous nine units on reading comprehension. At the end of the unit, you should be fully conversant with different aspects of reading which include pre-reading activities, oral and silent reading, reading for main ideas, inferential skills, critical evaluation and extensive reading for promotion of reading habits.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- summarize the concepts learnt in all the units in this unit.
- apply the concepts in real classroom situations.

### **HOW TO STUDY THIS UNIT**

- Read the unit very carefully.
- Re-read the aspects of the unit that you do not understand as you read the summary of the units done in this consolidation effort.
- Do all the activities in the unit.

### **WORD STUDY**

Since this unit is a revision of what you have already learnt in the previous nine units, you should by now be familiar with all the words and expressions used in this unit. In case there is any word whose meaning you have not mastered, feel free to check them in your dictionary or as defined in the relevant unit where the concept was discussed.

### **SUMMARY OF THE NINE UNITS**

In the first unit, you have learnt what pre - reading activities are, ways of organizing pre - reading activities for primary school children in order to prepare them to read printed texts and how to carry out some activities designed to help you check the items/ideas learnt through reading. You should be familiar with these activities.

Unit 2 is concerned with the uses of oral reading, the sub-skills of oral reading, the importance of listening skill to oral reading, the role of the teacher at the pre-reading stage, and the three basic methods of teaching oral reading. The skills of silent reading are also an important consideration in the unit, especially for proper comprehending of reading texts. The unit ends with what bad reading habits are and what to do during specific reading lessons to eliminate these habits.

Reading for main ideas and details is the preoccupation of unit 3. In this unit you learnt that main idea, s central idea of a passage. We discussed supporting details and types of main ideas, and types of details. The methods of organising paragraphs and texts as well as activities to teach pupils reading for main idea and details are the final aspects taught in the unit.

#### **ACTIVITY I**

Read units 1-3 and write 10 major points discussed in all the units put together.

An aspect that formed the focus of unit 4 is the art of paragraphing and summarizing. A paragraph contains one central unit of information about a given topic with details added to it through several sentences. Sometimes, the topic sentence or major statement gives the central idea of the paragraph. A summary expresses just the main point of the sentence, the paragraph or a long text. We can also indicate details to a main point by compressing them in shorter phrases or fewer words. Summary writing is very important in reading to learn, where you and your pupils need to take notes from a whole book.

In unit 5, you learnt about critical and inferential reading. These include what critical reading involves, why critical reading and the way these skills can be developed in your pupils. The unit also includes what inferential reading means and how you can develop inferential reading in your pupils. We need full development of these skills for intellectual development, reading to learn and learning to read.

The topics that you learnt in unit 6 included using the dictionary, registers, antonyms, synonyms, and commonly mis-spelt words to increase your vocabulary power as well as that of your pupils. You are expected read the unit again and perform the different activities in the unit to assist you reinforce the things you learnt in the unit.

In unit 7, you learnt how the word *creative can be used in respect* of persons and activities. You also learnt that in creative reading, you must get fully involved in what you are reading. Creative reading involves transferring reading skills to all the subject areas. It also allows what you have read to affect your life. Creative reading prepares young children for reading through building up background knowledge. Different kinds of pre-and post-reading questions for guarding children's creative reading are also suggested in this unit.

Two units, units 8 and 9, were devoted to the promotion of independent reading. Unit 8 specified what independent reading is and what teachers can do to promote independent reading at the early levels of education. The next unit devoted all efforts to how to promote independent reading. What you can do as a teacher to use commonwealth libraries, supplementary reading materials and children's books, prose works, poetry, and children drama to foster independent reading and reading habits of pupils are the suggested in the unit.

#### **ACTIVITY II**

State ten ways you can develop independent reading.

#### **SUMMARY**

This unit is a summary of all that you have learnt in this module. Reading comprehension is an important component of education. You must take all the points of the units seriously.

#### **ASSIGNMENT**

Different aspects of reading can be taught in various ways. Discuss.

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## **MODULE 4: TEACHING WRITING SKILLS**

This Module is concerned with another very important component of effective communication skills. Writing is a skill that must be learnt intensively. It must also be practised extensively at all times. The Module starts with developing pre-writing skills, and then moves on to writing of alphabets, words, phrases, sentences and larger texts, involving narrative, descriptive, argumentative and expository essays. Letter writing, formal and informal, was one of the written English components treated in the Module. Summary writing had to focus again because it is both a reading and writing task. It is also one of the skills emphasized in the Nine-Year English Curriculum Module. The present Module lays solid foundation for you to write English in an impeccable manner. Study it diligently.

### **UNIT 1: DEVELOPING PRE-WRITING ACTIVITIES IN CHILDREN**

#### **INTRODUCTION**

Before children can learn how to write, they must learn pre-writing skills. These include the **alphabet, basic hand-eye coordination; fine motor skills and how to control pen and pencil.** Since children enjoy scribbling and colouring, you can train these basic skills during pre-writing activities. This unit will discuss these pre-writing skills.

#### **OBJECTIVES**

By the end of this unit, you should be able to:

- identify young children pre-writing activities;
- state how to teach these pre-writing activities; and
- teach young children using these pre-writing activities.

#### **HOW TO STUDY THE UNIT**

- Read through the unit very carefully.
- Put down major points on a piece of paper.
- Do all the activities.
- Review the unit after working through it.

Before we start anything, let's put something down to briefly describe how we teach young children to write.

#### **ACTIVITY I**

How do we teach young children to write? In groups, discuss how you teach your children to write for the first time.

Before your children can attempt to write, they must first of all grasp the concept of the English alphabet.

## Grasping the Concept of the Alphabet

Before you can ever think of teaching writing skills at this level, you must first of all introduce the concept of the alphabet or letters to children who are not yet familiar with letters. The children must grasp the concept of letters before they can be interested in creating them on the paper. Getting the children to learn how to scribble, sit uprightly or hold books and papers are preconditions to introducing them to the alphabet. Follow the following steps in introducing children to the alphabet.

- It is advisable to start with something that children already know before moving to the alphabet which is yet unknown. Thus, teaching the child how to spell his name is probably the beginning because the child will be more interested in his/her name. Write out their names and teach them how to spell their names as a beginning of introducing them to the alphabet. Teach them orally how to spell their names first before moving to attaching the alphabet or other words that are of interest to the children. Such words are: dog, ball, doll, eat, car, cat, look, etc.
- Allow children to experiment with their fine-motor skills such as moving their hands from left to right, holding pens and pencils and moving their hands up and down before driving them into writing. These are skills that are useful in writing. Scribbling with crayons, chalk, coloured pencils and markers helps in fine motor skills and gets children ready to start and want to write.
- Get the children to create things with their hands as a way of getting them to want to write. For example ask them to string things together using strings, form zero with sand or clay, arrange plastics into various shapes that look like letters, or moulding letters with flour and baking these and painting shapes with their little hands.
- Learning to write requires children to use multiple physical and mental processes in one effort. Writing combines many skills and relies on development in areas not specific to writing. It requires fine motor skills -or the ability to use muscles in the fingers and hands; attention to focus for periods of time; memory to generate ideas and retrieve letters and appropriate words; and language to be able to express themselves.
- Teach children pre-writing by beginning with basic activities that introduce them to hold a pencil properly. Demonstrate how to hold a pencil and encourage the child to hold it in a way that is proper and comfortable to him/her. Once children are at ease with holding writing tools like pens and pencils, have them practise drawing lines, circles, shapes, before getting them to write letters.
- Move from moulding and drawing lines to tracing letters. Provide worksheets for this activity. The worksheets should get children to follow dots to create letters. This requires children to connect the dots to form letters. You can get to do this in a funny and play manner. Children should see the activity as playing game. If children find it difficult to trace the dots, assist them by holding their hands to do so.
- Move the activities to actually getting children to form letters on their own, after a series of guidance from the teacher. Get them to post anything they have written, no matter how nonsensical, into a big mail box created in the class as if they are posting letters to their

friends. Children do not need to have written anything tangible. They may scribble anything on papers and envelopes. The fact that they are posting things they have written in form of letters can be very exciting. They think they are writing to their friends.

### **ACTIVITY II**

- **Illustrate the following pre-writing tasks as your children will do them:**
- **An example of scribbling:**
- **Moulding letters:**
- **Arranging objects to form shapes**
- **Tracing letter dots**
- **Drawing lines**
- **Scribbling something on a paper and envelop and posting them in form of an invitation card**
- **Forming letters on their own as children**

Which of the methods suggested above do you think can easily be put into practice in your classroom and the ones that can be difficult to implement and why?

### **Managing Pre-writing Activity Class**

A big warning: Do not bore your children down with long hours of pre-writing activities. Children want varieties, not just one thing for long hours. Limit the amount of time you spend on just one activity, like writing. This is more important because working with pens and pencils for long can make the hands to get soiled and dirty. The hands may suffer from cramps and thus discourage the children.

Do not insist on beautiful or accurate letter formation at this stage. The children are not proficient yet in this task. Always positively reinforce what they have done. Do not laugh at them or ridicule and rebuke what they have done, no matter how ugly and unchallenging. Negative comments may discourage the child forever.

Combine pre-writing activities with other interesting activities and tasks such as reading, singing, dancing, dramatizing, and storytelling. If all these are properly integrated into pre-writing activities, learning becomes enjoyable activity to the children. It also promote learning in an interesting and integrative way.

### **Activity III**

Show how you will combine reading, singing, and dancing into a writing lesson

### **SUMMARY**

This unit has introduced you to some of the pre-writing activities you can undertake with your children at the early childhood education level. The unit started with identification of the pre-writing activities, moved to how you can organise these activities, and allowed you to carry out

these practical activities on your own. The unit ended with concrete tips on how you could manage the pre-activities described in real classroom situations.

## **ASSIGNMENT**

List some of the pre-writing activities that you can organize for your pupils. Comment on the feasibility of organizing these activities in the Nigerian situation.

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## UNIT 2: WRITING ALPHABET LETTERS AND WORDS AT THE EARLY CHILDHOOD LEVEL

### INTRODUCTION

The starting point in this unit is letter formation, since knowledge of letters is basic to writing in general. From this starting point, you will be given some hints that can help in making your pupils form the letters of the alphabet correctly. Practising the alphabet is an important aspect of childhood training at the early childhood education level. It takes patience and a lot of repetition to train children to write the alphabet. The unit will take you through how to get children to write the alphabet on their own and move from writing alphabet to writing words. In order to teach these writing skills successfully, you need large-lined or ruled papers, index or flash cards, glue, pictures relating to each of the English alphabet. You also need alphabet songs, alphabet worksheets and alphabet flashcards.

### OBJECTIVES

By the end of this unit, you should be able to:

- teach letter alphabet;
- list steps to take in teaching the English alphabet and the word; and
- practically use steps to teach the English alphabet and word.

### *Teaching the children to write the alphabet*

### LETTER FORMATION

Letter formation is no doubt one of the first steps in the performance of actual writing tasks. It is, in fact, basic to the art of writing since words are made up of letters, and written compositions are made of written words. This is the reason why it is necessary to master the technique of letter formation properly.

Since you have trained your pupils in moving their hands in various directions and making different shapes, you can use the verbal instructional technique to direct the movement of the hand to form specific letters. For example, in forming letter **e**, you can ask your pupils to carry out the following instructions:

- a. draw a short line from left to right;
- b. from the right end of the line, draw parts of a backward circle (to the left) to make contact with the left end of the line;
- c. continue the backward circle down beyond the line;
- d. let the circle curve below the line and stop a little distance from the right end of the line.

Some letters such as the letter **e** are rather difficult to describe. But there are others that are very simple. You should start with the simple ones such as **o, c, b, d, p**, e.t.c. before going on to the complex ones to enable your pupils build up confidence in their ability.

Another useful technique is the practical application of the watch-me-as-I-do-it. The practical aspect is that after the pupils must have watched you do it on the chalk-board, you will ask them to do the same thing on their own papers. It is important to rule lines on the chalk-board in the form we have in the 2D exercise book. You should also ask your pupils to use 2D exercise books



so that they can make shapes stay within the middle lines, go up beyond the middle lines, or down below the middle lines as may be required.

The directions of the letters can be indicated with arrows to pupils who might not remember what the teacher did. Take the letter n for an example.

The arrows indicate that there is a vertical stroke (top to bottom) to the left. Then, just near the top of the vertical line, an upward curve is made, and the curve is finally brought down with another vertical stroke from top to bottom.

Another useful aid is to try and group letters with identical direction together for practice in letter formation. It is advisable to train in writing small letters before capital letters because we use small letters more often than capital letters. Grouping letters will help focus attention on similar directions at a time. Mastery will thus be ensured. Consider the following groupings of some capital letters:

- a. A V N M W Y X K (use of slanting lines)
- b. I E F H L T (use of vertical and horizontal lines)
- c. C O U Q S (use of curves)
- d. D P (use of vertical strokes and curves)

You should do similar things for lower case letters and group identical letters for practice in letter - formation.

### ACTIVITY I

1. Draw a slanting line from top left and another slanting line from top right meeting the first slanting line at the bottom. What letter is formed?
2. Draw a vertical stroke to the left. Leave a small gap and draw another vertical stroke of the same height to the right. From about the middle of the vertical line to the left, draw a horizontal line to meet the vertical line at about the middle. What letter is formed?
3. Draw a vertical line to the left. Leave a small gap and draw another vertical line of the same height to the right. From the top of the vertical line to the left, draw a slanting line to meet the vertical line to the right at the bottom end. What letter is formed?
4. Draw a semi-circle with the loop to the right. With a vertical stroke, join the opening of the semi-circle with a vertical stroke. Extend the vertical stroke downward by the same length that joins the two ends of the semi-circle. What letter is formed?
5. Draw a circle. From a short distance above the circle to the left, draw a vertical line and let it align with the circle to the left until the vertical line touches the baseline of the circle. What letter is formed?
6. For each letter written below, write two other letters that could be said to be identical in letter - formation:
  - (a) V \_\_\_\_\_
  - (b) B \_\_\_\_\_
  - (c) E \_\_\_\_\_
  - (d) O \_\_\_\_\_
  - (e) M \_\_\_\_\_

In order to make children to write the alphabet on their own:

- The teacher should, first of all, demonstrate forming the alphabet in upper and lower cases on a large-lined paper or chalkboard for children to see. You can use preprinted traceable letters as examples for the children to see.
- Allow children to trace what you have written or printed on their own using an already ruled paper meant for that purpose. There are many already written letters or blocks containing written letters in the market. Children should be exposed to all these.
- Repeat steps one and two many times until children can form the alphabet on their own.
- Now write the letters of the alphabet in upper and lower cases for children to see. These can be written on flashcards or on the board.
- Allow children to trace the lower and upper cases of letters of alphabet on their own, first with the assistance of the teacher and with the assistance of the teacher removed when they start to write these letters on their own. The practice activities of writing the lower and upper letter cases should be repeated as many times as needed until children are able to write them on their own.
- Paste pictures to each alphabet letter to represent a word reflecting the alphabet e.g. a picture of apple near letter *Aa*, *ball*, near letter *Bb*, *cat* near letter *Cc*, and so on. You paste many pictures of objects to represent one letter. Make sure you use pictures of objects that are familiar to the child. A child may not recognise antelope for *Aa*, for example, and thus may pose more problem to learn its spelling.
- Be integrative in your approach as possible. For example, as you are teaching them to write the letters, you can form songs that they will sing to be able to recognise the pronunciation of the sounds of the letter and the word. You may also show them the letter and the words on flash cards and get them to pronounce them as they are forming the letters and words. They are saying the words and the letters aloud just as they are forming their letters and words in writing: *Aa* for apple, *Bb* for ball, *Cc* for cat, and so on. The teacher can turn all these to a beautiful song that the children may love to sing.

### **Teaching Children to Write Words**

- As a next strategy, the teacher presents objects with their name tags on them underneath. Children are given a space below each word to draw the object and write its name underneath as shown in the series of pictures below:



They are then encouraged to memorize the group of letters that make up each word. Then the word is printed again and again by the child with the hope that the child will remember what the word looks like at a glance and what it means, especially, when the picture is removed later on. The same process goes on with thousands of other words until they are internalized as sight vocabulary, i.e. words, which the child can immediately recognize in a text and write on their own. Sight words include words such as a, and, blue, door, has, house, is, it, my, of, red, roof, the, window, and so on. These are words which enable children to tackle simple writing and reading of texts. The recognition of words by sight is the basis of the *Look, Say and Write Method* of learning to read and write in an integrated manner. Other terms associated with this method of focusing on the whole word rather than the individual letters or sounds that make it up are the whole-word method, the word method or the sight word. This method also focuses on building vocabulary adequate enough to read and write sentences or forming essays in future. Sample sight words are produced in the table below

Preprimer	Primer		First	Second	Third
a	all	what	after	always	about
and	am	white	again	around	better
away	are	who	an	because	bring
big	at	will	any	been	carry
blue	ate	with	as	before	clean
can	be	yes	ask	best	cut
come	black		by	both	done
down	brown		could	buy	draw
find	but		every	call	drink
for	came		fly	cold	eight
funny	did		from	does	fall
go	do		give	don't	far
help	eat		going	fast	full
here	four		had	first	got
I	get		has	five	grow
in	good		her	found	hold
is	have		him	gave	hot
it	he		his	goes	hurt
little	into		how	green	if
look	like		jump	its	keep
make	must		just	made	kind
me	new		know	many	laugh
my	no		let	off	light
not	now		live	or	long
one	on		may	pull	much
play	our		of	read	myself
red	out		old	right	never
run	please		once	sing	only
said	pretty		open	sit	own
see	ran		over	sleep	pick
the	ride		put	tell	seven
three	saw		round	their	shall
to	say		some	these	show
two	she		stop	those	six
up	so		take	upon	small
we	soon		thank	us	start
where	that		them	use	ten
yellow	there		then	very	today
you	they		think	wash	together
	this		walk	which	try
	too		warm	why	
	under		were	wish	
	want		when	work	
	was			would	
	well			write	
	went			your	

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- Games are a very important part of learning words and writing them. Many games you can use are a *reading-writing game*, *picture card games*. A *reading-writing game* shows a word on a flash card. Children are expected to read the word after seeing it. The teacher hides the flash card containing the word and asks children to write the word in their exercise books. Picture game shows children the picture of a particular object. Children are then required to write the word representing the object. *Sorting out game* requires

children to sort out jumbled letters to form particular words. *Write out Missing Letter game* makes children to fill in missing letters in a particular word, e.g. *m-n, h-n, b..k.* etc; matching game expects children to match a word with their meaning.

- You will find that high frequency words are easy to teach by writing a story with the children on a big cardboard or chalkboard. This story should include high frequency words that are used daily by children. This must not be a complicated story and must be interesting. Build the story up with children and get them to underline or pick out the words that they use every day from the story.

### **Do it Yourself Exercise**

Now that you have gone through all the things that you can do to train your children to write the alphabet and words, demonstrate practically that you can do all these yourself by completing the exercises below:

Form upper and lower case alphabet letters below:

Form all upper and lower case alphabet letters and a word representing each alphabet below:

Give letters of the alphabet and draw pictures and words of the pictures underneath in the space below:

Write a simple story containing words that children frequently use here:

### **SUMMARY**

As a teacher of children or care giver, you should be able to teach your children how to master the English alphabet in a short period. You should also be able train them to write the alphabet and a series of words related to them. By going through this unit properly, you should be in the position to make your children write at least all the 200 frequently

used words within few months. The strategies developed in this unit are mere examples, you could add or innovate your own. There is no reason for children to stay in your class for one year and not be able to write. Remember, children who are at a young age tend to learn to read and write faster and better than older children. Young children have minds that can be moulded and getting them off with the right start in reading and writing is the key.

## ASSIGNMENT

With illustration, show how you will teach young children to write three letter words in English.

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## **UNIT 3:      TECHNIQUES OF WORD WRITING**

### **INTRODUCTION**

This unit is a continuation of the previous unit. It takes you through the techniques that can be followed in word formation and how words can be combined to produce larger texts.

### **OBJECTIVES**

By the end of this unit, you should be able to:

1.     Form words from the alphabet;
2.     write words when the letters are dictated;
3.     use pictures to prompt the writing of words.

### **HOW TO STUDY THIS UNIT**

1.     Read through the entire unit quickly to get a general idea of what is discussed.
2.     Study each section one after the other and note carefully the activities dealt with (in each section).
3.     As you study each section, carry out the activity that goes with it.
4.     Do not look at the answers until you have actually done the activity.
5.     Look up difficult words in your dictionary and enter their meanings into the WORD STUDY column provided.

### **WORD STUDY**

Enter the meanings of difficult words in the blank spaces provided below.

Verbal instructions oral directions given to a person to enable him to do something

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### **WORD WRITING**

In the last unit, you learnt some techniques of letter- formation. Letters are the essential materials of written communication. But the letters have to be put together to form words in order to make meanings. As said earlier on, pupils could be greatly motivated by being taught to write their own names. You can therefore start by training pupils to write their first names, their middle names, and their surnames. Apart from this beginning meant to kindle the interest of pupils, it is advisable for you to begin training pupils to form simple words - with two or three letters before progressing to longer words. Word writing will be discussed in this section under the following three sub-headings:

1.     dictation;

2. scrambled letter cards;
3. picture cards (or cues).

## DICTION

You can dictate letters to your pupils to write down on their papers. The combination of letters dictated should form simple words that they often encounter in their environment. The reason for making use of words referring to familiar objects and experiences is to arouse pupils' interest and make them want to write. The word formed should be pronounced by you and repeated by the pupils. Some examples of such words are: *go, come, cat, dog, goat, walk, run*, etc.

The presentation will be in this form:

Teacher: g - o go

c - a - m - e come

d - o - g dog

The pupils will write down the dictated letters and pronounce the word after the teacher. This technique helps the pupils to learn to associate sounds with corresponding letters.

## SCRAMBLED LETTER CARDS

You can cut cardboards into equal sizes of about two-inch square. Use felt pen or marker to write letters of the alphabet on the cards, one letter on one card. You will need to produce at least two cards for each letter because of words that have more than one of the same letter, e.g. *see, ball or boot*. If, however, you can afford the cost, you can buy plastic letters that are available in the market in Nigeria at present. Shuffle the cards up or mix the plastic letters so that sequential arrangement is avoided. When you dictate a letter, the pupil looks for the appropriate card and places it where the word is to be formed. At the end of the dictation, the cards would have been arranged to form the desired word. You will then pronounce the word and ask the pupils to repeat it after you.

### EXAMPLE:



## PICTURE CARDS/CUES

At this stage, the pupils can recognize the letters of the alphabet and write them out. They can also be presumed to be able to associate the sounds they make or hear with corresponding letters. If they have problems, help them out by using the dictation technique to prompt them.

Pictures of familiar objects will be drawn on cards as in the letter cards described before. You will show a picture card to the pupils, ask them to name the object and write down the name in their paper.

### EXAMPLE

Look at the picture mounted on the left side of this paper. What is its name? The pupils will answer 'cat'. That's alright. Now write down the word 'cat' in your paper.

If they have problems, you will then dictate the letters thus:

c-a-t.





**ACTIVITY I**

List 10 familiar words that you will dictate for your pupils to write down.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_
- (f) \_\_\_\_\_
- (g) \_\_\_\_\_
- (h) \_\_\_\_\_
- (i) \_\_\_\_\_
- (j) \_\_\_\_\_

Rearrange the following scrambled letters to form English words.

- (a) kdse \_\_\_\_\_
- (b) pac \_\_\_\_\_
- (c) relur \_\_\_\_\_
- (d) blate \_\_\_\_\_
- (e) cetehar \_\_\_\_\_
- (f) gril \_\_\_\_\_
- (g) tago \_\_\_\_\_
- (h) nadh \_\_\_\_\_
- (i) deha \_\_\_\_\_
- (j) tomuh \_\_\_\_\_

Write down the name of each of the following pictures. Record your answers in the blank spaces provided.

(a)



(b)



(c)



(d)



(e)



### SUMMARY

In this unit, you learnt about:

- the use of dictation technique to form words;
- the use of scrambled letter cards in word formation;
- the use of picture cards as a means of cuing pupils to write down the names of objects on the cards.

### ASSIGNMENT

1. Write out the capital letters of the alphabet.

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2. Write out the small letters of the alphabet.

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Write down the name of each of the following pictures. Record your answers in the blank spaces provided:

(a)



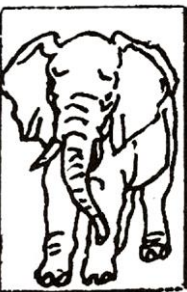
(b)



(c)



(d)



(e)



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## **UNIT 4: MODEL AND SHARED WRITING**

### **INTRODUCTION**

By ages four and five, good and diligent teacher should be able to get their children to start to write something. The children should have passed scribbling and tracing stages to word and sentence writing stages. It is on this level that aspects such as model writing, shared writing, guided writing and independent writing should start to be developed. This does not mean you cannot develop these skills early on. For example, modeling and shared writing can be used even during scribbling and tracing stages. You can model scribbling and tracing as well as share responsibilities of writing the alphabet letter. However, the modeling and shared writing to be developed in this unit assume that children could write some words and simple sentences. This unit trains you on how to use modeling and shared writing strategies to promote writing skills at the early childhood level.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- train their children to write through modeling strategies;
- use shared writing to promote writing skills;

### **MODEL WRITING**

Model writing points out to children that you write often in your daily life. Start modeling by making available various examples, such as shopping lists, short letters to dad or mom, notes to others and birthday invitation cards.

#### **What is Modeled Writing?**

- A think-aloud writing strategy whereby a teacher shows children how to write
- Utilizes a particular writing problem-solving task to illustrate how to write; and
- Can be used to teach children to imitate the way adults write.

Modeled writing is the first step in any teaching writing. This is when the teacher is in front of the class, doing all of the writing for children to imitate. Children need to see writing being done by the teacher before you can expect them to start to write.

- Start by working with the children to determine the topic to write about.
- Get children to sit on the floor or big table in front of big chart papers and in an intimate setting while discussing how writing is done and children to imitate what the model of writing that the teacher produces.
- Talk about the experience to use to generate ideas. After working together with the children to choose the experience, the teacher leads children in a discussion, encouraging the use of oral language. The teacher can promote discussion by asking open-ended questions, such as “*What can we write about this? What can we say about this in a story?*” As children share suggestions and sequence the order of events, the group begins to organize ideas.

- The teacher starts the writing stage by making his/her thoughts about the writing process known to the children. For example, the teacher may say, *"Today I want us to write about what happened to me last night. I need to make a web to sort out my thoughts, then I can start putting the words into sentences."* See the web below

What happened to me last night:



- The teacher composes the text on chart paper. During the actual writing, children and the teacher work together to decide the text by making cooperative decisions about what will be written. While writing, the teacher may refer to the ideas children presented.
- Revisit the text and make changes where necessary. The teacher assists during the composition of the story by going back to the beginning and rereading what has already been written.
- Once the story is finished, the teacher uses a pointer to point to text as she and the children read it aloud. Depending upon the children's skill level, the story can be revised and edited for sequence, content, and word choice.
- The teacher can publish the finished piece of writing. After the piece has been read aloud and deemed finished, it is published to allow for repeated reading and sharing. Publishing can take many forms. These include individual word-processed copies, class books, wall charts, bulletin board displays, or Web postings.
- The key to modeled writing is to never assume your children are following you. Tell them everything you are doing and why. It is not enough for them just to watch you. Let them take part in the writing process. Make sure you do not model too many things that the lesson goes on for too long - you will lose the children's attention.

- Provide a variety of writing instruments and materials for writing. Such materials include pens, pencils, crayons and markers. Children begin to imitate the writing that they see you producing. Do not expect them to copy them down perfectly. Always praise their efforts. Never run them down. This may kill writing incentive.
- Create room for fun as the children write together with you. You may turn what you are writing to songs that are accompanied with dancing or get the children to dramatize what has been written. You may start the story like this: *There once was a little girl who....* Ask your children to fill in the blanks either in pairs or in small groups. Make this process fun and easy for children. Laugh at the funny things written, or make funny story up as in: “There once was a little girl who had a blue fat elephant. Or there once was a little girl who always frown, many people thought she looked like a clown.”
- At first glance, the efforts of a young child may look like meaningless scribble, but a closer look at these early attempts at writing will reveal something more. Young children engage in scribbling as an attempt to create writing that has meaning.

### ACTIVITY I

Show how you will write on the topic: ‘My Black Cat’ with your children using model writing strategy. Use the space below:

### SHARED WRITING

During shared writing, the teacher writes the words related to the topic and children are asked to contribute to the piece.

- Children contribute ideas while the teacher writes on a chart or blackboard.
- Lots of discussion, questions and answers are done before, during and after the shared writing session.
- Think -alouds are very important component of this strategy. They are used to continue to promote contributions from the children.

The illustrations below show a shared writing lesson that teacher can use. We are expected to write a very simple story that had little detail. The story is probably written to be dramatized at the end of the writing. The entire process, from start to finish, should take only 45 minutes. The first column of the table below gives what the teacher and the children arrived at after sharing and exchanging ideas on the topic.

The story selected is *The stupid small hen*

\_\_\_\_\_ The shared writing starts with the pre-writing

session . This is always the first step of teaching writing to children.

Teachers are to list possible topics, take quick decision on the story to write. After a lot of discussion with the children, the topic, *The Small Stupid Hen* is arrived at.

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*The stupid hen*

- The mother hen’s advice.
- Do not look inside the well.
- The smaller hen agreed.

After reaching a consensus on the topic of our story, it is time to formulate our main idea.

The teacher and the children discuss the basic elements of the story, and make a summary chart. As a class, you can come up with the characters, setting, problem and solution (KISS = Keep It Super Simple) should be the goal.

Below is our story. This is a collaborative work between the teacher and the children. The story should not be an entire invention of the teacher. It should be joint contributions from all the children. This does not mean you cannot make your thinking visible to the children as you work together. That is critical in teaching writing to children. Words are circled and crossed out, punctuation marks are changed, and substitutions have been made throughout.

One day the mother hen told the small hen never to look inside a well. The small hen agreed.

This is the introduction to our story, “Stupid Small Hen.”

Notice that you can use colours to decorate the story. You can also get the children to draw the pictures of the small and the mother hens.

The small hen thought to herself one day. “Why did my mother ask me not to look inside the well?” I will disobey and see what will happen. The stupid small hen looked down the well and saw a hen that looked like her. “Who are you?” the small hen asked. The hen in the well did not answer. In anger the small hen jumped into the well to fight the hen in the well.

This is the middle of our short story.

Our thinking is visually presented through cross-outs, use of words, joining words together to form sentences, use of punctuations and changing of words.

Pupils also made suggestions and changes.

Oh! oh!! Gone is the small hen into the deep water. The small hen was fooled. She did



not know that the hen she saw in the well was her own shadow. The mother hen came to see the dead small hen on top of the water. What a pity. This is the price of disobedience.

After the Joint Writing

Let's dramatize the story.

The story comes to a satisfactory conclusion when the naughty little hen received her reward and learnt a big lesson.

Note the use of simple words, short sentences, and focus on the logical sequence of the story.

Children are now asked to work together in a collaborative manner to dramatise the story. They are to form songs and dance to the songs as they act the story.

## **ACTIVITYII**

Use shared writing technique to teach a writing topic, "The Cunning Tortoise" to your children. Use the space below.

## **SUMMARY**

In this unit, you were exposed to the following:

The art of model writing which is the first step in any teaching of writing: This is when the teacher is in front of the class, doing all of the writing for children to imitate. Children need to see writing being done by the teacher before you can expect them to start to write.

Shared writing during which the teacher writes the words related to the topic and children are asked to contribute to the piece. Children contribute ideas while the teacher writes on a chart or blackboard.

## **ASSIGNMENT**

Discuss how you will use model and shared writing to develop writing skills of your pupils

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## **UNIT 5: GUIDED AND INDEPENDENT WRITING**

### **INTRODUCTION**

This unit takes you through guided writing and writing independently. These are writing procedures that should follow model and shared writing. The strategy is based on the premise that you cannot ask pupils to start writing until you have provided some guidance, assistance or support in writing activities.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- Define guided and independent writing.
- State steps to follow in guided and independent writing strategies.
- Apply guided and independent writing strategies in actual classroom situations.

### **HOW TO STUDY THE UNIT**

- Read carefully through the unit.
- Put down major ideas in your notebooks.
- Re-read areas not clear to you.
- Do all the activities.

### **GUIDED WRITING**

Guided writing is another step in teaching writing to pupils. In guided writing, teachers stay at the background to provide suggestions, directions and expansion of ideas, etc, while the children do most of the writing activities. In this strategy, the following principles are followed.

- Guided writing is to be seen as a step between teacher directed writing and children's own independent writing.
- The teacher stays at the background and gives prompts and clues to help children develop ideas and organization
- Teacher works with children either in small groups or as individuals
- Oral discussion of words, expressions and sentences to use is done before writing.

During a guided writing workshop, the teacher walks around the classroom and stop at any children's desks having trouble with the writing. The teacher gets them to read what they are writing, asks them what they might be struggling with and assist them. Every effort is positively reinforced to encourage the children to write on. Some of the activities that can be done during guided writing are:

- Completing an essay with words and expressions supplied by the pupils:

### **ACTIVITY I**

Complete the essay below with words and expressions of your own.

Mr. and Mrs. Bako are good citizens of Nigeria. They never take-----or steal government's ----- . Probabaly that is why they are-----in the community. At their retirement, the entire-----they interact with gave them befitting -----and many gifts to celebrate their----- , good behaviour and -----.

Dictation can also be used to guide pupils in writing. You can dictate the passage for them to write down. As they do so, they learn the art of sentence construction and paragraph formation.

Pupils may be asked to copy passages. As they copy the passages, they become informed about techniques of composing of texts and structuring of passages.

Sometimes, pictures may be used to fire pupils' imagination. The story may be illustrated in form of a series of pictures. Pupils are then asked to turn the pictures into a meaningful story.

Some of the areas that the children may have problem and may need guidance during writing with include:

- Getting the right words and expressions; some of these may be supplied. You may direct them to some books or materials where these can be obtained.
- Combining words to form sentences. You may give them clues as in *Once upon a time..., the lion ran into....; My mother's cat got lost while....*
- Spellings of some words; you may give them a list of frequently misspelt words.
- Grammatical problems: these may be a great problem at this level. Do not insist on perfect grammar. They are not yet ready for this complexity.
- Logical sequence of ideas: You can assist them to organise their ideas. Do not insist on perfect organization. They can write as the ideas come into their minds. A few re-organizations of ideas may be done here and there for them.

## ACTIVITY II

Select a topic and show how you will guide your children to write on the topic. Use the space below.

## INDEPENDENT WRITING

This is where the children effectively utilize written language for their own purposes or as assigned by the teacher. These writing activities can be anything, from two or three simple

sentences, essays of one paragraph, creative stories and reports to writing journals or letters to friends and family.

- Children may use ideas from shared writing to produce their own independent writing on a simple topic, e.g. My Dog, My Cat, Tiger, My Mom or My Dad, etc.
- Reference materials, pictures, drawings, photographs, charts and other materials are supplied to children to assist in drafting, writing, revising and editing their compositions.
- Teacher may evaluate these for growth.

This part of teaching writing to children must always include a time to share. It is critical to provide validation of your young author's process and growth as a writer. This provides them not only recognition, but also an opportunity to receive feedback.



### Children Undertaking Independent Writing Exercise

While some children move towards writing independently, many need more practice with essential writing lessons. If you have children who struggle through writing, you must go back and do more shared and guided writing, as well as spending some time simply getting them to practise some aspects of writing treated earlier on. Children do not learn the same way and at the same pace. Be patient with the slow learners in your class.

## ACTIVITY II

Use independent writing strategy to teach children how to write a small note to their mother. Design the steps you will follow in the space below.

## SUMMARY

Gradually, we are moving to a situation where full -fledged writing is being built in our children. It will be a disservice to any child who is unable to write before leaving your class for another class school. That is why this unit stressed the way you can promote written English through modeling, shared writing, guided writing and independent writing.

## ASSIGNMENT

Use draft and re-draft writing strategies to produce an essay on the topic: *Peace begins with me and you.*

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## **UNIT 6: LEARNING TO WRITE NARRATIVE ESSAYS**

### **INTRODUCTION**

Students write on a variety of things - birds, animals, engines, machines, etc. We also have a variety of written texts – dialogue, narrative, expository, descriptive, dialogue, conversation, instructional, admonition, argumentative texts, etc. Each of these kinds of written texts has its own structure and pattern of organization. A dialogue, for instance, involves exchange of words, ideas, etc. between two people.

Our principal concern in this unit is the structure and pattern of organization in a narrative written text. The narrator has a story to tell or an experience to relate to the audience. Usually, the experience has happened. It has taken place. What the narrator is trying to do is recollect the experience in fact and in sequence. The fact is important, but the sequence is probably more important. This is because it is the sequence which distinguishes a narration from other texts.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- Define narrative texts.
- Enumerate the characteristics of a narrative text.
- Write narrative texts.
- Teach narrative texts to your pupils.

### **HOW TO STUDY THIS UNIT**

- Read every section of the unit carefully;
- Note important points in a notebook.
- Do all the activities.

### **NARRATIVE TEXTS**

In a narration, events are stated in chronological sequence from the first event to the last event. If the narration involves years, the sequence begins with the earliest time or year to the latest year (e.g. 1978 to 1988). If it is months of the year, it begins from January and runs through to December. If it involves days of the week, it may begin on Monday and end on Sunday. If only one day is involved, the events are stated from morning through afternoon, evening and night.

Narration can also involve actions. One action happens, then another, then another .... until the last action is stated. In whatever situation you have a narration, the important characteristic to look for is sequence. Let us consider one simple example:

I remember I was cheated three years ago. I was shopping in Lagos. As I was walking along Broad Street, I noticed some men who were playing cards. I went over to them because I was curious. One man was throwing three cards upside down onto a table. Only one of the cards was an ace. If you found the ace, you won a lot of money.

The men who were playing seemed to find the ace every time. The man who was standing next to me said I could easily win a lot of money. I believed him because I was stupid. I leaned over, put N1000 on a card and lost it immediately.

In the short narrative above, you will notice that one event comes after another in order of occurrence. First we hear about *the time the man was cheated*; the events then came in sequence - *he was shopping, he was attracted to a game of cards, he saw people winning easily, he was told he could win a lot of money, he agreed and put N1000 on a card, and he lost his money* (because he did not pick an ace). That is the usual sequence you should look for in a narration.

## ACTIVITY I

Read this passage again. Do the exercise based on it.

Early in the 16th century men were trying to reach Asia by travelling west from Europe. In order to find Asia they had to find a way past South America. The man who eventually found the way from the Atlantic Ocean to the Pacific was Ferdinand Magellan.

Magellan sailed from Seville in August 1519 with five ships and about 280 men. Fourteen months later, after spending the severe winter on the coast of Patagonia, he discovered the channel which is now called Magellan's Straits. In November 1520, after many months of dangers from rocks and storms, the three remaining ships entered the ocean on the other side of South America.

They then continued, hoping to reach Asia. But they did not see and land until they reached the islands off the coast of Asia. Before they arrived at these islands, later known as the Philippines, men were dying of starvation. While they were staying in the Philippines, Magellan was killed in battle. The remaining officers then had to get back to Spain. They decided to sail round Africa. After many difficulties, one ship with eighteen men sailed into Seville three years after leaving. They were all that remained of Magellan's expedition. However, their achievement was great. They were the first men to sail round the world.  
(From Reading and Thinking in English. p.53).

1. What event happened in Seville?

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1. What event happened on the coast of Patagonia?

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3. What event happened in the Philippines?

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4. Re-arrange the following events to show their chronological order.

- a) the discovery of the Straits.
- b) the return to Seville.



- c) the arrival in the Philippines.
- d) the journey round Africa.
- e) the departure from Seville.
- f) the stay in Patagonia.
- g) the arrival in the Pacific Ocean.
- h) the death of Magellan.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_ \
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

A narrative essay relates, mainly, a sequence of events. It tells what happened and how it happened, and is often distinguished from a short story. Point out to students that essays that are entirely narrative are rarely found; almost every narrative essay contains some elements of description. It must be a piece of written or oral text that describes an event in a chronological order. A narrative usually has a clear beginning, middle and end, and may include conversations and descriptions.

### **CHARACTERISTICS OF NARRATIVE ESSAY**

As stated earlier, narrations depend chiefly on time order. The most obvious time order is serial—that which begins at the beginning and proceeds in a chronological sequence to the end. The basic serial pattern is A TO B TO C, but the skilled narrator will usually arrange the details so that the readers’ interest rises to a climax at some points in the narration. A narrative essay writer has the task of translating a past action, involving or not involving the use of words, and a good deal of words saying how things happened. You must note that the choice of vocabulary here is as important as writing a descriptive essay; in fact a good narrative must use a good deal of descriptive language. Narration loses its value if there is no clear cut link between the beginning and the middle, as well as between the middle and the end.

Examine the following topics:

A day I will never forget

The new yam festival in my town

The day I visited the Zoo

Let’s Do it

Choose any of the above topics and answer the following questions

## ACTIVITY II

Let's use the example: *'Had I known, I wouldn't have believed him'* to answer the specific questions related to a narrative text.

What is your story? A story of a trickster who said he would make a million two hundred million for me.

What actions took place in your story? I hurriedly borrowed a million from people and gave the money doubler.

Who were responsible for these actions? I myself and the money doubler.

When did the actions take place? April last year.

What were the consequences of the actions? The money doubler stole my money and left me with nothing.

You can now draw your conclusions by stating your feelings about these. Those feelings may be negative or positive depending on the nature of the actions. Had I known I would not have believed this trickster.

DO SAME WITH YOUR STUDENTS.

## PRACTICAL STEPS IN TEACHING A NARRATIVE ESSAY

Start with a motivational statement like this:

We all have events we remember because they were exciting, interesting or appealing to us; they may be historical, cultural, scientific or topical. In this activity, students will learn how to write a narrative essay on events of their choice.

As a pre-task activity, you could read something like the following to the students.

*On one bright, Saturday, in mid- August (1987), I was away in Lagos to pay a visit to one of my relatives. I had earlier got an invitation for the visit and I had not the slightest inkling I could encounter any hardship in getting there. As I set off, I could not help wondering what the situation would be in the house where two of my relations were staying.*

*I arrived late and found some difficulty in tracing the house even though I got to the street on the Island, and I had the number of the house in my memory. The more I sought help from passersby, the more I was misled into going to a wrong direction. After roaming for a while, I came across a policeman who insisted to take me to the police station for wondering. After that, all my explanation to this man falls on deaf ears.*

*When night was approaching, I saw an old friend who bailed me out with a sum and released me from the police station. This Good Samaritan took me first to his house, gave me some refreshments and volunteered to take me to the house of my destination. On getting to the house, we found that something had happened and the house had been sealed up.*

*Efforts to locate my relatives proved abortive. What was the choice before me? I either return to where I came from or sleep out in the cold. I set off my journey back home since I had a little money left in my pocket, boarding a late night bus. Mid way into the journey, the vehicle lost a tyre and meanwhile; there was no spare tyre to replace the punctured one.*

*For most part of the night, we were all stranded in the jungle and had no one to talk to except the whistling insects and birds. We got back home in the early morning. This strange and unpleasant experience has remained fresh in my memory ever since.*

Read this essay again to let them check if they can narrate the events in the correct order and with all the details. You too should close this passage and recount it in correct order of events.

Draw their attention to linkers such as firstly, then, after that, meanwhile, in the end and so on. Explain that these linkers are like signpost, helping the reader to move through the passage easily. They also help to keep the reader interested in the following events.

1. Ask the class to name five or six recent school events that they enjoyed (sports day, annual speech day, visit of a guest). Divide the students into group of five or six, and let each group choose one event to narrate. Have them brainstorm on the most important parts of the event they would like to include.
2. The next step is to arrange the parts in a chronological order (that is beginning with the earliest part).
3. Each group then writes a first draft. Encourage them to use linkers in the passages to make their passage easy to read and interesting to follow.
4. The group then reads the passage again and checks for errors in spelling, grammar or facts. One group member then reads out the narrative to the class. After each presentation, you can discuss any errors so that the groups can revise their text.
5. The groups then write their final drafts and submit them.

### **ACTIVITY III**

Which method do you adopt in teaching narrative essays in your class and why? In what way is the unit useful to you?

Provide brief answer in the space below.

## SUMMARY

In this unit, you are put through:

- What narrative essay is
- How to write narrative essay
- How to teach narrative essay;

You should practise all the activities suggested in the unit and be sure you as a teacher can write a narrative essay and pass the knowledge to your pupils. Remember, in most cases, narrative essays are written in the past tense because we assume the events have already been carried out.

## ASSIGNMENT

Write an essay on “the man who was caught in the act”.

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## **UNIT 7: WRITING AND TEACHING DESCRIPTIVE ESSAYS**

### **INTRODUCTION**

Writing an essay under pressure is, perhaps, the most difficult task a student can be called upon to do in public examinations. This is because essay writing demands all at once: original and logical thinking; ability to relate one idea to another; application of all that you know about language; ability to organize and develop the ideas in an acceptable manner; and ability to use language appropriately. Sometimes, the timing may not be enough. It becomes a more difficult task if students do not know much about the topic. Many students fail the examinations because the contents of their essays are scanty, undeveloped, and in some cases unrelated to the topic given. In this unit, the focus will be writing and teaching descriptive essays. The activities in this unit will indeed help you as a teacher to help your students to write authentic description texts, using your students' knowledge about themselves, their homes and their environments.

### **OBJECTIVES**

By the end of the unit, you should be able to;

- Use your students' personal experiences and local environment to develop descriptive essays
- Inspire students to write a descriptive essay
- Help enhance students' active vocabulary for describing people and events

### **HOW TO STUDY THE UNIT**

- Read the unit as carefully as possible.
- Note the points raised on descriptive essays.
- Work through all the activities.

### **WORD STUDY**

- Find the meaning of unfamiliar words in the unit in your dictionary.
- Record the meaning of such words in the space below.

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### **CASE STUDY**

Mr. Amani Hamis, Mr. John Katale and Ms. Sara Samson are teachers at different secondary schools in Nigeria. Recently, the three teachers participated in a professional development workshop on teaching English. One of their assignments involved working in a group mini-

project on teaching effective writing to students who were in their earlier years of secondary education.

The group members discovered that they had all been using the students' familiar contexts in designing writing assignments. They agreed that describing people, events, things, emotions and situations always stimulated students' interest in their writing lessons. They decided to brainstorm on the activities that assisted them in their teaching.

Mr. Hamis described the strategy he used. At the beginning of the activity, he usually did a "show and tell" routine. He asked the students to bring to the class something they wanted to describe. Each student showed his or her item and described it. Meanwhile, the teacher wrote on the board the keywords used by the students in the description. A different student would then be asked to write a description of the object using those words. The students were encouraged to put their descriptions on the display board.

Sara and John used similar strategies in their classrooms, but since their class size was bigger, both preferred putting students in groups for this activity. In their groups, students would be asked to decide on an object to describe. Each group member then wrote a sentence describing the object. The group sequenced the sentences and edited them, and one group member presented the final description.

John added that, to encourage healthy competition, he had panel of class judges. They read all the presentations, and the best descriptions were displayed in the class every week. When the teachers presented their group report, the workshop participants agreed that this was a good way of motivating students to write effectively. They suggested, however, that the teacher needed to intervene before the presentations were displayed, so that students learnt how to edit their written work for grammar and style.

## ACTIVITY I

1. Have you been doing the same thing as the teachers in this case study? If no, how have you been doing it?
2. Do you think encouraging students to discuss or describe things from their own lives is a good strategy to develop language skills? Why?
3. Discuss the new things that you have learned from this case study.

A descriptive essay, as the name suggests, consists predominantly of description, though there may well be some narrative. For instance, if you are describing say a *National Day Celebration*, you will narrate how it began from the start to the end of the celebration. It will not be complete if you do not include a description of the main features of the day and the series of events that happened to give colour to the day. It is often necessary to describe scenes, buildings, machines, landscapes, and so on

To describe well, you as a teacher should have power of observation. You must also teach your students how to make use of their power of observation. That is, they must look at things in details to make the description vivid. Vivid description means giving all the required details so

that the reader not only sees, but smells, feels hears and tastes through vicarious experiences, and the use of words. The main purpose of a descriptive essay is to produce in the mind of the reader a picture as clear and accurate as the one in the mind of the writer. The essay should have the capacity to transfer from one mind to the other the idea of the object or person described. Pupils must be taught the golden rule; to start first with general aspects and then go on to particular ones. For instance, if a pupil is to describe a church or a mosque, the reader will first want to know where it is, is it in the middle of the town, on the outskirts, or in the village? Is it close to other buildings or is situated in an open space? What is its shape-square, oblong or a dome, or is it a long low building?

Until these general aspects have been impressed upon the reader, it is no use describing in great detail some status, for instance, which may be inside it. These general aspects serve as the foundation on which details may be erected.

You can adopt the following method to describe, since the goal of any description is to give accurate, informative description of something specific and concrete. It may be an object, a structure, a place, an animal or a person.

The method should be:

- Visualize very clearly the object or person to be described;
- Make a list of general and specific aspects, putting the most general ones first;
- Make a list of particular facts you consider necessary to mention;
- Decide whether you are going to use a purely descriptive approach (general to particular) or the narrative approach

If the building or person has a history, decide at which point to mention this; if short history, this could be mentioned in the introduction; if a long one, a fresh paragraph after the detailed description is perhaps the best.

## **ACTIVITY II**

In describing oneself and one's family, what steps will you take. How do you prepare your pupils for this activity? Compare your answers to the ones stated below.

- Lead the pupils to identify a prominent personality they would want to talk about or bring into the class a picture of such a person. Lead them to do the following either in group, in pairs or as individuals;

1. Let them say what the person looks like and wears.

*Femi Anikulapo Kuti does not look like a radical or tough looking young man. He is light in complexion, with fine dark hair and shy handsome face. He likes giving very brief answers to questions. Unless you know how to make him talk, he is not an easy person to interview. He strikes me more like a cautious public servant trying not to say one wrong word...*

2. Mention expressions on the person's face, their movements and actions.  
*The young man almost fizzes with energy... it's easy to understand why Femi is such an instant hit with children. He constantly moves when communicating- hand fluttering, lips articulating, large, warm eyes adding emphasis to all he says, plus an infectious chuckle.*
  
3. Mention what the person says, thinks , believes  
*Femi in more ways than one differs from his father. He does not smoke or drink. In addition, he won't marry more than one wife. When asked why, he replied, "the kind of life I am going to live will be too busy for me to have more than one wife."*
  
4. Describe the character  
Pupils must be taught that character is at the heart of any description. When they want to describe appearance and clothes, they are describing character. When they describe actions and the way the person moves, they are also describing character. When they describe what the person thinks and believes, it is character that they are describing.  
*It is his high-spirited defiance of white racist authority that keeps on inspiring Nigerians and is transforming Femi into a nationalist leader in his own right. But this "one man resistant army", as a friend once described him, has also provoked harsh reprisals from a regime that views him with glowing alarm.*
  
5. Lead the students to use adjectives and adverbs to make their description more effective. Here are some from the text; a radical or tough looking young man.

### **ACTIVITY III**

From the text above, pick out other phrases that contain adjectives, adverbs and adverbial phrases.

6. Get them to supply useful words for describing  
Age: in her twenties, middle aged, elderly  
Size: tall, small, short, well built, slim, towering figure, frail,  
Head and features of the face: bald, gapped teeth, oval- shaped head, with bushy eyebrows, misty sad eyes, steely quick eyes, hard, dark eyes, protruding cheek bones, large mouth  
Skin: fair skinned, wrinkled fore head, dark, lined, smooth, heavily made up  
Other parts: thick fingers, stumpy fingers, slouched/ hunched shoulders, shrill voice, long, thin neck.



One other interesting way to teach descriptive essay is to:

1. Put your pupils in pairs and announce to them that they are going to play a guessing game.
2. Write a description of their partner.
3. Instruct them not to write down the name of the person that they are about to describe, as the game is to guess the person from the nameless description.
4. Tell them their description will be collected and jumbled up, and then you will read each one aloud.
5. Get them to identify the classmate described.
6. Get them to see that the accurate the description and the sooner the person is identified correctly, the more the points the writer is awarded.
7. As an incentive, announce that there will be prize for the most accurate description.
8. Remind pupils that their description should contain information about their partner's general height and build, and also details of his face and any other noticeable marks.
9. Ask pupils not to forget to edit their work.

## **SUMMARY**

In this unit, you have learnt the characteristics of the descriptive essay. You have also learnt the essentials of descriptions and studied some example of model essays. You now also use the experiences and local context of pupils to teach writing of essays. Do not forget that group works can be a good way to manage large classes. It can also be a very effective way of motivating pupils to write by encouraging them to think, communicate, exchange ideas, thoughts and take decisions. The teaching of writing should be activity based in the class.

## **ASSIGNMENT**

**Write a description of the teacher you like best in your education career so far.**

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## **UNIT 8: TEACHING ARGUMENTATIVE, EXPOSITORY ESSAYS AND LETTER WRITING**

### **INTRODUCTION**

In previous units, you learnt the basics of narration and description. These are primarily concerned with accuracy, specificity, completeness and organization of details. In this unit, the focus is on argumentative, expository essays and letter writing. Argument involves reasoning and the act of persuasion. Exposition explains something and deals with the basic question how? That is, how to do something, some works, how it is organized, how it originates and so on. The last in this unit is learning how to communicate through letter writing. There two types of letters; the formal and the informal. Letters consisting personal communication between two people are informal, essentially private and very personal. Those addressed to persons for official purposes are usually formal. This unit aims to provide you with the opportunities to explore a variety of techniques to assist your students to communicate effectively through essays and letters.

### **OBJECTIVES**

By the end of the unit, you should be able to;

- Develop your students' ability to write effectively to communicate in a variety of situations;
- Teach students to write logical arguments;
- Lead your students to write a good expository essay;
- Help your students set out the features of a letter correctly; and
- Guide your students to gain competence, in writing letters.

How to study this unit:

1. Read the unit carefully
2. Do the activities and assignment
3. Find meaning of unfamiliar words in your dictionary.

### **Points to ponder**

1. Do your pupils write letters? Have you asked them to bring their own personal letters to class and use these to teach?
2. Since people rarely write letters these days, do you think we should stop teaching letter writing and concentrate on official letters only? Why, or why not?

### ***Teaching Argumentative Essays***

Before we move on to letter writing, let's round off our discussion on essays. The focus here is on argumentative essay. With the general introduction to writing in unit one, you can lead your

students to draft a good outline and settle down to develop a good essay. Three major parts of an essay should be recognized: the introduction, the main body and the conclusion. If only you can make your students to visualize an essay as a journey and the writer as a traveler, then the introduction tells the reader where the writer is going, how he wants to get there, the route he may probably be following. The main body of the essay represents the actual journey; the series of paragraphs in it being the many stations the traveler is to spend time in the course of the journey. The conclusion is the end of the journey: it shows the traveler's destination and his general impression.

- Group your students into groups 'A' and 'B'. Ask them to examine the topic:

**A COMPUTER DOES MORE HARM THAN GOOD IN A HOME**

Group A should develop points in support of the topic while Group B should develop points against the topic.

The following could be the end result:

FOR	AGAINST
Helps with study	Equipment and software expensive
Access to range of information e.g. internet	Encourage unsociable activity
Allows work from home-less traffic	Games can be addictive
Can be time saving	People do less sport/ exercise
Provides contact for housebound people	Generally, time consuming
Entertainment at anytime of the day	Detracts from study
Shopping and banking from home	Takes up space at home
Young children can learn computer skills from home	Home based shopping/banking cause job losses
Overall stand: computer is harmless, only wrong users make it harmful.	

Commend the efforts of the students and do a bit of arrangement.

- Ask each member of the group to develop an introductory paragraph to the essay.
- Ensure that few are read in class and corrections made then encourage each student to develop the outline to a full blown essay.
- Do this severally in class and this will make the writing of essays interesting exercise and less cumbersome.

Another way to study the structure of an argumentative essay is to provide the students with samples and analyze the samples with the students before they write theirs. Bring out the points, examining the structure and language use. This will also introduce the students to registers associated with the kind of essay.

Our stand must be clear at the end of an argumentative essay.

As a homework assignment, ask your students to write a similar composition e.g. SHOULD ABORTION BE LEGALIZED? using the pattern they have just studied in class. This will help the students improve their active vocabulary and format of their essays.

## TEACHING EXPOSITORY WRITING

### ACTIVITY I

List the six types of expository essays that you know. State their attributes and provide a sample topic for each in the table provided for you below.


There are six major types of expository essays as shown in the table below.

KINDS	ATTRIBUTES	SAMPLE TOPICS
Process explanation	Uses step-by step Organization to explain How something happens, Works or is done	<ul style="list-style-type: none"> <li>• How I would spend my cheque of ten million naira from who wants to be a millionaire.</li> <li>• How to run a computer programme.</li> </ul>

Cause and effect	Identifies the cause and/ or effect of something and examines the relationship between causes and effects	<ul style="list-style-type: none"> <li>• Causes of drug abuse</li> <li>• Causes of corruption in our society</li> </ul>
Comparison and contrast	Examines similarities and differences to find relationships and draw conclusion.	<ul style="list-style-type: none"> <li>• Compare and contrast boarding schools and day schools.</li> <li>• Write on the types of energy</li> </ul>
Definition	Explains the term or concept by listing and examining the qualities or characteristics.	<ul style="list-style-type: none"> <li>• Benefit of extra-curricular activities.</li> <li>• What is examination malpractice?</li> </ul>
Classification	Organizes subjects into categories and examines qualities or characteristics of these categories.	<ul style="list-style-type: none"> <li>• What organisms are considered fungi?</li> <li>• How would you characterize farming: subsistence and commercial?</li> </ul>
Problem and solution	Examines aspects of complex problem and explores or proposes possible solutions.	<ul style="list-style-type: none"> <li>• Controlling HIV/AIDS in Nigeria</li> <li>• Managing the population explosion in Nigeria</li> </ul>

Start the teaching of expository writing by getting your students to read samples of such writing. For instance, let them read the following essay.

#### Armed Robbery in Nigeria

The increase in the number of reported armed robberies in Nigeria lately, is alarming. The new found boldness of robbers is impunity. The law enforcement agents have become their objects of taunts and ridicule. It is against this scenario that one is tempted to ask: where do we turn next and how do we run for cover?

Pretending that the police are on top in the undeclared war against these criminals is hypocritical. It is playing roulette with the lives of a hundred million people in the country. The few skirmishes between the armed robbers and the police have reached a war level situation and therefore should be treated as such. Despair has set in the police force because truncheons are no match for machine guns of the robbers. Thus, the weakness of the police force becomes the strength and boldness of the armed robbers.

The police are not the only to blame for the increase in the wave of armed robbery. The government obviously has her own share of the blame. In fact, the government has long been on words but sadly short on positive actions. The sorry state of affairs is both a sad commentary and a great indictment on the law and order situation in Nigeria much more so under a military

administration. Instead of tackling the problem from the root, the government is only too satisfied to give superficial treatment in form of shooting the armed robbers in their state of origin.

The economic and social ills that breed the cancerous menace, which should have been the prime occupation of the government, have been completely neglected. As long as unemployment and high cost of living still prevail in the country, the evils of armed robbery will continue to stay with us.

The universal attitude of many Nigerians to get quick wealth by quicker means is part of the basic underlying cause. The ethics of industry and hard work is yet to be preached to our teeming youths. Rumours are rife that armed robbers have godfathers within the establishment. The truth in this cannot be accurately ascertained but the possibility cannot be dismissed with the wave of the hand, especially after the great revelations from the notorious Anini case. As long as these god fathers continue to be in close cooperation with the robbers, hardly can anybody do anything to stem the tide of their evil machinations.

With every success achieved by these criminals, there is no person, no property and not even the Dodan Barracks is immune for the future attack. Military measure rather than a police attack action should be applied. For a more lasting solution, however, the root cause of armed robbery, not its surface manifestations, should be tackled.

- Guide the students to analyse and assess the essay using the format below. They may work in groups or as individuals.

1. Tick which of the following best describes the essay. Support your decisions with evidence from the essays.

Descriptive  
Narrative  
Argumentative  
Letter writing  
Exposition and discussion

2. Tick which of the following audiences you think the writer is addressing. Support your answers with evidence from the essay.

Children  
People below the writer's level  
People of the same level as the writer  
Relative of the writer  
Neutral people  
Others (specify)

3. Which of the following are true of the essay? Support your decisions with evidence from the essay?

A speech to be read out  
A talk

An article to be published

Informal writing

A debate

4. Which of the following do you think are peculiar characteristics of the essay? TICK

Discussing an issue

Explaining a phenomenon

Telling a story

Explaining through a story

Comparing and contrasting words

Logical story line

Descriptive words

Keeping the readers in suspense

Supplying background to the topic

Logical presentation of facts

Sequential ordering of events

Supplying information

Defending a position or issues

Others (specify)

- Get them to compare the essay with any other available in your class.

This exercise can also be repeated in your class to teach the act of exposition. Let the exercise be collaborative enough to be result-oriented. Point out these features:

- The essay is more formal
- Does not tell a story
- Discusses an issue, giving reasons
- Needs not keep the reader in suspense, except for special reasons
- Sequential ordering of facts being discussed
- Explanations in clear-cut terms are very important in exposition
- Vividness, clarity and interesting points are also the essential qualities of exposition
- Exaggerations, lies, illogical deductions, can be dangerous.

## **WRITING A LETTER**

A letter is a written message addressed to an individual or organization. There are three main types: Informal, Semi-Formal and Formal.

This section is concerned with the distinguishing features of letters, steps to follow in teaching informal letters and formal letters. Also discussed are the ideas of determining the purpose of writing a letter, audience, conventional tone and content of the formal and informal letter.



## ***Features and Types of Letters***

Any meaningful training in letter writing must first of all start with the features of a letter. This is better done by bringing actual a kind of essay and is, therefore, subject to the ordinary rules of composition of all kinds - to friends, and relations, contemporaries and adults alike, business firms, government departments, the press, etc addressed to a person or an audience which must be borne in mind when writing and expected to address the purpose for which it is being written in a clear and appropriate language and tone.

Bring letters of different types to the class. Get the students to be able to deduce the following background information about a letter.

Basically, there are three types of letters – official which is also called formal or business letter semi-official or semi-formal; informal and known as personal letter

- (1) Formal/official letters are:
  - (a) letters to organizations, business firms or government offices.
  - (b) letters to the press
  - (c) some letters to adults who the writer does not know personally.
  - (d) applications for employment
- (2) Semi-formal/Semi-official letters are written to:
  - (a) adult friends who could be family friends
  - (b) adult relations - father or mother, brother, sister, uncle, aunt or nephew
  - (c) a former Headmaster or Principal asking for a letter of reference and
  - (d) adults who are unknown to one personally.
- (3) Informal /Personal/Friendly letters are letters to:
  - (a) close friends
  - (b) older relatives (mother, father, uncle, aunt, etc)
  - (c) close relatives of one's age-group and
  - (d) pen friends.

Get students to practise this activity as a way of recognising the different types of letters discussed above.

Assign the letter "A" to personal letters, the letter "B" to semi-official letters and the letter "C" to official letters, students should write A, B, or C, against the following to show where they appropriately belong. Activities like this can make learning interesting.

1. Letter to a Newspaper
2. Letter of Complaint
3. Letter in Answer to an Advertisement
4. Letter of recommendation
5. Letter to a Pen Friend in another Country
6. Letter to an Adult you Know Well.

## **Teaching Informal Letter Writing**

You should first of all make the importance of informal letters clear to the students. Informal letters are ways through which parents, relations and friends are reached. Informal letters forge intimacy, interaction, communication ties and harmony among people of the same or diverse

cultures. In order to teach this important aspect of writing:

a. Show Students Different Types of Informal Letters

Many of us have interesting informal letters written to us or to our friends. We could bring these letters to class to show students. Read out some of these letters, especially the interesting ones.

b. Analyze Different Informal Letter

Give samples of informal letters to students to analyze individually, in small groups, or in pairs. Let students pay attention to:

- the ways the letters are written
- content and style of letters
- structure of the letter: the address, the salutation (Dear Mum, or Mummy. Dear Pa, Dear Dad or Daddy, Dear Grand Pa. Dear Joc, etc.) the ways greetings are constructed and the conclusion or valedictory section of the letter. E.g. Bye for now.

Your Friend,

Joe

- how the envelope is addressed and the way a letter is posted.

c. Take Them Through Stages of Letter Writing

Let students identify the reasons why the letter is being written

Let them supply words and expressions that are related to the topic or content of the letter

Assist them to write the first draft of the letter by merely putting down sentences related to the content of the letter

Help them to write the second draft of the letter by regrouping the sentences put down anyhow into meaningful content areas. Let them at this stage join the sentences with the appropriate cohesive devices such as: and, but, however, whether, or not, firstly, secondly, etc.

Assist students to write the final draft of the letter, including punctuation marks, capitalization, correct spelling. reasonable paragraph structure and concluding remarks.

Let students write make-belief love letters to one another in class but you must do this with care.

i. Take any two letters previously written to you. Analyse them using the following labels:

- A. the address
- B. salutation
- C. greetings

- D. the first major content of the letter
- E. the second major content of the letter
- F. the third major content of the letter (if any)
- G. closing
- H. valedictory statement
- I. the name of the writer

ii. Show how you will teach these aspects to them.

d. Practice Activities

Different kinds of practice activities can be done in training students to write informal letters. Some of them are getting students to:

- work in small groups; the brilliant ones should assist the weak
- work in pairs: one student writing the earlier part of the letter; while the other writes the second part in a cooperative manner
- work as individuals i.e. only one student writing the letter on his/her own and
- work in groups or pairs to work on different topics related to informal letter writing.

e. Display the Best Letter

As a way of motivating your students, the best letter must always be displayed or built into a class album

### **Teaching Formal Letter Writing**

Formal letters are official letters written for employment, admission, to request for official attention, etc. Informal letters are written to friends, relations, parents, schoolmates, etc. Semi-formal letters are letters written for the purchase of items or to somebody who is not too intimate and letters that are less official in status. Whichever the classification, a formal letter is quite different in form and structure from the other two, semi formal and informal.

Ask Students to:

Place two letters that have been written to you side by side: one should be formal, the other informal. Try to bring out six differences between the two types, using these two letters as samples.

In teaching formal letters, the following steps could be taken:

A. Teacher gives Students Formal and Informal Letters to Analyse:

Give the students the two types of letters to analyse bringing out differences in the:

- a. address
- b. topic of the letters
- c. salutation
- d. beginning of the letter
- e. content of the letter
- f. style of the letter and
- g. conclusion of the letter.

B. Analyze a Model Formal Letter

The teacher can give students a model formal letter, either constructed by him or brought as a sample of previously written formal letter. Working in groups, pairs or as individuals, let students analyze the letters. The use of a visual letter format can help to put the format of a formal letter into the mind of the students.

C. Students to Produce their Own Drafts

Once the teacher is convinced that students have grasped the techniques of writing formal letters, he should allow them to produce the first, second, and third drafts of formal letters. At every drafting stage, students can work in pairs, groups, or as individuals. They may work collaboratively, i.e. one group producing one part of the letter and another group producing the other part. They may also work cooperatively, i.e. one student or group assisting the other. The teacher must ensure active participation of all students at all stages of writing drafts.

D. Assess the Final Products

The teacher may ask one group or pair to assess the work of another group or pair. Each group may be allowed to read the formal letter of another group, either on the same topic or different topics.

E. Display the Best Formal Letter

The best formal letters could be displayed on the bulletin board or produced into an album of letters.

F. Allow Role Play

Let students play different roles in class in relation to writing a formal letter. Such roles can be that of a boss and a servant, a manager and a worker, a principal and a student, a teacher and a student, a buyer and a seller; etc. Let one student write a letter of request and the other to reply.

Students are required to play different roles in the class. Let each student

write another member a formal letter that is related to the role being played.

Get the other member to give a reply to the letter. Discuss the two in class with students leading.

G. End the teaching of letter writing by placing formal and informal letters side by side for comparative purposes as done in the box below.

Formal Letter	Informal Letter
Two addresses	One address
Formal salutation	Informal salutation
Formal language	Informal language
No use of slang, idioms or jokes	Slang, idioms and jokes allowed
Formal closure	Informal closure
May not know the receiver	The receiver is well known

## SUMMARY AND CONCLUSION

In this unit, you have learnt:

- argumentative essay writing teaching and learning techniques with practical examples.
- expository writing which is directed towards explanation, classification, or showing cause and effect of an issue or action, among things.
- two types of letter writing: formal and informal letters; some have an additional classification which is called semi-formal letters;
- that formal letter can be taught through giving model sample letters, analyzing sample letters, giving guided letters to write, etc and
- formal letters can be taught through analysis of sample formal letters, producing drafts of formal letter, assessing final drafts of formal letter and through role play.

## ASSIGNMENT

i) How will you use the following techniques to teach both formal and informal letters:

a. cooperative learning principle,    b. collaboration    c. participation

ii) **Write a letter to your pen friend telling him/her about recent happenings in your country.**

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## UNIT 9: TEACHING SUMMARY WRITING

### INTRODUCTION

It is customary to want to isolate summary writing from reading comprehension, note taking and writing. This is erroneous, indeed. The interrelatedness of these skills cannot be undermined. A pupil who cannot read English can never summarize an English passage. Ability to summarize a passage entails being able to read the passage with confidence and maximum understanding. The task is not merely to read different types of text and absorb what is read, it is also ability to think about what is read, make connections between one part of the passage and another, and sift through the ideas to determine which ones are relevant and irrelevant to the aspects to be summarized. This means the art of summarization is an active and interactive process.

In unit 6 under reading comprehension, you were trained on how to read and summarize. This unit will expose you to how you can teach your pupils in the art of summary writing.

### OBJECTIVES

By the end of this unit, you should be able to

- State the skills needed in successful summarization
- Practise steps to be taken in teaching summarization
- Determine what to look for in summarizing different text types.

### *Exploring the Skills needed in Successful Summarization*

The following are the basic summarization skills that must be taught before asking your pupils to start to summarize.

- Intensive reading skills-read a passage with understanding, comprehension and flexibility in reading that is, being able to adjust the reading of a passage according to its complexity level. The more complex the passage, the greater concentration and processing of its contents.
- Meaning derivational skills-ability to derive meaning of a passage by using prior knowledge-your previous experience of such topics, ideas, storyline, issues, line of action, objects, thoughts and actions-using the overall registers of the passage-determining totality of the meaning conveyed by the related words and expressions used in the passage, and by using context clues.
- Sieving skills-being able to sieve relevant or beneficial ideas from irrelevant details that are used to support, prolong or expatiate, reinforce, illustrate and embellish ideas. Such skills also involve being able to locate signposts signaling or announcing the arrival of an important point or idea; demarcate the point where the main idea stops and the supporting details start.
- Noting skills-being able to note important point or points in a passage through, first of all, underlining and note making and other forms of reader friendly means.
- Goal-directed reading skill-ability to read for a purpose; remember we do not just read for reading sake, we read for a purpose. The aspects that should be summarized must be

known before your pupil starts reading. Usually summarization activity informs pupils beforehand the goal of reading the passage which is usually to summarize in a particular number of sentences, a particular aspect of the passage as in:

In six sentences, ONE for each, summarize the factors that are responsible for the increase in violent crimes.

The passage reading is already goal-oriented. Pupils should be able to direct the reading towards locating the aspects to be summarized.

- **Condensing Skills:** The purpose of summary writing is to condense a long text into only the most important points. The most difficult component of summarization for pupils is moving away from the original text and using their own words to re-state the information. Condensing skills include sentence combining, repetition eliminating, idea combining and re-packaging, and diverse replacement activities, e.g. replacing a whole sentence or sentences with one or two words.
- **Written English skills-**sentence composing, structuring, sentence linking, and sentence boundary determinant skills through the use of appropriate grammatical forms are writing English skills for summary writing.
- **Confidence development skill** involving overcoming or re-directing tensions and nerves associated with summary writing process that puts pupils under pressure to write well. Getting the right frame of mind and confronting fears in the face of new threat posed by complex summary writing activities are an important skill that you and your pupils must possess.

### ***Steps to Teaching Summary Writing***

There are many steps that you can take, while teaching summarization. An attempt is made to undertake a synthesis of many of these steps in this section. The steps are to be seen as a guide to be modified by you. Indeed, you can also develop your own steps. The goal is high performance.

- Engage pupils in pre-reading activities, such as previewing and predictions based on the summary focus ( i.e. aspects to be summarized), brainstorming, building background or schema for the content of reading; pre-teach the key vocabulary, through guessing the meaning from the context; phrases, idioms, cultural information, and other items that are key to the comprehension of the passage.
- Ask them to read the passage assigned intensively with thorough understanding. As students read, they are trained to focus on the aspects to be summarized by highlighting, underlining, circling, annotating, or even labeling the relevant areas.
- Lead pupils to re-read the passage and construct notes, mind maps or webs of the aspects to be summarized. Ensure that pupils put down major points and eliminate as many irrelevant supporting details as possible.
- Get your pupils to consolidate the accuracy of the major points documented by asking them to work in pairs or small groups to discuss cross-check and share the relevant points derived from the passage. The teacher puts on the chalk-board or cardboard the consensus points.



- Get them to write the summary individually or in groups, using the notes, mind map or web of the relevant key points they have developed. As much as possible, they should be taught to write the summary in their own words without changing the major viewpoints or meaning of the passage. Pupils should be able to:
  - i. write in correct sentences;
  - ii. use their own words;
  - iii. keep to number of words or sentences stipulated;
  - iv. combine series of ideas, using commas, one word or phrase to cover many ideas; and
  - v. avoid irrelevancies.
- To increase pupils' participation, circular summary writing game can be played. In this game, pupils sit in a circular form in groups corresponding to the number of summary sentences they are supposed to write. In a collaborative manner, each pupil contributes one summary sentence each until the entire summary sentences are written.

### *What to Look for when Summarizing Passage Types*

#### **ACTIVITY I**

State what you will ask your pupils to look for when summarizing:

- a. Narrative text
- b. Expository passage
- c. Argumentative passage

Cross-check your points with the ones stated below.

- When summarizing stories or narrative texts, focus on setting, characters, conflict, rising and falling actions, denouement, and outcome.
- When summarizing expository texts, look for topic sentences, and important information conveyed and a sentence that seems to state the passage's main idea.
- When summarizing argumentative texts, focus on main arguments for and against, as well as the balancing statements.

Final note:

- Make sure to keep all summarized points in the same order in which they appear in the passage when writing your own summary.
- Practice makes perfect. Summary writing demands a lot of practice, starting with short passages and one sentence summary to moderate passages with two or more summary sentences and later on to longer passages, magazines, newspaper articles, a book and books.

- Get pupils to write a summary per day or at least one summary a week, place their summaries on the bulletin board for others to read, and have the best summary of the day or week corner, etc

## **SUMMARY**

This unit is concerned with another important component of English. Summary writing has been found to be an aspect that has been found difficult to pupils. Unless it is deliberately taught, pupils' performance in this component of written English will still continue to be poor. That is why this unit concentrated on the both the skills needed in summary writing and the concrete steps you can take in teaching this important aspect of English effectively.

## **ASSIGNMENT**

Read a short story book and summarize the book in fifteen sentences only, bringing out the theme, plot, setting and the conduct of the major character of the novel.

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## **UNIT 10: CONSOLIDATION OF WRITING SKILLS**

### **INTRODUCTION**

The focus of this unit is that of consolidation of all that has been learnt in the nine units comprising the Module. It is a summary of the nine units. Writing which is central to the Module has been progressively approached from the basic to the more sophisticated writing tasks, and elementary tasks involving writing the alphabet to the larger unit tasks such as writing narrative and descriptive essay, among other tasks. You should read the units again to be able to consolidate your gains.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- State major ideas learnt in all the units.
- Apply these ideas to teaching writing in actual classroom situations.
- Write different types of written English learnt in the units effectively.

### **HOW TO STUDY THE UNIT**

The unit is simple and easy to follow. You are expected to re-read aspects of the nine units not clear to you as you study this unit.

### **WORD STUDY**

Unfamiliar words should be looked for in your dictionary and mastered as appropriate.

### **SUMMARY OF THE NINE UNITS**

Unit 1 introduced you to some of the pre-writing activities you can undertake with your children at the early childhood education level. The unit started with identification of the pre-writing activities, moved to how you can organise these activities, and allowed you to carry out these practical activities on your own. The unit ended with concrete tips on how you could manage the pre-activities described in real classroom situations.

As a teacher of children or care giver, you should be able to teach your children how to master the English alphabet in a short period. You should also be able to train them to write the alphabet and a series of words related to them. By going through Unit 2 properly, you should be in the position to make your children write at least all the 200 frequently used words presented in the unit within few months. The strategies developed in this unit are mere examples. You could add or innovate your own. There is no reason for children to stay in your class for one year and not be able to write. Remember, children who are at a young age tend to learn to read and write faster and better than older children. Young children have minds that can be moulded and getting them off with the right start in reading and writing is the key.

In Unit 3, you learnt about techniques of word writing. The various directions for forming the letters of the alphabet were carefully exposed to you. The use of arrows to indicate direction of movement of the hand in forming letters of the alphabet and grouping together letters with similar directions as a means of making the teaching of letter formation easier were covered in the earlier part of the unit. You were also exposed to the use of dictation technique to form

words, scrambled letter cards in word formation, and picture cards as a means of cuing pupils to write down the names of objects on the cards in the last part of the unit.

Unit 4 concentrated on model and shared writing techniques as a way of developing writing at the early childhood level. The art of model writing which is the first step in any teaching writing, is when the teacher is in front of the class, doing all of the writing for children to imitate. Children need to see writing being done by the teacher before you can expect them to start to write. Shared writing is joint activity in which the teacher writes the words related to the topic and children are asked to contribute to the piece. Children contribute ideas while the teacher writes on a chart or blackboard the idea to build the written essay.

### **Activity I**

What is model and shared writing process

The module moves gradually to a situation where full -fledged writing is being built in our children in Unit 5. It will be a disservice to any child who is unable to write before leaving Nursery school for primary school. That is why this unit stressed the way you can promote written English through modeling, shared writing, guided writing and independent writing. The next unit moves you to a higher ground in writing skills with your children. This is what Unit 6 began.

Unit 6 moved pupils to the stage where they could start to learn how to write narrative essays. This is based on the premise that story telling is paramount in the development of the child. In this unit you were put through what narrative essay is, how to write narrative essay, and how to teach narrative essay. You should practise all the activities suggested in the unit and be sure you as a teacher can write a narrative essay and pass the knowledge to your pupils. Remember, in most cases, narrative essays are written in the past tense because we assume the events have already been carried out.

In unit 7, you learnt the characteristics of descriptive essays. You also learnt the essentials of descriptions and studied some example of model of descriptive essays. You also learnt how to use the experiences and local contexts of pupils to teach writing of essays. Do not forget that group work can be a good way to manage writing in large classes. It can also be a very effective way of motivating pupils to write by encouraging them to think, communicate, exchange ideas and thoughts and take decisions. The teaching of writing should be activity-based in the class.

You should be conversant with some more complex writing skills developed in Unit 8. These include:

- argumentative essay writing teaching and learning techniques with practical examples.
- expository writing which is directed towards explanation, classification, or showing cause and effect of an issue or action, among things.
- two types of letter writing: formal and informal letters; some have an additional classification which is called semi-formal letters;

- that formal letter can be taught through giving model sample letters, analyzing sample letters, giving guided letters to write, etc and
- formal letters can be taught through analysis of sample formal letters, producing drafts of formal letter, assessing final drafts of formal letter and through role play.

Unit 9 is concerned with another important component of English. Summary writing has been found to be an aspect that has been found difficult to students. Unless it is deliberately taught, students' performance in this component of the examinations will still continue to be poor. That is why this unit concentrated on the both the skills needed in summary writing and the concrete steps you can take in teaching this important aspect of English effectively.

### **Activity II**

How will you teach argumentative and summary writing?

### **SUMMARY**

This unit has briefly summarized all the units treated under the writing module. The unit stressed the need to consolidate the nine units firmly and practices the steps suggested in the units.

### **ASSIGNMENT**

State 10 things you learnt in the unit. State these as briefly as possible.

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## **MODULE 5: GRAMMAR AND USAGE**

In this module, you are going to be exposed to grammar, an important part of language. With grammar, a sentence, which is the foundation of language use, is structured together in a meaningful and coherent manner. The module is going to look at grammar at different levels, beginning with the part of speech or what is often called word classes. Under part of speech, topics such as:

- Nouns and pronouns
- Verbs, phrasal verbs and voice
- Adjectives and adverbs

are discussed. The second level of the module dwells with the larger constructions such as the phrases and clauses which are units that make up the sentence. All these features of a sentence form what is referred to as grammar, which are of significance in listening, speaking, reading and writing of English, especially when accuracy is the goal. The last part of the module is concerned with types of sentences and how they are punctuated. These aspects of language use work hand in hand with appropriate grammatical structure for effective communication. Enjoy the Module.

### **UNIT 1: NOUNS AND PRONOUNS**

#### **INTRODUCTION**

This unit focuses on nouns and pronouns in different forms. This is based on the belief that your understanding of nouns and pronouns will be highly enhanced if you can see sentences in which they are used and the different ways they are used. It must, however, be mentioned to you that a good knowledge of nouns and pronouns goes a long way in enhancing your good mastery of English Language.

This unit describes nouns and pronouns, gives examples of sentences with nouns and pronouns, and explains their different uses.

#### **OBJECTIVES**

By the end of this unit, you should be able to:

1. identify nouns and pronouns as single words, phrases and clauses;
2. mention nouns and pronouns' positions in sentences;
3. use nouns and pronouns with concord correctly in sentences.

#### **HOW TO STUDY THIS UNIT**

1. Read through the introduction very well as it forms the foundation of the unit and it guides you on the approach used in teaching nouns and pronouns in this unit.
2. Carry out the activities and assignment very carefully.

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK**

## WORD STUDY

noun clause:	a group of words with a finite verb that does the work of a noun by being the subject or object of a verb
subject:	a word or group of words that comes before a verb
object:	a verb a word or group of words that comes after a verb
reflexive -	indication that the object is the same as the subject.
emphatic -	expressed with emphasis

## THE NOUN IN USE

Read the following passage and take note of the discussion below it:

The *grammar* of the English *noun* has become so simple through the inflectional *losses* of the *ages* that little remains to cause *difficulty*. The plural *forms* of a few foreign or uncommon *words*, the *question* of popular or "ungrammatical *gender*", and the *use* of some possessive *focus* constitute the *items* for *consideration* in this *section*.

### *Discussion*

The above passage has fourteen (14) nouns as *underlined*. The nouns are different from one another. Our discussion of the nouns used in the passage will definitely show you some of the characteristics of nouns that you need to know and be aware of in your construction of English sentences. Examine the following nouns in the above passage:

- *grammar* which is uncountable abstract noun used with definite article "the" refers to all aspects of grammar of English
- *noun* an uncountable or countable abstract noun in singular form and appropriately followed by a singular verb "has" to show unit
- *losses* uncountable or countable noun used as plural and qualified by an adjective "inflectional"
- *ages* a countable abstract noun that complements another noun "losses" in the same sentence.
- *difficulty*" an abstract noun used in the singular form as object of a verb "cause"
- *difference* same as "difficulty" conjoined with "or"
- *forms* countable plural noun used as subject of a sentence and complemented by another noun clause that runs to the end of the sentence

The above analysis applies to other nouns identified above. So, there may be no need to take care of them one by one again.

## CHARACTERISTICS OF NOUNS

As it has been mentioned in the introductory part of this unit, the unit does not pay much attention to definitions but to description. Some of the characteristics of nouns are hereby listed as already demonstrated by the above passage.

- a) A noun may be count or non-count (number).
- b) A noun may come before a verb and functions as the subject of that verb.  
It may come after a verb and be object of that verb.
- c) It may be pre-modified by an/some adjectives.
- d) It may be post-modified by an/some adjectives.



- e) The verb that comes after a noun agrees with it in number if the verb is in present tense.
- f) A noun can be followed by a prepositional phrase that will function as its complement.
- g) A particular noun or noun phrase should not be mentioned two times (except for repetition) in a single sentence. It is always replaced by a pronoun.
- h) Some nouns show gender 1: masculine, feminine or neuter.
- i) A noun can be made of more than one word with or without a verb--- noun phrase or noun clause.

### **ACTIVITY I**

Write out the nouns in this short passage.

Students must be creative in their use of texts --- prescribed, supplementary and referenced Students must be sure of what they seek in a text before they use the text. It is useful if they also know how the materials have been organised in texts.

### **FEATURES OF CLASSES OF NOUNS**

A noun is a part of speech or word class typically used in a variety of sentence to function such as subject and object, generally in combination with the definite or indefinite article and modifiers and traditionally regarded as 'naming' or identifying persons and things. In a noun-phrase, a noun functions as the main or only word which can be subject e.g. (The crew boarded the vessel); or as direct object e.g. They will clean up the waste or indirect object (I told the committee my views); subject complement (One fascinating discovery was a musket): object complement (Everybody thought her the best candidate)

### **SUB-CLASSES OF NOUNS**

It is highly necessary to identify the different classes of nouns because of their semantic and grammatical implications in day-to-day use of English.

### **ACTIVITY II**

Identify the sub-class of each of the following nouns Example: students - common count noun used in plurals.

1. text
2. reference
3. materials
4. news
5. knowledge

### **PLURALS OF NOUNS**

It is very necessary for you to know the plural forms of nouns. There are five forms of the plural forms of nouns namely:

Singular:

brother-in-law, passer-by, woman-doctor, commander-in-chief, man-servant

Plurals

I brothers-in-law. passers-by

women-doctor commanders-in-chief men-servant

- ii) Some compound nouns have their plurals indicated on the second word

Singular:.

assistant manager, grown-up, major-general

Plurals

assistant managers, grown-ups, major-generals

Some nouns do not have singular forms. They are used in plural sense without indicating the plural mark:

cattle

people

police

the poor

the rich

### OTHER FORMS OF NOUNS

It is very necessary for you to know that apart from single word nouns, noun phrases with noun headword, other expressions can also function as noun phrases or clauses. Such expressions are:

1. Infinitive as nouns e.g.  
To err is human but to forgive is divine.  
To get to Lagos was paramount then.
2. an -ing verb can also function as a noun e.g.  
Driving at night may be risky.  
Eating balanced diet is necessary for growth.

#### ACTIVITY III

1. Identify the nouns in each of the following sentences
2. Identify the sub-class and state the plural form.

NOTE:

A sentence may have more than one noun.

- i. My sister has two children.
- ii. There are ten universities in Thailand.
- iii. I would live to write about some of the problems I faced at that place:
- iv. She was waiting for some relatives she had not met before.

### PRONOUNS

The word class that is used to replace nouns and noun phrases in order to avoid repetition is pronoun. Apart from using pronouns to replace nouns and noun phrases, pronouns perform other functions. They are used to show gender, to join sentences together and to show possession and so on. Good knowledge of pronouns enables you to write short and accurate sentences and maintain a good mastery of English.

Examine this sentence:

I saw Olu when Olu was talking to the Principal. The Principal and Olu were laughing as Olu and Principal were talking.

With the use of pronoun the sentence will become interesting and meaningful. Examine the same sentence above now:

I saw Olu when he was talking to the Principal. The Principal and he were laughing as were talking.

Since pronouns are used to replace nouns and noun phrases, they perform the same functions with some exceptions of where pronouns can be used to make a sentence look and sound better.

Such functions are:

- (i) A pronoun can function as subject of a sentence:  
Examples: He asked some question.  
Everybody was present in the class.
- (ii) A pronoun can function as the object of a verb  
Examples: The man hit him.  
My mother told me what happened.
- (iii) Complement of subject:  
Examples: That is him coming. ('him' is complement of 'that')  
Who are you? ('You' is complement of 'who').
- (iv) Complement of object:  
Examples: We can prove the thief to be you. ('you' is complement of 'thief').  
He gave his pen to me. ('me' is complement of 'pen')
- (v) A pronoun, most especially relative pronouns can function as conjunctions.  
Example: This is the man who gave me the pen.  
'Who' is a pronoun that joins together two independent clauses together as one.  
The two sentences are: This is the man. He gave me the pen.

## TYPES OF PRONOUNS

Although all pronouns are used in place of nouns and noun phrases, there are different types and each type has its different forms, uses and functions.

The different types of pronouns, with examples and grammatical uses are presented below.

**Demonstrative Pronouns:** They point to specific things, places or persons, e.g. this, these, that, those

**Interrogative Pronouns:** They are used in asking questions.

**Relative Pronouns:** what, who, whom, which, how, whose, that

who, whom, which

**Indefinite Pronouns:** somebody, anybody, anyone, anything, something, nothing, everything, everyone, many, few

**Possessive pronouns:** They show possession. They show gender, number and case. his, hers, ours, mine their, its etc.

Other functions of pronouns are stated below:

- They show number i.e. singular or plural.
- They can also function as adjectives.
- They can function in both subjective and objective case.
- They can also function as adjectives or relative pronouns.
- They are used to introduce relative clauses.
- They are also used as adjective clause. They can be used as conjunction.
- They are not specific i.e. they do not point out.

- Some of them are used with singular verbs while some with plural.
- Some of them show possession e.g. "everybody's"

NOTE: The above list is not exhausted.

### **ACTIVITY III**

List the pronouns in the following sentences and state their types:

1. While I was taking my bath, somebody knocked at the bathroom door which was locked.
2. To whom was that letter addressed?
3. Adamu and Sule were fighting when I entered the room.

### **PRONOUNS: PERSON AND NUMBER**

Before pronouns can be correctly used, you must understand how they change to reflect person and number. 'Person' means 'who is the pronoun referring to' that is the pronoun used referring to the speaker- 1<sup>st</sup> person, or to the person with whom he/she is talking-2nd person or to the person he, the speaker and another person is talking about - 3rd person. A personal pronoun changes according to person it is referring to with the number i.e. singular or plural.

### **PRONOUNS: NUMBER AND CASE**

'Case' means 'performer or 'receiver' of action. There are 2 types of 'cases' in relation to pronouns:

Subjective case - 'performer' of the action expressed by the verb. Objective Case -- 'receiver' of the action expressed by the verb.

Examine these sentences:

I told him to go. He told me to go.

'I' and 'me' are both first person pronouns but 'I' is used in subjective case as the 'performer of the action 'told' when 'he' changes to 'him' in the objective or accusative case as the receiver of action. What this means is that 'I' and 'me' mean the same thing; refer to the same gender and number of person but the form is changed because of the place of occurrence

### **ACTIVITY IV**

Write out each personal, possessive pronoun in the following sentences indicating its person, number and case. An example is done for you.

Example: We gave Peter a dinner.

Ans: - "We "is the pronoun, first person plural subjective case.

Now do the following.

1. You have heard from her.
2. They complimented him for his good work.
3. We consider her our best athlete.
4. She told them her story yesterday.
5. The assignment was given to them.

## REFLEXIVE AND RECIPROCAL PRONOUNS

Reflexive Pronouns:

Reflexive Pronouns as the name implies, reflect the subject of the sentences in which they occur.

Examine the following sentences: He did it himself.

She gave herself not time. You are laughing at yourself. They laughed at themselves.

Reflexive pronouns always end with- 'self' to indicate singular or- selves to indicate plural.

The same form of pronoun (reflexive) is used as emphatic or emphasizing pronoun: This is when it comes directly after the personal pronoun.

Examples:

I myself told them.

She herself did it.

They themselves were happy.

You can compare these pairs of sentences:-

1. a. I told him myself. - reflexive  
b. I myself told him. - emphasizing the subject.
2. a. They did it themselves.  
b. They themselves did it.

Reciprocal Pronouns:

Reciprocal Pronouns are just two: 'each other' and 'one another'. As the name implies reciprocal pronouns show how persons or things interchange action among themselves. They are always wrongly used or wrongly interchanged for each other.

Examples are:

- a. Musa and Hadiza are friends because they like each other very much.
- b. The students fought one another during the rampage.
- c. Husband and wife should love each other.

You should know that 'each other' is preferred when only two are involved while 'one another' is frequently used when more than two are involved.

## SUMMARY

In this unit, you have learnt that:

- nouns are not just names of persons, places or things;
- nouns are naming words or any word or group of words that acts as subject, object or complement of a sentence;
- there are seven sub-classes of a noun, common, proper, abstract, collective, count/non-count etc;
- a noun can be in single word, phrase or clause;
- there are five forms of plural of nouns;
- other expressions such as infinitive and gerund can also function as nouns.
- pronouns are noun or noun phrases substitutes;
- pronouns show noun, number, gender and case;
- there are many types of pronouns;
- pronouns are used to avoid repetition of nouns and for clarity;
- some pronouns fall into more than one category.

## ASSIGNMENT

A. Answer the following questions

1. Mention five types of "abstract nouns.
2. Mention five types of non-count nouns.
3. Change the following nouns to their plural forms
  - i) cattle
  - ii) louse
  - iii) axis
  - iv) woman/driver
  - iv) annoyance

B. Some pronouns are used wrongly in the sentences below. Put in the correct pronouns/words.

1. Kunle and myself travelled to Kaduna yesterday.
2. The principal talked to we students on discipline.
3. The present is meant for you and myself.
4. He is looking for a beautiful somebody to marry.
5. Everybody likes to pass he examinations.

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## **UNIT 2: VERBS, AUXILLIARY VERBS AND PHRASAL VERBS**

### **INTRODUCTION**

You are already aware that there are word classes or parts of speech in English. Verbs are among the major word classes. They are very important in sentences as no sentence can qualify to be so without a verb. If verbs are so important in sentences, you then need a thorough understanding of verbs. This unit will give you an insight of what verbs are, their functions and classes. It is also going to expose you to auxiliary verbs, phrasal verbs, active and passive verb forms.

### **OBJECTIVES**

By the end of this unit, you should be able to:

1. identify what words are verbs, auxiliary verbs, phrasal verbs, transitive and intransitive verbs in a given sentence;
2. use verbs, auxiliary verbs, phrasal verbs, transitive and intransitive verbs correctly in sentences of your own;
3. mention different classes of verbs, auxiliary verbs, phrasal verbs, transitive and intransitive verbs;
4. explain the different classes of main verbs, auxiliary verbs, phrasal verbs, transitive and intransitive verbs.

### **HOW TO STUDY THIS UNIT**

1. Read through the unit carefully.
2. Carry out all the activities and assignments.
3. Where your answers are wrong go back to the part of the unit where it was treated and make sure you understand it.
4. Note anything you do not understand so that you can raise it at the study centre.

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK**

### **WORD STUDY**

Most meanings of words are used in context and not necessarily as explained in the dictionary. Try your best to infer meaning according to its use in the context. The following words from this unit are explained.

classification	-	belonging to a class (group)
auxiliary	-	not main, helping
lexical	-	word
transitive	-	carrier of an object
intransitive	-	non-carrier of an object
object	-	person or thing to which something is done or directed
enhance	-	something done or directed further.

## VERBS

A verb shows action. It is one of the most important words in the sentence because it gives meaning to the sentence through its action on role.

Examples:

1. I stand.
2. It breaks,
3. They felt happy.
4. He was in it.

All the underlined words are verbs that show action and tell us what happened. No sentence is a complete sentence without a verb. Try removing the underlined words in the four sentences above and discover that you do not have any statement or sentence again. This underscores the importance of verbs.

The verb also enhances its role in sentence by taking inflection (change in form) to indicate time of action.

Examples: The verb "work":

1. Tunde works in a motor company (habitual).
2. Tunde is working on the repair of a motor car. (presently)
3. Tunde (has) worked in a motor company (past action).

### ACTIVITY I

Underline all the verbs in the following sentences.

1. She goes to school every day.
2. We are learning English.
3. The sun always shines in Kana.
4. I sat on a chair and ate a banana.
5. Bad teachers don't prepare their lessons.
6. I woke up at seven and had breakfast at half past seven.
7. He generally sings in English but today he is singing in French.
8. The teacher points at the black board when he wants to explain something.
9. Mother is cooking some food in the kitchen at present; she always cooks in the morning.
10. My friends tell me that professors are people who think a lot, but say little and that school teachers are people who say a lot and think little.

## CLASSIFICATION OF VERBS

Main and Auxiliary Verbs:

Verbs are classified into main (lexical) verbs and auxiliary verbs. Main verbs can stand alone in a sentence even as they make meaning on their own. Some of these are called transitive verbs and others are intransitive verbs.

Examples

1. I enjoy potatoes.
2. He likes Indian films.

Auxiliary verbs, on the other hand, are helping verbs and do not necessarily make meaning of their own. They help the main verbs perform their functions in the sentence.

Examples:

1. He is eating food.
2. They have come
3. I will go tomorrow.



You are expected to understand and so be able to teach your pupils the two types of Auxiliary Verbs:

- The Primary Auxiliary Verbs
- The Modal Auxiliary Verbs

#### The Primary Auxiliary Verbs

There are three of these and each has its inflections to indicate time and persons. The three Primary Auxiliary Verbs are:

- be
- do:
- have

The inflections to indicate time and persons are shown in Tables 1 and 2 below:

Table 1: Inflections according to Tense

Verb	Simple Present	Simple Past	Past Participle
be	is, am, are	was were	Been, be
do	does,do	did	done
have	has,have	had	had

In this table, the change in form of the verb from one tense to the other indicates time. For example:

- a) I am here. (an existing situation)
- b) I was here. (a past action)
- c) I have been here. ( an action from the past that might still be persisting)

The above are examples of the verb "be" in the first person.

Table 2: Inflections according to persons

Verb	Singular	Plural
be 1st person	I am	are
be 2nd person	are	are
be 3rd person.	is'	are
do 1st person	do	do
do 2nd person	do	do
do 3rd person	does	do
have 1st person	have	have
have 2nd person .	have	have
have 3rd person	has	have

#### ***Modal Auxiliary Verbs***

Like Primary Auxiliary Verbs, they have the function of helping main verbs in usage. They are inflected but not as a result of change of persons but as a result of changes in time. These modal Auxiliary Verbs and their inflection as a result of time are as in the table below:

Modal Auxiliary	Present tense	Past tense	Past participle
can	can	could	been able
May	may	might	-
Need	need	needed	needed
Will	will	would	-

Shall	shall	should	-
Ought	ought	ought	-
Dare	dare	dared	dared
Used to	-	used to	-
Must	must	must have	must have

These modal Auxiliary Verbs, as rule, do not carry -s, -es and -ing inflections like main verbs even when the third person is in usage. For example, the usage of the third person in a sentence necessitates the inflection of the verb by carrying -s, es at the end.

He goes to work every morning.

But we do not say:

He needs to go to work every morning Instead we say:

He need go to work every morning.

## THE USES OF MODAL AUXILIARY VERBS

You have seen the list of the Modal Auxiliary Verbs in the table above. The following are examples of how some of them are used.

Can/Could

1. Can/could may express one's ability or capacity (to know how).

For example>

Dan can speak French well.

As a young man, Dan could speak French well.

2. could be used to express permission.

Examples:

Dan can leave as soon as he likes.

Dan could leave whenever he wanted.

may/might

1. It could be used to express permission.

Examples:

Grace may come with us if she likes.

Might I accompany you to Lagos?

2. It could be used to express possibility.

Examples:

Tunde may arrive from Jos today. It might rain this afternoon.

Must

This shows obligation. What must be done.

1. The judge must sentence in to prison
2. Me must go home

In the two sentences, the must be performed

### ACTIVITY II

Complete each of the following sentences with the correct form of the Auxiliary Verb in bracket.

1. I \_\_\_\_\_ going to Lagos next week. (be)
2. They \_\_\_\_\_ going to Lagos next week. (be)
3. He \_\_\_\_\_ going to Lagos next week. (be)
4. \_\_\_\_\_ he want to buy it? (do)
5. \_\_\_\_\_ they want to buy it? (do)

- |  |
|--|
| 6. _____you want to buy it? (do)<br>7. I _____the answers to the questions. (have)<br>8. He _____the answers to the questions. (have)<br>9. We _____the answers to the questions. (have)<br>10. _____he _____the exercise? (have) (do) |
|--|

### ***Transitive and Intransitive Verbs:***

The transitive verb is a verb that has a direct object either expressed in the sentence or implied

Examples:

1. Umaru killed a snake.
2. Ade ate the fish.
3. Kanu kicked the ball.

The objects are the underlined words to which, in each case, something is done or directed. These verbs that showed the various actions are Transitive Verbs. Transitive verbs can be turned to passive sentences as in:

Active: Umaru Killed a snake.

Passive: A snake was killed by Umaru.

Active: Ade ate the fish.

Passive: The fish was eaten by Ade.

The Intransitive Verbs have no direct objects, i.e. they do not have a person or thing to which their action is done or directed.

Examples:

1. The man died
2. The rain fell heavily yesterday.
3. The boy was sick.

All the three verbs in the sentences above do not have direct objects. They are therefore intransitive Verbs. In most cases, intransitive verbs cannot be turned to passive sentences. It is not possible to change the following intransitive verbs to passive sentences:

Active: The man died.

Passive: \* Died is the man.

Note however, that there are verbs that can be either transitive or intransitive depending on the use.

Examples

1. I drank a cup of water. (transitive)
2. This man drinks a lot (Intransitive)

### ***Regular and Irregular Verbs***

Regular verbs follow a regular pattern in forming their past and past principle forms. Here are examples: stay – stayed, pick – picked, join – joined, walk – walked, etc.

Irregular verbs, on the other hand, do not follow a regular pattern forming past and past participle forms. Irregular verbs form these in different. Here are examples: Go-went-gone; see-saw-seen; eat-ate-eaten, etc.

### ACTIVITY III

1. Write out 5 verbs each of auxiliary and main verbs.
2. Find out the past and past participle forms of the following verbs:  
come  
manufacture  
bring  
map  
shock  
give  
shout  
go  
run

### PHRASAL VERBS

You have already seen what verbs are. Phrasal verbs are a combination of verbs with verb-particles that are in form of prepositions, generating different meanings and sometimes totally new meanings. The meaning cannot be inferred from either the verb or the preposition but has to be as a result of the new combination of the two.

Examples:

Verb	Preposition	Meaning
Climb Get Set Write	up	Getting up Stand up Erect Review or written criticism

Verb	Preposition	Meaning
Climb Slow Turn	down	Go towards the bottom Make slower To say no

The two tables above show how different verbs combine with one preposition to give different meanings. In order cases, one verb combines with many to give different meanings:

Example:

Verb	Preposition	Meaning
Come	across along to on through	Make yourself understood To arrive, to appear Regain consciousness Try harder, be more sensible Survive

#### ACTIVITY IV

Below is a list of phrasal verbs using the verb "come" On the right hand side are meanings. Match the phrasal verbs with their correct meanings.

- |       |              |                         |
|-------|--------------|-------------------------|
| i.    | come across  | - to be target of       |
| ii.   | come between | - hurry up              |
| iii.  | come about   | - become known          |
| iv.   | come out     | - born or made in       |
| v.    | come from    | - to inherit            |
| vi.   | come in for  | - accompany the speaker |
| vii.  | come into    | - separate              |
| viii. | come on      | - stay alive            |
| ix.   | come through | - to happen             |
| x.    | come along   | - understood.           |
2. Read the following sentences, the meaning of which are put in bracket at the end. Insert the correct preposition along with the given verb to give the meaning in bracket
- i. The new bakery will turn - one thousand loaves of bread per day. (produce) .
  - ii. We had only started our journey when the petrol ran - (was used up).
  - iii. The old woman's illness was so serious that she was not expected to pull - (survive)
  - iv. Within the last year, many schools have been springing - in this area (appearing quickly)
  - v. Lami would have arrived sooner but she was caught - in heavy traffic (entangled).
  - vi. When I returned from my vacation, I discovered that thieves had entered my house and made - with my television set (hurried away).
  - Vii. The Mistress did not believe that Aduke was really ill. She thought that she was just putting it - . (feigning)
  - viii. Ali is a good friend of mine but I'm sometimes disturbed - his carefree attitude. (put out)
  - ix. Attendance at the evening classes has been tapering - in recent weeks. (diminishing).
  - x. Kwame was disappointed that none of his friends backed - his arguments at the meeting (endorsed)

In order to teach phrasal verbs of English, you should:

- Get your pupils to read widely.
- Ask them to indicate different phrasal verbs they come across as they read.
- Get them to use their dictionaries to find the meanings of the phrasal verbs.
- Train them to be able to deduce the meaning of a phrasal verb from the context using all available contextual clues.

The meanings of the phrasal verbs have not been exhausted. Use your dictionary to find out other meanings of the given phrasal verbs and other phrasal verbs.

## SUMMARY

In this unit, you have learnt that verbs:

1. are action words:
2. take inflection to indicate time of action:
3. can be transitive and intransitive verbs:
4. have different classes.

You have also learnt:

- that the Auxiliary Verb is essentially a helping verb;
- that there are two types of Auxiliary Verbs - the Primary Auxiliary Verbs and the Modal Auxiliary;
- the three Primary Auxiliary Verbs and their usage;
- that they change form with the use of person and tense;
- an array of Modal Auxiliary Verbs and their uses;
- that Modal Auxiliary Verbs do not change with the change of persons but change with the use of tense except for a few.

Finally, you have learnt:

- that Phrasal verbs are a combination of short verbs with prepositions.
- that these are very valuable in that they help increase the range of vocabulary meanings:
- to combine such verbs with prepositions to generate different meanings.

## ASSIGNMENT

1. Insert the correct form of verb in bracket in the gap provided
  - i. The boy \_\_\_\_\_ his trumpet yesterday (blow).
  - ii. The wind has \_\_\_\_\_ it away (blow).
  - iii. Ade \_\_\_\_\_ rice every morning (eat).
  - iv. The enemy is \_\_\_\_\_ near our home (camp).
  - v. We shall \_\_\_\_\_ the pepper tomorrow (grind).
  - vi. Kofi has \_\_\_\_\_ my sheet of paper (tear).
  - vii. The lady has \_\_\_\_\_ birth to a new baby (give).
  - viii. You \_\_\_\_\_ a few seeds last year (sow).
  - ix. The clothes need to be \_\_\_\_\_ again (sew).
  - x. The plate was \_\_\_\_\_ away in annoyance (fly).
2. Underline the verbs in the following sentences and indicate which of them are transitive and which are intransitive.
  - a. Ahmed killed a goat.
  - b. The rain fell, heavily yesterday.
  - c. Our teacher complained about the students.
  - d. The Headmaster solved the problem for us.
  - e. Hawa sang a beautiful song.
  - f. The dog barked and died.
  - g. The sun always rises every day.
  - h. The woman died.
  - i. He kicked the ball.
  - j. He scaled the wall.

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## UNIT 3: ADJECTIVE AND ADVERB

### INTRODUCTION

When we communicate, we need to be precise in order to convey exact meaning that we have in mind. Adjectives are used for the purpose of describing or modifying nouns and pronouns in order to make meaning precise and exact. For example, to be able to describe a man in an exact and accurate manner, you should be able to say whether he is tall, short, fat, slim, and handsome or ugly. Good descriptions demand the accurate use of adjectives. Also, adverbs are one of the word classes in English which you should learn thoroughly. Like adjectives, they could be recognized by their forms. Like adjectives also, they can change their positions in the sentence. In fact, adverbs are known for their high ability to change places in the sentence. In this unit, we shall discuss the forms and positions of adjectives and adverbs.

### OBJECTIVES

By the end of this unit, you should be able to:

- identify adjectives and adverbs by form;
- state and illustrate various types of adjectives and adverbs;
- use adjectives and adverbs in sentences and larger texts.

### HOW TO STUDY THIS UNIT

You should read through the various sections of this unit carefully and carry out the given activities and assignment.

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK.**

### WORD STUDY

Study the meanings of the following words very well.

Attributive	-	adjectives placed before nouns
Attributive	-	adjectives acting as complements of verbs
Predicative	-	adjectives which come in front of nouns
Pre-modifier	-	adjectives which come before nouns
Post modifier	-	adjectives which come after nouns
initial	-	beginning
medial	-	middle
final	-	end
suffix	-	a meaningful unit added to the base of a word to form another word.

Adjectives can be:

- (i) attributive
- (ii) predicative
- iii. pre-modifying
- iv. post-modifying

The use made of these adjectives determines what type they will be as you shall discover below:

Attributive Adjectives



Attributive adjectives act as pre-modifiers of nouns

Examples:

- i. We have solved the difficult problem. ('difficult' pre-modifies 'problem')
- ii. The handsome man is our lecturer. ('handsome' pre-modifies 'man')

Predicative Adjectives

Adjectives are described as predicative when they act as verb complements (that is, when they complete the meaning expressed by the verb).

Examples:

- i. The lady is beautiful.
- ii. All the rats in the house are fat.

It is useful for you to note that the predicative adjective does not have a noun immediately after it. Rather, it modifies a noun that has already been mentioned in the sentence. In the two sentences above, for example, 'beautiful' and 'fat' modify 'The lady' and 'All the rats in the house' respectively.

Post-modifying Adjectives

Adjectives that follow the items they modify are described as post-modifying adjectives.

Examples:

I found something interesting in the book. ('Interesting' post-modifies 'something').

The man present was an imbecile. ('present' post-modifies 'the man'). We have post-modifying adjectives in the following phrases:

the fund available

The President - elect

nothing new

Secretary general

the people involved

'court martial.

### ACTIVITY I

1. Write out four examples each of adjectives that have the following endings: - ous, -able, -ish, -er, -est.  
Do not use any word already used in the examples.
2. Write out the adjectives in the following sentences and state whether they are attributive, predicative or post-modifying:
  - (i) A loud noise came from the next room.
  - (ii) The delegates present approved the resolution.
  - (iii) The food served was quite delicious.
  - (iv) Our capable President was able to stop the crisis.
  - (v) The Director-general sent me a congratulatory letter.

### ADJECTIVE USAGE

Adjectives can be used with the following:

- a) prepositional phrase;
- b) that - clauses;
- c) to - infinitives.

We shall discuss these in greater detail.

Adjectives with a prepositional phrase

Adjectives have certain prepositions that are used with them. Learn these uses because they are rather fixed. Some examples are given below:

- (i) The boy is good at mathematics.
- (ii) Are you interested in languages?
- (iii) As a student you are dependent on your parents.
- (iv) I am quite disappointed with your behaviour.
- (v) We are annoyed at his conduct.
- (vi) She is worried about you.

Adjectives with a 'that clause'

Certain adjectives are used with 'that-clauses' as illustrated below:

- (i) He is sure that you will do well in the test.
- (ii) I am surprised that you should come late.
- (iii) We are glad that you have arrived safely.
- (iv) It's embarrassing that he should steal.

Adjectives with a 'to-infinitive'

Some adjectives combine with 'to-infinitives' in sentences. Some examples are given below:

- (i) The man is hard to please.
- (ii) Our teacher is always slow to react.
- (iii) It's hard to convince my father about anything.
- (iv) We were careful not to repeat our past mistakes.
- (v) Your parents will be delighted. to hear from you.

### **ACTIVITY II**

Construct a sentence each with the following:

- (i) successful in
- (ii) conscious of
- (iii) worried about
- (iv) it is shocking
- (v) it is important .
- (vi) surprised
- (vii) stupid not to
- (viii) clever not to
- (ix) glad to
- (x) it is necessary to

### **FORMS OF ADVERBS**

Many adverbs have characteristic endings that help identify them. These include:

1. -Iy. Adverbs that end in '-Iy' are usually formed from adjectives by adding the

Examples:

Adjectives	Adverb
quick	quickly
ready	readily
beautiful	beautifully
hungry	hungrily
happy	happily.

Note, however, that it is not all the words that end in 'ly' that are adverbs. Some are adjectives.

Examples

- friendly - He was a friendly man.
- lonely - She appears lonely ..
- burly - He has a burly physique.

2. -er, -est. Adverbs, like adjectives, can be compared using the endings ' -er ' and ' -est ' or the words 'more' and 'most'

Examples:

Adverb	Comparative form	Superlative form
late	later	latest
early	earlier	earliest
hard	harder	hardest
high	higher	highest

You may have noticed that the words used above as examples can also appear on the list of adjectives. It is their usage that determines the class of words they are.

When used as adverbs, they modify verbs but when used as adjectives, they modify nouns, as the examples below illustrate. Adamu came to class later than Ibrahim. (Adverb)

Adamu arrived on a later day. (Adjective)

Of the three boys, Oke worked hardest.(Adverb)

Oke was the hardest worker of the three boys (Adjective)

3. -ward(s). Certain adverbs that indicate direction have the ending '-wards' These include:  
backward(s) eastward(s)  
forward (s) westward(s)

Examples:

- (i) Peter moved backwards.
- (ii) The wind blew eastwards.

4. -wise. Certain adverbs end in '-wise'. Such adverbs may indicate 'in the manner of ...' or 'as far as .... is concerned'

Examples:

- i. The boy walks crabwise. (i.e. in the manner of a crab)
- ii. Turn the switch clockwise (i.e. in the manner of a clock).
- iii. Food-wise, we are sufficient (i.e. as far as food is concerned).
- iv. Money-wise, he cannot boast (i.e. as far as money is concerned).

Apart from the adverbs with the endings that have been identified, many others have no special endings. Examples of those with no special endings are the following:

always	how	quite	then
much	if	soon	however
fast	seldom	when	also
hard	often	very	

### ACTIVITY III

Write out four characteristic adverb endings treated in this unit. Give two illustrations of each of them.

Construct one sentence with each of the following adverb's.

hungrily	westwards
highest	bookwise
fast	

COMPARE YOUR ANSWERS WITH THE ONES AT THE END OF THIS BOOK.

## **ADVERB POSITIONS**

Adverbs can occupy various positions in the sentence, depending on their types and functions. Generally, we can identify the following positions that are occupied by adverbs.

- i. Initial position
- ii. Medial position
- iii. Final position.

### **ADVERBS IN INITIAL POSITION**

Adverbs in initial position are those that occur before the subject of the verb. These adverbs include those that indicate time, as in the following examples:

Yesterday, I saw a mad man with a knife Occasionally, he visits us.

Generally, he doesn't take his studies seriously Usually, he takes his breakfast at 8 a.m.

Last week, we witnessed a riot in Lagos.

Some adverbs that convey the speaker's attitude or manner of speaking or feelings usually occur at the beginning of the sentence, as in the following examples:

Personally, I don't like rice for lunch. Seriously, do you want to marry her?

Obviously, we didn't expect you to be here today.

Understandably, they were annoyed with us.

Very frankly, I am tired of all this.

Deliberately, he didn't want to give the information.

Resentfully, he allowed me to come in.

### **ADVERBS IN MEDIAL POSITION**

Adverbs in medial position are those that occur somewhere in the middle of the sentence. Some of them occur before the verbs they emphasize or modify as in the examples below:

We honestly don't know what he wants. John always sleeps on the floor.

The beauty queen actually sat next to me. I simply 'don't believe you:

The man completely ignored me.

My parents also sent me some money. (i.e. in addition to something else they did for me).

The boxer completely destroyed his opponent.

Many adverbs that indicate frequency (that is 'how often') occur medially, as in the following examples below:

My parents sometimes watch television. I often play tennis at my leisure time, They seldom visit us.

My friend always does his homework.

Adverbs in Final position

Adverbs in final position are those that occur at the end of the sentence. We may note here that the final position is the most natural position for most adverbs. The adverbs in the following sentence are in final position.

Emeka arrived yesterday.

Many women eat slowly.

He slapped the boy intentionally. She took her drugs daily.

Last week we went there.

Our team will play tomorrow.

The students are waiting outside.

Hauwa spoke to me briefly.

It is important for you to note that certain phrases that may have no adverbs in them can be called adverbial phrases because they perform adverbial functions. The underlined phrases in the following sentences are good examples.

Amadi arrived last week.

My brother is working in the farm. The man drives his car with ease.

We shall discuss such phrases as have been mentioned above in other units of the module.

#### **ACTIVITY IV**

Go through the lecture on adverb positions again and do the following exercise.

1. State three positions that adverbs can occupy in the sentence.
2. Construct five sentences where adverbs occur at the end.
3. Construct five sentences where adverbs occur at the middle.
4. Construct five sentences where adverbs occur at the beginning.

COMPARE YOUR ANSWERS WITH THE ONES AT THE END OF THIS BOOK.

Some of the activities that you can use to train your pupils in the use of adjectives and adverbs are:

- Getting them to read short passages and underlining or picking out the adjectives and adverbs in them.
- Asking pupils to read longer passages or novels and pick out the adjectives and adverbs in them.
- Getting pupils to work as individuals, in pairs and in small groups to fill in blanks with appropriate adjectives and adverbs, to complete a passage with appropriate adjectives and adverbs, to write essays using as many adjectives and adverbs as possible, etc.
- Some types of written tasks are prone to use of adjectives. These include: descriptive writing, procedural writing, explanation of a particular thing or process. Narrative essays are prone to the use of adverbials.

#### **SUMMARY**

In this unit you have studied:

- what adjectives are;
- the forms of adjectives;
- the types of adjectives;
- adjective usage.

You have also studied the following in the unit:

- the- characteristic endings of some adverbs;
- the various positions that adverbs occupy in the sentence.

#### **ASSIGNMENT**

1. Discuss how you can easily identify adjectives in sentences.
2. How do attributive, predicative, and post-modifying adjectives differ from each other?
3. Construct three sentences using adjectives with prepositional phrases.
4. Construct three sentences using adjectives with "what-clauses"
5. Construct two sentences using adjectives with "to-infinitives."

6. Discuss briefly how some adverbs are formed. Give examples.
7. Write out ten adverbs that are formed from adjectives. (Do not use any of the examples given in the unit)
8. Compare the following adverbs in their comparative and superlative forms (Use them in sentences)  
much slowly  
well angrily  
badly
9. With examples, mention two types of adverbs:
  - i. that occur in initial position;
  - ii. that occur in medial position;
  - iii. that occur in final position.

TAKE YOUR ANSWERS TO YOUR COURSE TUTOR AT THE STUDY CENTRE.

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## UNIT 4: SUBJECTS

### INTRODUCTION

So far this module, you learnt about parts of sentences. Here you will need to bring back to memory some of what you learnt. Remember you were taught in secondary school how to split a sentence into subject and predicate. This division is quite useful as long as it is understood. A sentence can be defined as a group of words that express a complete thought. Every simple sentence must have two basic elements which are: the subject and the verb. This unit will focus mainly on subjects.

### OBJECTIVES

By the end of this unit you should be able to:

- i. identify the subject of a sentence;
- ii. describe the features of a subject;
- iii. define the difference between simple subject and complete subject.

### HOW TO STUDY THIS UNIT

1. Read through this unit very carefully and with thorough understanding
2. Do the various activities indicated.
3. Take special note of the important points raised.
4. Remember to check your answers at the end of the course book.

### WORD STUDY

Use the space below to write down any word phrase or expression whose meaning or usage you want to remember.

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### THE SUBJECT OF A SENTENCE

Every simple sentence must have two basic elements which are:

- i. the thing/person we are talking about
- ii. what the thing/person is doing.

The thing/person are talking about indicated in (i) above is called the subject of the sentence.

A sentence could describe an action such as:

The dog barked at the cat.

The book fell off the table.

Fatima kicked the ball.

Other times a sentence could describe a person or thing e.g. ,

I am very tired.

My shirt is blue.

Port Harcourt is a clean city.

Subjects identify the people, places, things, ideas or conditions on which sentences focus. Usually the person or thing is always a noun or a pronoun. That noun or pronoun is called the subject of the sentence e.g. Here is the man. Here is the subject of the sentence.

## FEATURES OF SUBJECTS

1. In most cases, the subject of the sentence appears at the beginning of a sentence such as:  
Subject  
Your letter was received yesterday  
You and I are going to the market.
2. The subject may consist of one word as in sentences 1 - 3 below or more than one word as in sentences 4 - 6
  1. He bought me some flowers.
  2. David threw the ball.
  3. Girls love dancing.
  4. My older sister loves to swim.
  5. My summer vacation is too short.
  6. The old black cat is sleeping on the sofa.
3. The key word of the subject is usually a noun or a pronoun.

Nouns	pronouns
David	you
Sister	he
Vacation	I
Cat	my

### ACTIVITY I:

Underline the subjects of the following sentences:

1. Your letter was received yesterday.
2. Obi is sick.
3. You and I are going to be late for classes.
4. Education is important to success.
5. When can I find out the result of the test:

## TYPES OF SUBJECTS

Subjects fall into two categories: Simple and complex subjects. Take a look at these sentences

- i. The dog is barking at the cat.
- ii. The big black dog is barking at the cat.

What differences do you see between the sentences above?

The subject of (i) is 'dog', it is the thing being talked about. It is called a simple subject sentence. The subject of (ii) is 'big, black dog'. This is a complex subject because it includes words that give more information about the dog.

## POINTS TO NOTE

1. The simple subject is the most important noun or pronoun in the complex subject.



2. The complex subject includes the simple subject and all its modifiers (words that give more information).

### ACTIVITY II

Add simple subjects or complex subjects to these sentences.

1. \_\_\_\_\_ prepared dinner for us.
2. \_\_\_\_\_ told me a story.
3. \_\_\_\_\_ is very friendly.
4. \_\_\_\_\_ loves to eat his dinner hot.
5. \_\_\_\_\_ obey your parents.

SHOW YOUR WORK TO YOUR INSTRUCTOR

### ACTIVITY III

Underline the subject/complex subjects in each of the following:

1. The thirteen days passed slowly?
2. Is Ibrahim staying over at our house?
3. A weird looking goat is under the tree.
4. This boring book puts me to sleep.
5. This pretty yellow dress matches your shoes.

### SUMMARY

In this unit you have been able to:

- revise what subjects are:
- identify the features or subjects:
- know the kinds subjects:
- add subjects to uncompleted sentences:
- identify subjects in sentences.

### ASSIGNMENT

Break up the following sentences to show their subjects.

1. My sister loves music.
2. The teacher asked me a question.
3. Love of man is love of God.
4. Bad boys neglect their lessons.
5. The birds are blue.
6. Death is better than disgrace.

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## UNIT 5: PREDICATES

### INTRODUCTION

In Unit 4, you will recollect we discussed the issue of a sentence having two parts. Below is a diagram to further explain it.

Sentence	
The thing or person being (subject)	what the thing/person is doing about (predicate)

A complete sentence must have a verb that tells something about that personal thing which is the subject of the sentence. It is the main verb in the part of the sentence called the predicate that will be discussed in this unit.

### OBJECTIVES

By the end of this unit, you should be able to:

- i. identify predicates in sentences:
- ii. describe the features of predicates:
- iii. construct meaningful sentences using predicates.

### HOW TO STUDY THIS UNIT

1. Read through the unit carefully.
2. Practise the various activities listed

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK**

### WORD STUDY

With the help of a dictionary, write down all the words that you do not understand and their meanings. Here are some examples to guide you.

Existence: state or fact of existing

Possession: state of owning something

Modifier: a word or phrase that adds to or changes another word or phrase.

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### THE PREDICATE OF A SENTENCE

The predicate is always a verb. The predicate shows action, existence or possession. The predicate is the word or phrase that completes the thought of the sentence.

A predicate consists of one or more verbs, together with any modifiers and complements. It expresses action done by or upon the subject or tells what the subject is or what it is like.

So in a nutshell, the predicate is the part of the sentence following the subject that contains the verb.

Examples:

I live in a house  
He gave me ten naira she loves books  
Mango trees grow near my house.

### POSITIONS OF PREDICATES

Usually the Predicate comes after the subject as in the examples above but on rare occasions it comes before the subject. Below are some examples:

1. In some sentences beginning with introductory it, here, there e.g.
2. For the sake of emphasis

#### ACTIVITY I

Write out the predicate.

1. John ran to catch the bus.
2. You have too many books.
3. Where did you put my keys?
4. Taiye and Kehinde are twins.
5. There are many new students in my class.
6. The children were playing hide and seek.
7. I felt cold without my jacket.
8. The boys listened carefully to the teacher's instructions.
9. We all do things for various reason.
10. The car has a lovely colour.

### COMPLETE PREDICATES AND VERBS

What differences do you see between these sentences?

The car stopped.

The car stopped by the side of the lake.

Both sentences have the same subject: *the car*. But they have different predicates. In the first sentence the predicate is *stopped*, and in the second sentence the predicate is *stopped by the side of the lake*.

The most important part of the predicate is the verb. It is the verb that expresses the action of the sentence. Because the verb is the essential part of the complete predicate, it is called the simple predicate.

Here are some examples that show the difference between the predicate and the verb. The predicate is underlined. The verb is in bold face type.

The drummer looked for his music.

My friends are never on time.

Fatima reads her novels regularly.

Ade hopes to complete his work soon.

#### ACTIVITY II

Write out the predicate and underline the verbs in the following sentences.

1. Chike is in the hospital.
2. He slipped and fell on wet floor yesterday.
3. His arm was broken in the fall.
4. Chike's wife seems very upset.
5. The doctor told her not to worry.

## RELATING SUBJECTS AND PREDICATE

Remember we defined subject as *who* or *what* is doing something or who or what is being talked to. We also said the predicate expresses action done by or upon the subject or it tells what the subject is or what the subject is like.

Here are examples:

### *Subject*

My best friend Ade

(Tells who did something)

An enormous tree

(tells what is being talked-about)

Our new puppy

(names what is being talked about)

### *Predicate*

scored a goal in the match

(Expresses action done by subject)

was struck by lightning

expresses action done upon the subject) is very friendly

(tells what the subject is like)

## SUMMARY

In this unit you have been able to:

- recognize predicates in sentences:
- recognize the verbs within the predicate:
- distinguish between a subject and a predicate;
- construct sentences using subjects and predicates.

## ASSIGNMENT

Choose one of the following topics. Write at least six sentences about the topic. Draw a vertical line between the subject and the predicate.

Topics

1. Going to school
2. Climbing a tree
3. Buying from the market
4. A topic of your own choice.

SHOW YOUR WORK TO YOUR COURSE TUTOR.

## REFERENCE

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## UNIT 6:      COMPLEMENTS

### INTRODUCTION

In the previous units, you have learnt about the structure of a sentence. The Sentence is made up of a subject and predicate. But some sentences need more than that; some require a complement. We will be discussing complement under two branches: object and subject. The four types of complements you will learn about are: Direct object complement, Indirect object complement, predicate adjective and predicate nominative.

### OBJECTIVES

By the end of this unit, you should be able to:

1. identify the different types of complements;
2. recognize them in sentences and
3. construct your own sentences using complement.

### HOW TO STUDY THIS UNIT

1. Read through this unit very well with thorough understanding.
2. Take note of the differentiating factors in the different kinds of complement.
3. Work through the activities and later check your answers at the end of this book.

NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK

### WORD STUDY

Enter any words or phrases whose meaning or usage you will want to remember. Learn to refer to them when the need arises.

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### COMPLEMENTS

A complement is a word or a group of words that adds or completes the thought begun by the subject and verb.

A complement can be a noun;

eg     The horse threw its rider

A complement can be a pronoun:

eg     Our class misses you.

A complement can be an adjective:

eg     The moon is bright.

You are going to study four kinds of complements in this unit:

1. the direct object
2. the indirect object
3. the predicate nominative
4. predicate adjective.

## DIRECT OBJECT

One kind of complement is called direct object. The direct object is a noun or pronoun that receives the action of a verb. It answers the question what? or whom? after an action verb.

Here are some examples of direct objects:

Amina learnt her lesson.

(What did Amina learn? "lesson" is the direct object of the object of the verb learned). The dog bit him.

(Whom did the dog bite? 'him' is the direct object of the verb bit)

Direct objects can be compound. Here are some examples:

Mary read a poem and a story.

('poem' and 'story' tell what Mary read)

The teacher questioned you and me.

(pronouns 'you' and 'me' tell whom the teacher questioned:

### ACTIVITY I

Underline the direct object (S) in each sentence.

1. Obi took David and me out.
2. The dog left the cage ate some bones.
3. Ade plays the piano very well.
4. My father bought a new bicycle.
5. Adamu wrote a book.

## INDIRECT OBJECTS

Look at this sentence:

The gorilla tossed me a coconut.

The subject of the sentence is 'gorilla' 'tossed', is an action verb. 'Coconut' is the direct object because it tells what the gorilla tossed: But what about 'me'! 'me' answers the question 'To whom' was the coconut tossed? It was tossed to me. The part of the sentence that comes before the direct object and tells to whom or for whom the action of the verb is performed is an indirect object. 'Me' is the indirect object of the verb 'tossed'

An Indirect Object is a noun or pronoun that comes before the direct object in sentence. It tells to what, to whom, for what, or for whom the action of the verb is performed.

Here are some examples of indirect objects:

Ade gave him some bones.

Indirect object is him.

Amina sang her mother a song,

Indirect object is mother.

### ACTIVITY II

Underline the direct objects and circle the indirect objects.

Example: Musa threw (him) the ball

1. Ade sent you and some flowers.
2. The woman told the students a funny story.
3. Chinwe baked us a carrot cake.
4. Grandma sang me a song on my birthday.
5. The nurse brought Adamu his breakfast.

## PREDICATE NOMINATIVES

A predicate 'nominative is a noun, pronoun or adjective that follows a linking verb. It identifies, renames or describes the subject.

The underlined below are predicate nominatives.

The cat is good hunter.

(hunter' is a noun that identifies the subject 'cat')

My friend is an excellent student

(student is a predicate nominative, it follows the linking verb 'is')

### ACTIVITY III

Underline the predicate nominative (s) in each of the following sentences.

1. She is my best friend.
2. I am a good runner.
3. John is an editor for our magazine.
4. Jos is a fascinating tourist town in Nigeria.
5. Yusuf is a doctor at the village hospital.

## PREDICATE ADJECTIVES

A predicate adjective is an adjective that follows a linking verb and modifies the subject of the sentence.

The underlined below are predicative adjectives.

This coffee is bitter.

(bitter is a predicative adjective modifying the subject coffee)

Our weather has been wonderful.

The orange smells nice and fresh.

Our classroom is big and airy.

### ACTIVITY IV

Underline the predicate adjectives

1. The book is torn.
2. He seems frustrated.
3. This food tastes delicious.
4. Peter is older than my father.
5. Your new dress is pink, white and black.

In order to teach complement, pupils are made to locate, underline, pick out or fill in blanks related to the complement to be taught. Pupils learn better when they use the complements in larger contexts. Reading widely puts the grammatical item into the brain of the child.

## SUMMARY

- In this unit, we learn that sentences need subjects, verbs and sometimes complements. Complements complete the idea begun by the subject and verbs. For example.  
Tunde fed the dog.  
Amina bought a bag.

Sometimes you may give more information about the complement in the sentences. so you can add details after the complement:

Tunde fed the tiny black dog.

Amina bought a big red bag.

Or you might add the details before the complements:

Tunde fed the -----

Aminu bought a -----

So complements give a clear picture of what you are trying to say so that your reader does not have to guess at your meanings.

### **ASSIGNMENT**

Choose one of the topics below, write at least eight sentences about it. In your sentences "include an example each of the four kinds of complements you learnt: direct object, indirect object, predicate nominative and predicate adjective.

Topics:

1. My Happiest Day
2. An interesting place I visited
3. Education is the key to success
4. A topic of your choice

**SHOW YOUR WORK TO YOUR COURSE TUTOR.**

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## UNIT 7: PHRASES

### INTRODUCTION

In the previous units, you have studied parts of sentences: subject, predicate and complement. Here you are going to be introduced to phrases. A phrase is a word or group of words in a sentence which cannot be analyzed in terms of subject and predicate. Phrases show relationships between ideas by giving details about time, place and pointing out differences, similarities, causes and effects. Phrases make your sentences clearer and more interesting and varied its length and rhythm. Phrases can take different positions in a sentence so as to emphasize important ideas. There are five kinds of phrases: the noun phrase, verb phrase, preposition phrase, adjective phrase and adverb phrase. All these will be discussed in this unit. Now read on!

### OBJECTIVES

By the end of this unit, you should be able to:

1. identify what a phrase is;
2. identify the characteristics and kinds of phrases;
3. identify the different positions phrases can occupy; and
4. construct sentences using phrases;

### HOW TO STUDY THIS UNIT

1. Carefully read through this unit to ensure a thorough understanding of phrases.
2. Work through the activities at the end of each stage, as they are designed to reinforce what you have learnt.
3. Score yourself, using the answers at the end of this book.

**NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK**

### WORD STUDY

Enter new words and their meanings in the space below:

Split	be broken
syntactic	groups of sentence building
dominant	most important influential
obligatory	required by rule or custom.

### PHRASES

Phrases are small groups of words within a sentence or a clause. Such a group has a syntactic structure but cannot be analyzed in terms of subject and predicate. A phrase does not contain a finite verb for example.

I like her expensive new car.

Amina is working in the garden.

Phrases serve the natural function of being the constituent of sentences and each constituent is a unit. Phrases may consist of more than one word.

The sentence:

The pencil is on the table can be split into three units.

The pencil/is/on the table.

Each of this unit is performing different roles in the sentence and therefore belongs to different classes. 'The pencil' is a noun phrase while 'on the table' is a prepositional phrase. Look at the sentence below.

There is a beautiful garden in front of the house where we live.

- (a) a beautiful garden
- (b) in front of
- (c) where we live.

None of the above group of words form a sentence, because although it conveys an idea, it does not express a complete thought. They do not have a subject and predicate. Such a group of words is called a phrase.

## CLASSIFICATION OF PHRASES

Phrases are named after a class of words which has a primary obligatory function within it. This function varies in different types of phrases. In other words phrases are usually classified according to their Central Word or Head for example:

The boss made a bad mistake.

The phrase 'the boss' and 'a bad mistake' are classified as noun phrases by virtue of having a noun: 'boss' and 'mistake' as head.

On the other hand 'made a mistake' is a verb phrase as its head is the verb 'made ' phrases can be called by the name of the Word Class to which their most dominant constituent belongs.

We have the following types of phrases:

- noun phrase
- verb phrase
- adjectival phrase
- prepositional phrase

It is worthy to note that there is no one to one correspondence between the class to which a phrase belongs and the function it performs. The same group of words may perform different functions. In the following examples, the noun phrase 'next year' performs four different functions:

- (i) Kehinde will visit next year.
- (ii) Next year is the time to try again.
- (iii) We may call next year the first option.
- (iv) It is next year that I told you.

### ACTIVITY I

Split the sentences into phrases. Underline the head in each and signify the word class.

Example: The bridge/was constructed/across the river noun/verb/preposition.

1. My best friend is at the door.
2. The book is on the table.
3. The policeman caught the thief in the garden.
4. Mary has done the work.
5. Bassey is a handsome boy.

## POSITIONS OF PHRASES

With practice, you can learn to use phrases to make your sentences clearer and more interesting. You can vary the way your sentences begin. You can vary the length and rhythm and arrange the parts of a sentence so that the most important idea gets the most attention.

Here are some examples of the difference a phrase can make and the different positions it can occupy.

The mountain climbers finally reached the top after a long, hard struggle. (phrase comes at the end of the sentence)

After a long, hard struggle the mountain climbers finally reached the top. (phrase comes at beginning of sentence).

The mountain climbers, after a long, hard struggle reached the top. (phrase comes in the middle of sentence)

As you write, experiment with phrases. Move them around and see how they affect the meaning and the sound of your sentences.

### ACTIVITY II

Move the underlined phrase around into as many positions as possible.

1. Two police officers on motorcycles chased the robber's car.
2. David and I have never quarreled in all our years of friendship.
3. The new cook succeeded in baking the cake after trying several recipes.
4. With the aid of guns, the robbers broke into the bank.

## TYPES OF PHRASES IN ENGLISH

### NOUN PHRASES

The noun phrase is the one in which the head-word is a noun or pronoun for example 'tall man is the head word while 'tall' tells us something about the noun. A noun plus its modifiers is called a noun phrase.

Characteristics of A Noun Phrase

1. The head in a noun phrase can be pre-modified by articles, possessive, demonstratives, adjectives or a combination of these.
  - (a) book, an elephant, the students (pre-modified by articles.)
  - (b) my sister your wife, our home, their books (pre-modified by possessives)
  - (c) pretty dress, wonderful ideas, easy questions. (pre-modified by adjectives)
  - (d) the pretty yellow dress, these great wonderful ideas, short easy questions (pre-modified by combinations)
2. The head in a noun phrase can be post-modified by adjectives, prepositional phrases or clauses.
  - (a) the plane boarding, the chairman (post-modified by adjectives).
  - (b) the book on the table, the milk from the cow (post modified by prepositional phrases),
  - (c) The lady I told you about.. the house you wished to buy (post-modified by clauses).

Functions of the Noun Phrase

Nouns and noun phrases perform basically the same functions. They function mainly

- (a) objects of sentences.
- (b) subjects of sentences

1. As subject of a sentence  
The man's thirst for power caused his downfall.  
The big boy  
The big fat boy is my brother.  
The big fat boy who limps
2. As object of a verb.  
The object of a sentence is the noun/noun phrase at which the action of the verb is directed.  
It is the receiver of the action of the verb,
  - (i) Adamu broke the pencil.
  - (ii) Emeka threw a stone at the dog.
  - (iii) The teacher gave Ade a present.

### ACTIVITY III

Indicate the noun phrase in the following sentences and state their functions:

1. The boy in your class is my brother.
2. I bought my friend a present. .
3. The handsome rich man is a merchant.
4. The policeman arrested the skillful thief.
5. The wise learn from experience.

### VERB PHRASES

The verb phrase is usually made up of a main verb and one or more auxiliary verbs. It is only the main verb that is obligatory. The other forms are optional and that is why they are called auxiliary or helping verbs.

Examples of verb phrases are underlined below:

Tunde has taken the pen

(one auxiliary verb + main)

Tunde may have taken the pen.

(two auxiliary verbs + main verb)

Auxiliary verbs help the main verb show the time of an action. Here are some of the most commonly used helping verbs.

has	have	had	was
do	does	did	shall
am	is	are	were
be	being	been	will
may	might	must	would

#### Functions of Verb Phrases

The verb phrases perform the same function as verbs: they serve as the verb element of the clause. The verb phrase may indicate the following:

- i. The Future  
Amina will go to the market.
- ii. The Conditional  
Amina would go to the market if you can't.
- iii. The Perfective  
Amina has gone to the market
- iv. The Progressive (continuous)  
Amina is going to the market.

- v. The negative sentence  
Amina did not go to the market.
- vi. Emphasis in sentence  
Amina did go to the market.

#### **ACTIVITY IV**

Indicate the verb phrases in the following sentences and say what they indicate:

1. She did not do her homework.
2. I have sent for the brilliant boy.
3. We have been travelling for hours.
4. Ade was selected for the post.
5. Chinwe will do her examination tomorrow

#### **PREPOSITIONAL PHRASES**

A prepositional phrase is a phrase that begins with a preposition and ends with a noun or pronoun. This noun is called the object of the preposition. The preposition and object form a group called the prepositional phrase. Here are some prepositional phrases. The objects of the prepositions are underlined.

under the stars  
below the surface  
beside him and her  
near the house and garden

Positions of Prepositional Phrases

A prepositional phrase can come at the beginning of a sentence as in: In all honesty, we have run out of funds.

Around the house, everyone helps with the chores. At a later date, we will confront him.

- Prepositional phrases can come in the middle of the sentence. For example:

The bird in the cage sings well.

The man with the hat is my father.

The news of his death shocked everyone.

They also occur at the end of a sentence.

The police caught the thief in the garden.

We trust in God.

Amina put the books on the table

#### **ACTIVITY V**

Underline the prepositional phrases

1. We are lost without a plan.
2. Emeka travelled with us to Lagos.
3. I sit in the back of the class.
4. The news of his death shocked everyone.
5. During breakfast daddy will tell us about his trip.

#### **ADVERBIAL PHRASE**

An adverbial phrase is a phrase that modifies a verb, an adjective or an adverb. Adverbial phrases answer the questions where? when? how? how often? to what extent?

For example

Where?

The plane flew to Kano.

When?

We will see you in a week.

How'?

Amina followed the directions with great care.

How often?

Ade visits us every Saturday.

To what extent?

The dog ran high, in high speed.

Functions of Adverbial Phrases

1. Modifier of verbs  
Ade solved the problem quickly.
2. Modifier of Adjective  
Emeku is very tall. Amina is far more beautiful than Ada
3. Modifier of another adverb.  
Taiye runs extremely fast.
4. Modifier of prepositional phrase  
The girl slapped me right in the face  
We were quite on him for the party.

#### ACTIVITY VI

Slate the function of the underlined adverbial phrase in the following sentences.

- (i) Ada runs very fast.
- (ii) She hit the nail right on the head.
- (iii) Sarah sings well enough to be in the choir.
- (iv) The woman started running up and down
- (v) Amina lives farther down the street.

#### ADJECTIVAL PHRASES

An adjectival phrase is a group of words which modify a noun or pronoun. An adjectival phrase gives information about the noun or pronoun it modifies, just as an adjective does, For example:

A bird with a yellow beak was singing.

The house by the stream is old.

#### FEATURES OF ADJECTIVAL PHRASES

An adjective usually comes before the word it modifies but an adjectival phrase usually comes after the word it modifies.

for example:

Terry bought a striped shirt (adjective)

Terry bought a shirt with stripes (adjective phrase) (adjectival phrase qualifying the noun 'shirt')

She walked out with a man in a black suit (adjectival phrase qualifying the noun 'man')

#### ACTIVITY VII

Underline the adjectival phrase and state the noun it modifies.

1. Eggs without salt can be bland.
2. Are these shoes from Italy very expensive?
3. I saw the boy without his shirt.
4. We are lucky to have a friend like Ade.
5. He kept scratching the mosquito bite on his knee,

## **SUMMARY**

In this unit; you have learnt

- (i) what a phrase is
- (ii) the classification of phrases
- (iii) how to position phrases
- (iv) how to identify the head and word class of a phrase

The unit has also covered the following areas:

- Noun phrases and their functions:
- Verb phrases and their functions;
- prepositional phrases and their functions:
- Adverbial phrases and their functions and
- Adjectival phrases and their features.

## **ASSIGNMENT**

Write a paragraph essay using all the types of phrases discussed in this unit.

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## UNIT 8: CLAUSES

### INTRODUCTION

You have already seen how phrases form parts of a sentence. Similarly, clauses form parts of sentences. A clause is a unit within a sentence which, in most cases, will have a finite verb. As a unit of statement, the clause is larger than a word or a phrase but smaller than a sentence.

A sentence may have only one clause but it (the sentence) may also have two or more clauses.

- Look at the examples below:
- Mr. Idachaba lost the tickets.
- Who spoke to the winners?
- After the rain washed away the paint
- Where we ate breakfast. .
- Mr. Idachaba lost the tickets that he had bought in May.
- We met the woman who spoke to the winners.

Some clauses are noun clauses mainly because they behave like nouns, while those adjectival clauses which behave like adjectives are called *adjectival clauses*. Positions are helpful in identifying these clauses.

### OBJECTIVES

By the end of this unit, you should be able to:

1. identify clauses in sentences or in isolation;
2. differentiate between a clause and a phrase within sentences or in isolation;
3. state or specify the grammatical characteristics that a clause must have.
4. identify and differentiate different types of clauses-noun, adjectival and adverbial clauses;
5. use the clause types in sentences and larger texts.

### HOW TO STUDY THIS UNIT

1. Take in the points presented in a step - by - step manner
2. Recollect the related statements on phrases
3. Identify the specific characteristics and types of clauses as stated in the unit.
4. Focus your mind on the key vocabulary items used in the description
5. Tackle carefully the tasks given under activities
6. Check your performance properly and take good note of the areas you have found difficult

NOTE: COMPARE YOUR ANSWERS WITH THOSE AT THE' END OF THE COURSE BOOK

### WORD STUDY

Specific - particular, exactly stated or described

Feature - mark by which something is known

### CHARACTERISTICS OF THE CLAUSE

1. The clause may stand on its own as a separate sentence.
2. The clause may combine with another clause to form a larger sentence.
3. Each clause in a sentence must have its own finite verb.
4. The finite verb is a form of the verb which is limited in time by tense, form and agreement with person and number.



5. The clause and the phrase, may look alike but only the clause must have a finite verb. In the case of a phrase the combination of words may not have a finite verb. The phrase could have non-finite verb plus other words or just a combination of words without any verb.

### ACTIVITY I

1. State 3 main characteristics of the clause.
2. Specify two main differences between a clause and a phrase.
3. What is the position of the clause in the sentence.
4. Is length another feature of the clause?

### Features of the clause

The features that mark out a clause include the following:

1. The clause has a finite verb which carried tense.

Examples:

- a. Dr. Mosimabale buys a new car yearly.
- b. Mallam Nuhu defeated his opponent in the last elections.
- c. Nobody knew the answer to the question.
- d. Children often cry to school.

You will notice that the underlined verbs in the above sentences are all finite ones. Two (a and d) are in the present tense while two are in the past.

2. The clause could be part of a sentence or the entire sentence. Examples:

- a. Umata played well during the game.
- b. Amina's father bought the house which he repainted.

In the first sentence there is only one clause which is: *Umata played well (during the game)* the last part which is in brackets is a phrase which may be described as 'additional to the clause. The phrase could also be described as being separate from the clause.

In the second sentence, there are two clauses.

The two clauses are:

- i. Amina's father bought the house
- ii. which he repainted

3. The clause as a unit or portion of the Sentence usually carries the main information or theme of the sentence. When there are two clauses, it is possible to talk of the main clause and the subordinate clause or clauses. The main clause carries the major piece of information, whereas the supporting information is contained in the other clause.

Examples:

- i. Temitope likes her school which is near Lagos.
- ii. It rains in Port Harcourt almost daily.
- iii. Students eat frequently between lectures even when this goes against the school regulation.

In the first example the main clause is:

Temitope likes her school

The subordinate clause is:

which is near Lagos.

The main source of identification is that the primary information is carried by the clause:

Temitope likes her school.

The second example has only one clause so it is not necessary to talk about main and subordinate clauses. There is just one there in the sentence. The third example has two clauses. They are:

Students eat frequently between lectures: main clause.

even when this goes against the school regulation: Subordinate clause.

This last example represents another instance of two clauses with each one containing its own theme.

Two major differences between a clause and a phrase:

The clause must always have a finite verb.

Examples: Some students cheat during examination. Our students respect their teachers and parents.

Only dog eat any time of the day.

Some clothes fade easily.

The underlined verbs in the above examples are all finite ones.

The phrase does not normally have a finite verb. When the phrase contains a verb it is usually a non-finite one except when the phrase is a verb phrase.

Examples:

- a. many uninvited guests
- b. into the well-organized library
- c. without the principal's permission.
- d. after leaving a message
- e. on top of the hill

The length of a clause.

Length is not an important feature of the clause because a clause may be short or long. However, since a phrase may only have two or three words, a clause is generally longer. The length of the clause is not as important as its contents. The contents of a clause include the following:

- a. a finite verb (with or without its subject)
- b. a specific theme or sub-theme.
- c. the possibility of becoming an independent sentence.

## ACTIVITY II

Study the statements in Column I and state in Column 2 whether each is a clause or a phrase.

Column 1

Column 2

1. In place of the battery
2. Salamat danced
3. The candle shone brightly
4. When the sermon ended
5. There was a heavy storm
6. Through the opened window
7. The witnesses refused to talk
8. Although the traders protested
9. In the middle of the river
10. Coming out of the car
11. Who registered early
12. When Mr. Nwana answered him
13. With a broken stone
14. Near the new house

What is the position of the clause in the sentence?

It is correct to say that the clause must have a finite verb. When a portion of the sentence has no finite verb, that unit is most probably a phrase.

The position of the clause is not fixed, the clause could be at the beginning or middle or end of the sentence. What is important is that the clause must contain at least one finite verb. Therefore, the position of the finite verb can be used to trace the portion of the sentence that contains the clause. Once the finite verb is traced out correctly, the subject of that clause can also be identified. This is because, as earlier stated, the finite verb agrees with the subject of the clause.

Examples of different clause positions:

1. On Mondays, the market opens early.
2. Lasizi resigned his job, after the probe.
3. No student knew the answer, until after three days.

For number 1 the clause is at the end of the sentence because the first part - *On Mondays*. - is only a phrase

For number 2 the clause is at the initial position because the clause is made up of:

*Lasizi resigned* his job. The second part - *after the probe* - is only a phrase.

In sentence 3 the clause is also at the initial position: *No student knew the answer*. The remaining unit "*until after three days*" is a phrase.

## TYPES OF CLAUSES

### NOUN PHRASES AND CLAUSES

A noun phrase is a group of words - starting from two words without a finite verb, which functions as a noun either by being the subject or object of a verb or complement.

Examples of noun phrase:

The student in his final year

The toughest boy around

The noun phrase has its headword (i.e. the key word) as a noun as you can see in the phrases above. For example, the headword of 'student' in student 'the student in his final year' has the headword as 'student' also.

A noun clause, on the other hand, is a group of words with a finite verb and the headword as a noun.

Examples:

The year I left Lagos

The food she took in the morning

An interesting novel she has read before

### ACTIVITY III

Identify the noun phrases or clauses in the following passage.

King Solomon is up till today synonymous with wisdom. And this is owing to his decision on a new-born child which two women were fighting over. No sooner had the two women been delivered than they began to struggle for one of the babies. When the case came to King Solomon for arbitration, he informed the two women that the living child would have to be cut into two parts so that each could have a part. The fake mother jumped up in joy at the decision, while the authentic mother wept at the prospect of dissecting her child.

### CHARACTERISTICS OF THE NOUN CLAUSE

- i. The noun clause occupies position similar to that of the noun.
- ii. The entire unit can be replaced by one or two words from the clause.

- iii. There is usually a finite verb linked with the noun or pronoun in the clause which stands as subject.
- iv. The noun clause stands at the beginning or at the end of the large sentence.
- v. The noun clause has both internal and external agreement. The verb within the clause agrees with the subject while the noun clause also agrees with the verb in the larger sentence.

### **CHARACTERISTICS OF THE ADJECTIVE CLAUSE**

- i. The adjective clause behaves like the adjective which has been expanded.
- ii. The adjective clause can be replaced by one or two words which serve as adjectives.
- iii. The adjective clause usually comes after the noun and pronoun to which it adds more description.
- iv. Some adjective clauses are directed towards adding more description to human or other living things.
- v. Some adjective clauses add more meaning to non-living things only.
- vi. The adjective clause makes a statement more detailed or complete.

### **ACTIVITY IV**

Attempt the following questions.

Read these sentences and state whether the clauses are noun or adjective clauses.

1. Our monitor saw the student who climbed the table.
2. Talatu stated that we were uninvited.
3. The farmers harvested much produce which sold well.
4. The fact that it might rain led to the cancellation of the football match.
5. The announcement which he enjoyed lasted long.
6. The cows crossed the river that had overflowed its bank.
7. That Maimuna returned home late displeased her neighbours.
8. Justina Adejoh ate the food which the nurse provided.
9. The guests always woke up early which the hotel keeper didn't like.
10. The cup final which started late went into extra time.
11. Lets us hear how you get on with Jemima.
12. Mr. Maiyaki believed (that) he is still in town.
13. The teacher asked whether he needed some assistance.
14. What she personally feels is totally important.
15. Because you are now a store superintendent does not mean you should disregard others .

### **TYPES AND CHARACTERISTICS OF THE ADVERBIAL CLAUSE**

It behaves like an adverb It may serve the following functions in a sentence.

- i. Adverbial clause of reason i.e cause
- ii. Adverbial clause of time
- iii. Adverbial clause of place
- iv. Adverbial clause of manner
- v. Adverbial clause of condition
- vi. Adverbial clause of degree

All these kinds of adverbial clauses are used directly or indirectly to qualify the main theme of the sentence. That is why you have been told that the adverbial clause behaves like an adverb.

Let us look at the following examples.

- a. Ladidi knew when the baby woke up.
- b. The students were not sure whether the teacher would return.

c. Obong desired to marry the young doctor so that people would get to hear his name.  
All the underlined clauses in the above examples qualify the main verbs of each of the three sentences. The clauses therefore determine how those main verbs should be looked at. It is therefore correct to say that whereas the main verbs focus on the major point, the adverbial clauses fill in more information about the points made.

Adverbial clause of reason is that kind of clause which states the cause of something, The two sentences below are good examples.

a. Osondu and Emeka worked very hard because they wanted to pass.

b. Since he slapped the boy, the umpire was declared guilty.

The underlined clauses are both adverbial clauses of reason. You will see that each qualified the main topic of the rest of the sentence.

Adverbial clause of place is that kind of clause which talks about the location or place in which people are or things take place. Two examples are given below.

a. The accident occurred where the two roads merged.

b. The cleaners cleared the refuse near the field where the match was going to be played.

The two adverbial clauses in the above sentences have been introduced by the word 'where'

Adverbial clause of manner is used to describe the way in which an action is carried out or the way in which an event takes place. Two examples are given below.

a. Nobody knew how captain Pam did so well.

b. The students enjoyed how beautifully their choir sang.

The two clauses above point at the way in which points described can be looked at. Adverbial clause of degree points at the level of seriousness or the amount of difference between one thing when compared against another. Two examples are given below:

a. The traders sold their goods much cheaper than the hawkers sold theirs.

b. The August rain was much heavier than the rain that fell in July.

In the two sentences above, the underlined parts relate to the other sentence parts. The underlined ones serve to qualify the other main parts.

Adverbial clause of time is that type of clause which specifies the instance or period of an event, action or happening. Two examples are given below:

a. Jumai sang while Habila was cooking.

b. The door was locked when the policeman got to the house.

The two examples above illustrate the adverbial clause denoting time. As earlier stated, some-key words or word groups are commonly used to introduce the adverbial clause. These include the following- *while, where, so that, because, if, whether, however, when*.

#### ACTIVITY V

Answer the following questions in your exercise book. First underline the adverbial clause in each of the following sentences. Then state the specific type of adverbial clause.

1. The house where the principal lived was painted blue.
2. The motorcycle caught fire when the accident occurred.
3. The hawker sold her food where the students normally rehearsed their plays.
4. If you come, call me.
5. Suleiman was sleeping while the music was played
6. The workers prayed hard so that their salaries would be increased.
7. The water was so dirty that nobody drank it.
8. The vice principal asked why the students complained.
9. When the female student disobeyed her hair was cut.
10. Because the poem was long, the students could not recite it.

- |     |   |
|-----|---|
| 11. | The pages where the answers were written were torn.                 |
| 12. | The students asked if they could go on break.                       |
| 13. | The patients were not in the hospital when the doctors arrived.     |
| 14. | While the drivers were on strike, the other staff remained at work. |
| 15. | The player removed his jersey because he scored the winning goal.   |
| 16. | The corner was avoided where the accident occurred.                 |
| 17. | Ekaette is so-tall that none of her sisters can wear her gowns.     |
| 18. | The mechanic did not know where to find his apprentice.             |
| 19. | The photocopy was bad when it was introduced a second time.         |
| 20. | The biro where Amina kept some answers was seized.                  |

Some of the activities you can engage your pupils in while teaching clauses are:

- Working in groups, in pairs and as individuals to identify, underline, circle, fill in blanks, complete sentences; containing different kinds of clauses.
- Working in groups, in pairs and as individuals to produce different kinds of sentences containing different kinds of clauses.
- Working in groups, in pairs and as individuals to read paragraphs and longer passages containing different clause types.
- Working in groups, in pairs and as individuals to write sentences, paragraphs and essays containing different kinds of clauses.
- When teaching different kinds of clauses, it is important for you to demonstrate how these types of clauses differ. For example, adverbial clauses can be moved from the end to the beginning and the middle of sentences. Adjectival clauses are usually unmovable.
- Give pupils the test for the clauses. For example, a useful test for adverbial clauses is that they provide answers to the questions: why? When? Where? To what degree? Under what conditions? Adjectival clauses clarify the noun or the noun phrase by answering the questions: which? or what type of?

## **SUMMARY**

- In this unit you have been introduced and acquainted with the following:
- clauses and their grammatical characteristics.
- clauses may occur in different numbers in one sentence.
- one sentence may have just one clause while another sentence may have two or more clauses.
- The clause must have a finite verb whereas the phrase has no finite verb.

You have also been taught the following points.

- Noun and adjective clauses are among the most important part of sentences.
- The noun clause possesses the quality of a noun in the traditional sense.
- The adjective clause carries the qualities of an adjective.
- The noun clause can be used in place of a noun or a pronoun.
- The adjective clause can be used to modify other items the same way all adjective can be used.
- A large sentence may have two or more clauses which may be noun and adjective clauses.

And finally, in this unit you have been taught that the adverbial clause form part of a bigger sentence. The following types of adverbial clauses have been identified.

- adverbial clause of reason/cause
- adverbial clause of time
- adverbial clause of place
- adverbial clause of manner
- adverbial clause of degree

The following words and word groups were identified as commonly used to introduce the adverbial clause: *where, when, while, whether, because, however*. Also the adverbial clause directly or indirectly modifies the main clause of the sentence.

### **ASSIGNMENT**

Read the following sentences/statements carefully and state whether the underlined clause is noun or adjective clause:

1. Mrs. Idoko wondered who gave the daughter a difficult assignment.
2. Those who sell oranges in Kano count their money in N50 notes.
3. The travellers discovered how beautiful Yankari Game Reserve is.
4. The summary which she gave in the lecture was very interesting.
5. The stone that killed the bird was very tiny indeed.
6. Everybody rejoiced that even the slow students passed the examination.
7. The journey to Argungu which was delayed ended smoothly.
8. The girls who fought during the basketball match were expelled.
9. The principal confirmed that exam cheating would be severely punished.
10. Kaltungo which occupies a beautiful part of Gombe State has many institutions.

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## **Unit 9: SENTENCES**

### **INTRODUCTION**

The previous units under this module concentrated on different parts of sentences. These include: parts of speech-nouns, pronouns, verbs, verb phrases, adjectives, and adverbs. They also include larger units of sentences such as phrases and clauses. In this unit, you are going to study sentence types, according to their constructions and structures. You will also be exposed to how you can punctuate sentences.

### **OBJECTIVES**

By the end of this unit, you should be able to:

- Identify the characteristics of sentence types: simple, compound and compound complex sentences;
- Differentiate between the different sentence types;
- Read and write the different sentence types of English; and
- Punctuate the sentence types correctly.

### **HOW TO STUDY THE UNIT**

- You will still need to refer to the previous units as a guide for studying this unit.
- List difficult words and expressions you may come across in the unit and find their meanings in the dictionary.
- Do all the activities in the unit.

### **SIMPLE SENTENCES**

A simple sentence contains one clause with a subject and a predicate. A sentence by structure is a clause and a simple sentence must not have more than one subject and a predicate containing just one main verb.

#### **Examples**

The teacher came in.

The teacher has started teaching.

He will allow you in.

You will write the examination,

The examination is very simple.

Note that all these sentences contain just one functional noun and a functional verb. They contain only one subject and a simple predicate. A simple sentence is characteristically short and used to convey meaning in a precise and brief manner. After long sentences in an essay, for example, it is effective if you break monotony with a simple sentence. You can also use a simple sentence to captivate a reader. In silent reading, your eye must capture a simple sentence at once.

A simple sentence may not necessarily be determined by length. A simple sentence may be long and remain simple if no other clause is added with a conjunction.

#### **ACTIVITY I**

Construct five simple sentences of your own.



## COMPOUND SENTENCES

Compound sentences contain two or more independent clauses joined together by conjunctions or by the use of colons. Let's use our examples above to show how compound sentences are constructed.

### Examples

Each of the two sentences above can be combined into compound sentences using the conjunction and:

Simple sentences:

The teacher came in.

The teacher has started teaching.

Compound sentence:

The teacher came in and started teaching.

Simple sentences

He will allow you in.

You will write the examination,

Compound sentence:

He will allow you in to write the examination.

In this second example, the expansion of the sentence was done by adding a complement.

Other examples are:

Shuaibu came late, but the lecturer allowed him in because he considered his excuse as genuine.

The contractors have successfully completed the job, and they have been paid.

Maryam assaulted Bello verbally, so he assaulted her physically.

You could use semi-colon where the conjunctions were used.

### ACTIVITYII

Combine the following separate sentences to make them compound sentences:

4. He fled the country in heat of the crisis. He has since returned after the country had democratized.
5. He worked at his studies. He has passed his papers in flying colours.
6. There was heavy downpour flooding the football field. The match was postponed.

## COMPLEX SENTENCES

Complex sentences contain two or more clauses joined together by not just coordinating conjunctions, but by use of relative words, subordination of clauses and by use of semi-colon. Complex implies complicated. A complex sentence therefore is steps ahead of simple sentences in terms of level of difficulty.

### Examples

1. That is the lady who was robbed of her money by the men of the underworld.
2. The man who fought so gallantly in the inter-ethnic wars was honoured with chieftaincy title.
3. I am certain that you would make it, if you try.
4. The man whose house was burnt down during the crisis, submitted claims at the secretariat of judicial committee, but never paid any compensation.

## COMPOUND-COMPLEX SENTENCES

Compound-complex sentences combine the elements or characteristics of both compound and complex sentences. Two independent clauses are joined by a coordinating conjunction and subordinating clauses are joined together with the independent clauses.

### Examples

1. The democratic government keenly desired by patriotic Nigerians, is here, but the spate of communal clashes threaten its existence, which is why people consider the situation as ironical.
2. The Nigerian economy is still in the woods, but there is much hope that the measures the Federal Government has put in place, have great future benefits.

The complex-compound sentences are useful for loading a lot of information into a sentence. We must, however, not allow your sentences to be too long to run out of focus. Any sentence that is more than twenty-five words may run a risk of hiding or obscuring your meaning.

### ACTIVITY III

Write five complex sentences and five compound-complex sentences.

## PUNCTUATING SENTENCES

It is necessary to emphasize that punctuating our written sentences correctly is essential so as to convey unambiguously the right meaning of the written discourse. Because we are sufficiently familiar with the punctuation marks, we shall just refresh our minds by merely listing some of them and having some kind of caution to those aspects that constitute learning problems to our pupils.

The marks are:

- (.) The full stop or the period
- (?) The question mark
- (,) The comma
- (‘) The apostrophe
- (;) The semi-colon
- (:) The colon
- (–) The dash
- (-) The hyphen
- (!) The exclamation

All these marks indicate varying levels of pause in written discourse. Only the major ones will be described in this unit.

The Full-stop (.)

Pupils encounter usage problems in the following areas:

The full stop is used to end a sentence or a statement, e.g. Nigeria is the greatest producer of oil in West Africa.

- The use of full stop with abbreviations where such abbreviations do not contain the last letters of the words, e.g.  
Wrong: am, ie, esp, Co, etc.  
  
Right: a.m., p.m., i.e., esp., co.
- The use of full stop at the end of abbreviations where the consonant that ends with the last letter of the word is part of the word. This is optional. e.g.  
Dr. Mrs. Mr.  
  
or  
  
Dr Mrs Mr (This is because the abbreviations end with the last letters of the words).
- The use of full-stop in abbreviations that are long standing and well known by people world wide e.g.
  1. W.H.O (World Health Organisation)
  2. B.B.C. (British Broadcasting Corporation)
  3. N.T.I. (National Teachers' Institute)
  4. N.T.A (Nigerian Television Authority)
  5. V.O.A. (Voice of America)
 or
  1. WHO
  2. BBC
  3. NTI
  4. VOA
 Note: No full-stop inserted in-between the letters.
- The use of full-stop to indicate that either letters, words or sentences were left out in a quotation. Pupils use full-stop indiscriminately to do this. Note, only three dots (...) should be used for this.

### The Comma (,)

Very often, pupils get confused with the appropriate use of the comma. They insert it indiscriminately, when it is not needed or they omit it when it is necessary. Go through the following carefully to ascertain when to use it and when not to use it.

Use it to separate a series of items that are related

nouns in a sentence, e.g Mrs Jauro bought pawpaw, oranges, garri meat, fish, oil, and pepper. (If you list more than three items, comma should come before and as in the list includes sofas, air conditioners, cameras, motor bikes, and buses.)

adverbs, e.g

If you carry out your duties sincerely, diligently, truthfully, constantly, and conscientiously, you will succeed.

adjectives as in:

Eno is a polite, gentle, hardworking and respectful young girl.

(Note that comma was not used for the last item because only three items are listed).

verb as in:

Fatima sings, dances, acts, runs, writes, and jumps.

- Use the comma(,) to set off an adverb from the rest of the sentence (structure) as in:
  - Obviously, she will take care of the work.
  - The lecturer will, certainly, find the solution.
- Use a pair of commas to enclose parenthetical elements added to the sentence for more detailed information e.g. Prof. Adeboye, the Provost, visited yesterday. It is also used to mark off a pure mathematical clause within a sentence. The song, the one you sang during the party, sounded meaningful.

Do NOT use commas when:

- One adjective describes another as in
  - The beautiful slim girl phoned him.
  - The polite gentle lady is Mr Umah's wife.
- The last adjective is closely linked or connected with its noun,  
The wild dog is his.

e.g

Do NOT put a comma between a subject and its verb as in:

Wrong: The work he did, was wrong.

Right: The work he did was wrong.

The Apostrophe (')

- Bear in mind that the apostrophe is used to denote possession, especially in nouns. When it denotes singular, it comes before the 's' as in: The girl's dress is in the room.
- When it denotes plural it comes after the 's' e.g. The dancers' instruments are here. The ladies' box is in the car.

- Also use the apostrophe to indicate contractions as in:  
She can't be here today.

They're coming this evening.

The Semicolon (;)

The semi-colon separates two pieces of writing which are structurally complete sentences. However, the meaning of the one piece has a close connection to the other, and you want to show that close connection through the punctuation you use. The reader does not pause as long for a semi-colon as for a full-stop.

The Colon (:)

The colon is used to:

- introduce a list e.g.  
The Manager asked for the following: pins, cards, clips and ruler.
- express a strong point or lay emphasis e.g. Let me say this: stay off me.
- make conclusive statement as in: I am sure of one thing: that he hardly disappoints.
- state or express a strong contrast as in: Man proposes: God decides.

#### ACTIVITY IV

Punctuate the following sentences:

- That book is big long wide and useful.
- The head teachers the teachers the pupils and some parents visited the sick boy.
- They saw the following items in the room boxes broom knife bed and table.
- When will the pupils result be ready?

Punctuate the following passage.

as a matter of fact it must be pointed out that for anyone to be a good writer the person must practice writing always in fact it is advised that one should read widely the person must be fast intelligent careful working and conscientious.

English language users need to master proper punctuation of direct and indirect or reported speech in order to interact effectively with others. But it is observed that, in their attempt to use reported speech, pupils commit different kinds of error.

For example, they use wrong tense sequences and inappropriate indicators of time.

They produce such unacceptable sentences as:

- \*Yesterday, the teacher asked why I am not looking at the blackboard.
- \*I told her that I did not bought the book.

Below are hints for helping pupils make appropriate changes from direct to indirect/reported speech with proper punctuation.

i. Statement with direct quotation in the simple future tense:

Direct: Shehu said, "The match will take place tomorrow".

Indirect: Shehu said the match would take place the following day:

Direct: Rukkaya said to her friend, "I'm late"

Indirect: Rukkaya said to her friend that she was late.

ii Statement with direct quotation in the present and past tenses.

Direct: Julde said, "The headmaster is in the office".

Indirect: Julde said that the headmaster was in the office.

Direct: My mother gave me milk yesterday, Memuna said.

Indirect: Memuna said that her mother gave her milk the previous day.

Note the way the direct speech form are punctuated. Observe the same punctuation marking in the next example.

iii. Question with direct quotation in the present tense.

Direct: Audu asked, "Do you intend to leave today?"

Indirect: Audu wanted to know if I intended to leave that day.

iv. Question with direct quotation in the past tense.

Direct: She asked the driver, "Why did you not come to work yesterday?"

Indirect: She asked the driver why he did not report for work the previous day.

v. Command

Direct: The teacher said to Chioma, "Kneel down".

Indirect: The teacher ordered Chioma to kneel down.

Draw pupils' attention to the following changes: 'will' becomes 'would' and 'tomorrow' changes to 'the following day'. 'present' becomes 'past', 'past' becomes 'past participle', 'yesterday' becomes 'the previous day' and 'tomorrow' becomes 'the following day'. The table below showing 'Elements in direct and indirect forms of sentences' should be helpful to pupils for making the transition in other contexts.

*Elements in Direct and Indirect Forms of Sentences*

DIRECT	INDIRECT
Here	There
This	That
These	Those
Now	Then
Today	That day
Tomorrow	The following day
Yesterday	The previous day
Will + main verb	Would + main verb

**FORMING AND PUNCTUATING TAQ QUESTIONS**

It is also very important that you are able to ask and respond to question tags. You should be able to punctuate tag questions correctly. When the beginning of a sentence is positive, the end in a tag question should be negative. When the beginning sentence is negative, the end is positive.

Example:

Sentences beginning with positive statements:

She is beautiful, isn't she?

Today is Wednesday, isn't it?

Sentences beginning with negative statements:

She will not come tomorrow, will she?

You did not fail, did you?

In order to teach different sentence types and patterns discussed in this unit, you should use the following activities:

- Explanation of the sentence types and patterns by the teacher.
- Showing examples of the sentence types.
- Get pupils to produce the various sentence types, first in isolation, then in pairs and groups.
- Get pupils to locate the sentence types in larger texts such as paragraphs, passages, and supplementary readers.

- Oral drills, dialogues, conversations and dictation exercises are useful activities.
- Ask pupils to write their own sentences, essays and larger texts using the sentence types.
- Let them read as many text materials as possible in order to familiarize themselves with the various sentence types and patterns.

## **SUMMARY**

In this unit, you have been exposed to the following sentence types:

- Simple sentences containing only one clause each.
- Compound sentences containing two or more clauses joined together by coordinating conjunctions or by a semi-colon.
- Complex sentences containing one main clause with one or more subordinate clauses joined by subordinating conjunctions such as relative words.
- Compound-complex sentences that contain the characteristics of both compound and complex sentences.
- Sentences with tag questions
- Direct and indirect speech forms

You have also been exposed to the way these sentence types can be punctuated.

## **ASSIGNMENT**

Write three sentences each to represent the following sentence types:

- a. Simple sentence
- b. Compound sentence
- c. Complex sentence
- d. Compound- complex sentence
- e. Positive and negative tag questions
- f. Direct and indirect speech forms

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## UNIT 10: CONSOLIDATION

### INTRODUCTION

In the previous units of this module, you learnt different aspects that would help you to improve your use of the English grammar. The topics you learnt included the nouns and pronouns, adjectives and adverbs, verbs, auxiliary and phrasal verbs, subjects, predicates, complements, phrases, clauses and sentence types. . In this unit, everything you have learnt will be tied together in form of summary of all the highlights of the key issues treated. The components treated are in agreement with the content of the first year of the NCE programmes which include: identification and usage of phrases, clauses, sentence types, **and** sentence patterns, as well as voice – active and passive.

### OBJECTIVES

By the end of this unit, you should be able to:

1. Summarise all that you have learnt in this unit; and
2. Apply what you have learnt in real classroom situations.

### HOW TO STUDY THIS UNIT

Do the following to guarantee maximum benefit from this unit.

1. Carefully study all the previous units of this module and ensure you understand the main points of each unit.
2. Read this unit carefully to understand the issues discussed.
3. Keep a vocabulary book in which you record new and unfamiliar words with their meanings and sample sentences.
4. Do all the activities and assignments in this unit; start to make effective use of your dictionary.
5. Check your answers at the end of the course book.

### WORD STUDY

Note how the unfamiliar words are used in all the units. Record any words you find unfamiliar with their meanings in the space provided. Use your dictionary to find the meaning of the words.

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### Summary of the Units

In Unit 1, you learnt that nouns are not just names of persons, places or things. They are naming words or any word or group of words that acts as subject, object or complement of a sentence. There are seven sub-classes of a noun: common, proper, abstract, count/non-count, etc. A noun can be in single word, phrase or clause; there are five forms of plural of nouns; other expressions such as infinitive and gerund can also function as nouns.

Pronouns are noun substitutes; pronouns show noun, number, gender and case. There are many types of pronouns: personal, demonstrative, reflexive pronouns, etc. They are used to avoid repetition of nouns and for clarity. Some pronouns fall into more than one category.

Unit 2 is concerned with **verbs**, auxiliary verbs and phrasal verbs. You learnt that pronouns are action words, take inflection to indicate time of action, can be transitive and intransitive verbs and have different classes. The auxiliary verb is essentially a helping verb that is divided into two types - the primary auxiliary verbs and the modal auxiliary. The three primary auxiliary verbs and their usage change form with the use of person and tense. An array of modal auxiliary verbs and their uses was also discussed in the unit. Modal auxiliary verbs do not change with the change of persons but change with the use of tense except for a few. Finally, you learnt that phrasal verbs are a combination of short verbs with verb particles. These are very valuable in that they help increase the range of vocabulary meanings and to generate different meanings.

Adjective and adverbs are the preoccupation of the third unit. In this unit, you studied what adjectives are, the forms of adjectives, the types of adjectives, and adjective usage. You have also studied the following in the unit: the- characteristic endings of some adverbs and the various positions that adverbs occupy in the sentence.

Unit 4 dealt with the subjects of sentences. In this unit you learnt the features and kinds of subjects. You also practised some activities such as adding subjects to uncompleted sentences: and identifying subjects in sentences. In unit 5, effort was concentrated on the predicates. You learnt to how to recognize predicates in sentences, recognize the verbs within the predicate, distinguish between a subject and a predicate, and how to construct sentences using subjects and predicates.

### **Activity I**

Write a two-paragraph essay containing the following grammatical items: nouns and pronouns, adjectives, adverbs and verbs.

Complements are the aspects treated in Unit 6. These include the fact that complements complete the idea begun by the subject and verbs. Sometimes you may give more information about the complement in the sentences in order to add details. Complements give a clear picture of what you are trying to say so that your reader does not have to guess at your meanings.

In Unit 7, you learnt (i) what a phrase is, (ii) the classification of phrases (iii) how to position phrases and (iv) how to identify the head and word class of a phrase. The unit also treated different types of phrases. These include: noun phrases and their functions, verb phrases and their functions as well as prepositional phrases and their functions: Adverbial phrases and their functions, as well as adjectival phrases and their features were the last aspects treated in this unit.

Unit 8 was preoccupied with the treatment of the English clauses. In this unit, you were introduced and acquainted with the following: clauses and their grammatical characteristics; clauses may occur in different numbers in one sentence; one sentence may have just one clause, while another sentence may have two or more clauses. The clause must have a finite verb whereas the phrase has no finite verb. You have also been taught that noun and adjective clauses are among the most important part of sentences. The noun clause possesses the quality of a noun in the traditional sense. The adjective clause carries the qualities of an adjective. The noun clause

can be used in place of a noun or a pronoun. The adjective clause can be used to modify other items the same way all adjectives can be used. A long sentence may have two or more clauses which may be noun and adjective clauses. And finally, in the same unit you were taught that the adverbial clause formed part of a bigger sentence. The following types of adverbial clauses have been identified: adverbial clause of reason/cause, adverbial clause of time, adverbial clause of place, adverbial clause of manner, and adverbial clause of degree. The following words and word groups were identified as commonly used to introduce the adverbial clause: *where, when, while, whether, because, however*. Also the adverbial clause directly or indirectly modifies the main clause of the sentence.

The last component of this module exposed you to different sentence types. These include:

- Simple sentences containing only one clause each.
- Compound sentences containing two or more clauses joined together by coordinating conjunctions or by a semi-colon.
- Complex sentences containing one main clause with one or more subordinate clauses joined by subordinating conjunctions such as relative words.
- Compound-complex sentences that contain the characteristics of both compound and complex sentences.
- Sentences with tag questions
- Direct and indirect speech forms

These are possible sentence patterns that may be recognised in English. Sentence patterns come as the result of changes in noun phrases and clauses, verb phrases, adjectival and adverbial phrases and clauses. The sophisticated patterns of English you use will depend on the more variety of these forms that you can inject into your written English.

The unit ended with the way these sentence types can be punctuated appropriately. This focused on the way commas, full-stop, colon and semi-colons are used to punctuate the English written forms.

### **Activity II**

Write a two-paragraph essay containing the following grammatical items: phrases and clauses.

### **SUMMARY**

In this unit, you have briefly reviewed all aspects of grammar that you learnt in this module. Different aspects of grammar are discussed. The unit started with the isolated parts of speech such as nouns, pronouns, adjectives, adverbs and so on. It then moved to larger aspects of grammar like phrases, clauses and complements. The unit ended with sentence types. You need to be familiar with all of these grammatical forms of English to be able to use the language effectively.

### **ASSIGNMENT**

List ten things you have learnt in this unit and explain each of them briefly with concrete examples.

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# **ANSWERS TO ALL THE ACTIVITIES IN THIS MANUAL**

## **MODULE I: LISTENING SKILLS**

### **UNIT 1: INTRODUCTION TO ORACY SKILLS (LISTENING SKILLS)**

#### **Answer**

- A1: I have some insurance policies to show you
- A2: Madam, it will only take a few minutes
- A3: About fifteen minutes
- A4: We have life policies and children's endowment
- A5: Madam try our own Niger Insurance Policy, we are the biggest, next to NICON
- A6: You may want another life policy
- A7: But, madam, won't you change your mind?
- A8: (gives up) Alright. Thank you and goodbye.

#### **ACTIVITY II**

##### **Answer**

The Study Centre teacher reads each time from an alternative line.

1. pan    2. mess    3. big    4. fell    5. Bat

#### **ACTIVITY III**

##### **Answer**

The teacher also reads each time from an alternate line

1. gland    2. choke    3. chest    4. brace    5. gloss  
6. bus    7. cheat    8. sip    9. slain    10. Tarred.

#### **ACTIVITY IV**

##### **Answer**

The students need to take their written contrasts (5 in all) to the Study Centre for a review and scoring.

#### **ACTIVITY V**

##### **Answer**

The two skills in active listening are:

1. a. getting the message or main ideas of a talk from among the distracting elements from both the speaker, the listener and even the physical environment.

- b. getting additional message from the pitch and tone variations, vocal inflections, gestures and appearance and mood of the speaker.
- 2. The five things are: use of pauses; of falsestarts, repetition, incomplete structures and noise.
- 3. The three things are memory limitation, day-dreaming and self-debating.

## **ACTIVITY VI**

### **Answer**

- A1: I have been on hospital admission.
- A2: I sprained my elbow.
- A3: I slipped on the staircase and had to be admitted in a hospital ward.
- A4: Yes.
- A5: A week ago, exactly seven days ago.
- A6: Yes. I had it plastered until yesterday.
- A7: I came out yesterday evening, after the plaster was removed.
- A8: I have an appointment with the doctor tomorrow, Friday. It will all depend on if he discharges me as an outpatient.
- A9: I wish to see my sister in Suru-lere.

## UNIT2: LEVELS OF LISTENING AND FACTORS AFFECTING EFFECTIVE LISTENING

### ACTIVITY I

#### Answer

1.
  - (a) Lack of attention
  - (b) Half listening
  - (c) Intermittent listening
  - (d) Biased listening
  - (e) passive listening with no reaction
2. Intermittent listening may be appropriate when you leave a radio on so that you can catch a particular programme. You listen to all the programmes before it intermittently. You may also use it if you are a 'captive audience' at a talk you do not really want to take part in. Since you cannot walk out, you may decide to listen intermittently. Half-listening may be appropriate when you are talking with a boring person or a person who has only one topic of conversation. Cutting in quickly may enable you to escape from the conversation or change the topic.
3. Use the list in the unit and add others such as listening for enjoyment, e.g. stories, poems.

### ACTIVITY II

#### Answer

1. Listening readiness refers to the mental and psychological preparation that one must have before he can listen efficiently.
2. Physiological, psychological, environmental, interest, experiential background.
3.
  - (a) Time Order  
After, before, then, next, subsequently, prior to, immediately after, soon.
  - (b) Contrast/Comparison  
Similarly, however, even though, on the other hand, but, yet.
  - (c) Cause/Effect  
Therefore, consequently, thus, as a result, so, hence.

### ASSIGNMENT

You facilitate listening activities at the primary level by giving a talk to the children, calling an expert to come and talk to them, using tape recorders and CDs, asking them to listen to radio programmes, exposing them to television programmes, etc.

## **UNIT 3**

### **LISTENING STRATEGIES**

#### **ACTIVITY I**

##### **Answer**

Paragraph 1: Active listening skills of effective listening teacher

Paragraph 2: Listening as a two-way process of the teacher and students

Summary of the passage:

1. Effective listening teacher needs the skills of to develop empathy and understanding of what is taught and negotiation with students.
2. Listening is a two-way teacher-pupil process of listening and benefiting from improved listening.
3. Both teacher and pupils learn to respect each other, while pupils see teacher as source of knowledge. and plan to find solutions to everyday problems.

Prediction

The speaker may want to say what the students' educational plans will be.

#### **ACTIVITY II**

##### **Answer**

1. Time
2. writing
3. little
4. retained
5. skills

#### **ACTIVITY III**

##### **Answer**

a. lecture: bottom-up strategies b. directions: bottom-up strategies c. items to buy: bottom-up strategies d. newspaper: top-down strategies e. network news: top-down strategies

#### **ACTIVITY IV**

##### **Answer**

- a. Two types of listening in the passage: listening to a passage, article, etc b. listening to recollect and describe what listened to.
- b. Listening to article or book, to recollect, to describe
- c. Listening is an art that assist you in assimilating new information'



- d. Listening is also to reinforce existing knowledge.
- e. Examples of pastime listening are listening to music, sports, riddles and jokes, current affairs.

## **ASSIGNMENT**

### **Answer**

The candidate could report any listening done from a radio broadcast and give major points of what is listened to. Give 5 marks for every point given to a maximum of 10 points= $5 \times 10 = 50$  marks.

## **UNIT 4: DIFFERENT TYPES OF LISTENING ACTIVITIES**

### **ACTIVITY I**

#### **Answer**

The answers to this activity have been given immediately after the activity as a way of teaching the concept.

### **ACTIVITY II**

#### **Answer**

1. b) as soon as he is sighted,
2. c) has not been seen much recently.
3. a) difficult times,  
b) no fuel for the motor cycle,  
c) plenty of work,
4. c) a man financially strong,
5. c) he only prays when he has finished other activities.

### **ACTIVITY III**

#### **Answer**

1. Laraba was very pretty
2. the uncle was probably poor and he had thirteen children of his own to look after.
3. Laraba's participation in the cultural festival at Jaling.
4. people thought Ahmadu had gone crazy.
5. Ahmadu's greatest quality was hard work.
6. Ahmadu and Laraba became well-known after their marriage.

### **ACTIVITY IV**

#### **Answer**

1. c) she was getting tired of the place.
2. b) Anongo was excited about her new neighbours.
3. c) have just returned from abroad.
4. Anongo expected Dooshima's attitude of change after sometime.
5. Dooshima meant that she was never going to visit her neighbours.

### **ASSIGNMENT**

#### **Answer**

1. No. There had been slave raids long before the 1968 troops' movement.
2. the location of Magongo makes it a border town.
3. He wanted the chief to make his troops comfortable in all respects.
4. The Chief promised to ensure that the troops were well-looked after.
5. The Major's emphasis included both material and social welfare.

6. The chief indicated that he had no control over the (beautiful) women.
7. The Major was displeased. He reminded the chief that soldiers were social beings too.
8. The Chief ordered women to remain indoors until further notice.
9. It was the night the Chief re-affirmed that “every man is a soldier”.
10. The troops were crossing into Bendel and the Eastern States during the Nigeria- Biafran Civil war,
11.
  - a) That every being is protective.
  - b) that even soldiers are social beings.

## UNIT 5: LISTENING TO DESCRIPTIONS

### ACTIVITY I

#### Answer

1. medulla oblongata.
2. cerebrum.
3. cerebellum.
4. medulla oblongata.
5. medulla oblongata.
6. cerebellum.
7. cerebrum

### ACTIVITY II

#### Answer

You should be able to draw the sketch of what is read and label the relevant parts. These parts should include the following:

- 1 (Man's) Skeleton.
  - 2 8 cranial bones + 14 facial bones.
  - 3 Vertebral column
  - 4 a short bone + a ring
- (1) Skull
  - (2) Spinal column
  - (3) Limbs.

### ASSIGNMENT

#### Answer

- AI.
1. In 1951.
  2. Rutherford split the atom artificially.
  3. 12 years.
  4. In 1932
  5. 67 years ago.

- AII
- 1+d
  - 2+c
  - 3+b
  - 4+a
  - 5+e

## **UNIT 6: LISTENING FOR MAIN IDEAS, INSTRUCTIONS AND DETAILS**

### **ACTIVITY I**

#### **Answer**

The answers for this activity are given immediately after the activity as part of the teaching-learning procedures.

### **ACTIVITY II**

#### **Answer**

The answers are given immediately after the activity.

### **ASSIGNMENT**

To monitor to see that your students listen to three consecutive news broadcasts in their radios or televisions, study the main ideas they have recorded. Give half a mark to each main idea to a maximum of 20 marks.

## **UNIT 7: LISTENING FOR SURFACE DETAILS AND NOTE-TAKING**

### **ACTIVITY 1**

#### **Answer**

1. though
2. however
3. because
4. while
5. before
6. If
7. whenever
8. only when
9. whereas
10. but

### **ACTIVITY II**

#### **Answer**

2. positive.....only question.....
3. negative.....none.....
4. positive.....every friend.....
5. positive.....has never failed.....
6. positive.....nobody will fail.....
7. negative.....but
8. negative.....however
9. negative.....despite
10. positive.....nowhere.....did not.....
11. negative.....cannot

### ACTIVITY III

#### Answer

1. a. How the School was doing,  
b. What the ministry could learn from the School.
2. The students were observing some insects under the microscope.
3. That the science equipment looked too few.
4. a. Overpopulation of students,  
b. Reduction due to breakage,  
c. Occasional theft or disappearance of some instruments.
5. The Science Teacher was the good defender.
6. One who gives excuses on behalf of his institution.
7. a. More teacher aids,  
b. A second drive for their new bus.

### ACTIVITY IV

#### Answer

1. The Principal of the School.
2. In the morning, on January 5 1987.
3. Govt. Technical School, Numan, Gongola State.
4. There were two announcements by the Vice-Principal (Administration) and the school prefect.
5. That everybody will settle down and ensure that their goals of team work and scientific learning are achieved.
6. The school is well-respected in the community.
7. Cooperation through teamwork is recommended by the Principal.
8. The school is already great but the Principal desire that it becomes greater.
9. By “settling down” the speaker meant working hard and avoiding all distractions.
10. It will provide a chance to practice engine servicing and repair.
11. a. Will evening studies resume now that there is a generator?  
b. Can the rule of cooperation be extended to group discussion during studies after classes?

### ASSIGNMENT

#### Answer

1. a. Section one: The family is an old institution  
b. It is difficult to decide who should raise the child.  
c. Child-parent association could be regarded as historical (accidental) or historical.
2. The main question is: Who should raise the child: the parents or the State?
3. In section Three the illustration is given that: a puppy well-taken care of soon becomes a faithful member of the family.
4. Right from the beginning of human creation -----  
-----  
But-----  
Several decades back, -----  
Typically,-----

5. That of a discussion in which questions are raised and the speaker attempts to address each question.
6.
  1. parents
  2. woman psychologist
  3. nationalists
7. When a woman and a man come together to live with each other,
8. Parents attempt to mould the child after their own image which may not be enviable.
9. The nationalists consider Re-state to have more right over the child than the parents.
10. "She" in the very last sentence refers to the State. The State is considered to own everything and everybody.
11. The speaker's attitude is balanced.
12. The National Government.

## UNIT 8: LISTENING TO EXPOSITION AND ARGUMENT

### ACTIVITY I

#### Answer

DISEASES	GENERAL CAUSES	SPECIFIC EXAMPLES
Congenital causes of disorders	<ul style="list-style-type: none"> <li>• Disorders at child's birth,</li> <li>• deformity of the heart</li> <li>• Smoking</li> </ul>	<ul style="list-style-type: none"> <li>• Mongolism</li> <li>• German measles</li> <li>• Retardation of growth</li> </ul>
Infection	<ul style="list-style-type: none"> <li>• Infection agents</li> <li>• Viruses</li> <li>• Bacteria</li> </ul>	<ul style="list-style-type: none"> <li>• Polio</li> <li>• Paralysis</li> <li>• Malaria</li> </ul>
Nutrition	<ul style="list-style-type: none"> <li>• Chronic starvation</li> <li>• Devastating famine</li> <li>• Diet</li> </ul>	Vitamin deficiency

### ACTIVITY II

#### Answer

#### Points in favour of lecturing

1. It is a good and economical way of giving information to a large number of students.
2. The latest information or views can be heard.
3. A good lecture can stimulate thought and discussion.
4. It is a good way of introducing a new subject.

#### Points against lecturing

1. It results in passive methods of learning which are less effective than those which engage the learner.
2. It provides no opportunity for the learner to ask questions
3. All learners receive the same content at the same pace.
4. It exposes learners to only one teacher's interpretation of the subject matter.

## ASSIGNMENT

### Answer

- A.
1. Argument
  2. Argument
  3. Exposition
  4. Argument
  5. Exposition
  6. Exposition
  7. Exposition
  8. Argument
  9. Argument
  10. Exposition
- B. TAKE YOUR TEXTS TO YOUR TUTOR AT THE STUDY CENTRE FOR DISCUSSION

## UNIT 9: TYPES OF LISTENING ACTIVITIES AND GAMES

### ACTIVITY I

#### Answer

1.
  - (a) There is a circle in the centre of the triangle.
  - (b) There is only a square inside the triangle.
  - (c) There is only a small triangle in the top angle of the bigger triangle.
  - (d) The triangle contains a small triangle and circle.
  - (e) The triangle contains a small circle and square.
2. house: mouse, grouse, louse.  
sign: line, mine, thine, nine, resign.  
bench: stench, drench, retrench.
3. Fola is angry:  
When people are late, and when her best friend plays with someone else.

### ACTIVITY II

#### Answer

1.
  - (a) finding out the prior knowledge the listener has about the topic and how far this knowledge agrees with the new information to be presented.
  - (b) (1) questions, (2) discussions, (3) free recall
  - (c) at the beginning.
2. Take the instructions to the study centre and show it to your tutor.
3. Take the description to your study centre and show it to the tutor. It should include information about height, complexion, size, clothes worn when last seen, any distinguishing marks.

## ASSIGNMENT

### Answer

1. Dozing, eating, giggling, side-talk, yawning, doodling.
2. Sample conversation:



## THE DIRTY FACE OF LAGOS

Bola: Do you go often to Lagos?

Kola: Yes, I do, but I don't like it much,

Bola: Why? I like Lagos. It's nice and clean.

Kola: No, that's not completely true. There are some very dirty parts of Lagos. When you stop off a bus, the stench hits you and you have to hold your nostrils.

Bola: You are right. Once before, I saw a refuse dump with rotten food, human waste, even dead animals on it.

Kola: What about the flies? A thousand and one flies find their food on those dumps.

3. Efficient listener attentive, courteous, calm, not easily diverted, responsive, taking notes (optional), etc.

## UNIT 10: CONSOLIDATION

### ACTIVITY I

#### Answer

#### 1.

- Attitudinal Listening
- Informational Listening
- Appreciative Listening
- Analytical Listening

#### 2.

- Bottom-up strategies
- Top-down strategies

#### 3.

- listening to word discrimination.
- listening to sentences
- listening to text types.

### ACTIVITY II

Give some words and expressions that can be used to signal main ideas.

#### Answer

**The most important**

**The first point, the second, third, etc**

**Next point**

**However, in support, in addition, etc**

-

### ACTIVITY III

What are the features of listening for argument and note taking?

#### Answer

Points in support, points to oppose, our stand,  
Summary and repetition;

## ASSIGNMENT

Read through the ten units in this module and give ten major points that must not be forgotten in training for listening skills.

**Listening readiness, listening to isolated sounds, listening Listening readiness, listening to isolated sounds, listening to words, listening to narration, listening for main ideas, listening to argument, listening to lectures, listening for details, listening to expository texts, different listening strategies, etc.**

## MODULE 2: SPEECH WORK

### UNIT 1: MECHANICS OF SOUND PRODUCTION: VOWEL SOUNDS

#### ACTIVITY I

##### Answer

1. The used air expelled from the lungs.
2. Vocal cords
3. To produce voice in speech, the vocal cords within the larynx close up, and the outgoing air forces its way through thus creating vibration of the vocal cords which produces voice.
4. The vocal cords.
5. The soft palate is said to operate as a valve because it closes up the nasal passage so that air can go out through the mouth; it also closes up the oral cavity so that air can go out through the nasal cavity.
6. The tongue is the most active articulator because it takes part in the production of all vowels and in the production of very many consonants.

#### ACTIVITY II

##### Answer

1. (a) The pharyngeal cavity  
(b) The nasal cavity  
(c) The oral cavity
2. The vocal cords can remain open or close up.
3. (a) When the vocal cords open up the stream of air passes freely leading to the production of a voiceless sound.  
(b) When the vocal cords close up, the air stream forces its way through thus creating vibration which produces voice.
4. To produce a vowel, as soon as the vocal cords begin to vibrate, the tongue assumes certain position. It either rises up close to the roof of the mouth or opens up by falling flat to the floor of the mouth. Either the front, central or back part of the tongue takes part in this act designed to modulate the voice produced at the vocal cords. The lips also spread out, or take a round shape or a neutral shape.
5. To produce a consonant, the outgoing air stream is obstructed somewhere along its way out of the body. The obstruction could be total or partial while the release could be gradual or sudden. Along with the act of obstructing and releasing, the vibration of the vocal cords will produce a voiced consonant, while the non-vibration will produce a voiceless consonant.
6. With a voiced consonant the vocal cords are made to vibrate, while with a voiceless consonant, the vocal cords do not vibrate.

#### ACTIVITY III

##### Answer

/i/ as in pit, build, thi-k

/e/ as in many, he-d,led

/æ/ as in m-t, flat, lack

/ɒ/ as in hot, c-t, hot

/ʌ/ as in cup, hung, c-t

/u/ as in foot, p-t, could

/ə/ as in mother, fa—er, aloud teach--

thick  
head  
mat  
cot  
cut  
put  
father  
teacher

#### ACTIVITY IV

##### Answers

- heap
- work
- pass
- lawn
- move

##### Answers

Bid	bead	bull	food
Hid	feed	rule	fool
Kid	seed	dull	tool

#### ACTIVITY V

Varied words can be supplied to complete the spaces indicated.

#### ACTIVITY VI

##### Answer

##### Pronunciation practice

#### ASSIGNMENT

Complete the table below with words that have the same sounds. The sounds are indicated at the first column of the table.

Bed	pan	pull	pool	barn	hut
/e/	/æ/	/u/	/u:/	/a:/	/ʌ/

### ACTIVITY IIIA

Pronunciation practice

### ACTIVITY IIIB

1. fee sea
2. mill fill
3. head bed
4. cat bag
5. card alms
6. pot cot
7. war ball
8. cook should
9. lose rude
10. run dove
11. bird worst
12. odour motor
13. rail pray
14. gold foam
15. kite shy
16. plough mount
17. join soil
18. queer here
19. chair heir
20. cure lure

### ACTIVITY IVA

Pronunciation practice

### ACTIVITY IVB

1. bee fee
2. seed sieve
3. cod keep
4. cat tough
5. goat egg
6. kick peak
7. shoe fish
8. yet cake
9. vest saw
10. vast knives
11. self shelf
12. that they
13. thief meet
14. ooze cousin
15. cats clasp

16. road palm
17. farm claim
18. teach cheat
19. yeast fashion
20. joke jute
21. thrill that
22. calf phone
23. seem smack
24. tin kin

## UNIT 2: MECHANICS OF SOUND PRODUCTION: CONSONANT SOUNDS ASSIGNMENT

### Answer

- A. After completing your own drawing turn to the unit and compare your diagram with the one there.
1. vocal cords
  2. voice
  3. consonants
  4. back vowels
  5. open vowels
  6. twelve
  7. a diphthong
  8. bilabial
  9. palatal
  10. dental
  11. palate-alveolar
  12. the total closure of the air passage, followed by a sudden release.
  13. a partial closure followed by a gradual release by the sides of the tongue.
  14. /g/
  15. /f/

## UNIT 3: SYLLABLES AND WORDS IN ENGLISH ACTIVITY I

### Answer

- |       |            |       |                |
|-------|------------|-------|----------------|
| i.    | dog        | ix.   | A-ppen-dix     |
| ii.   | round      | x.    | ma-chine       |
| iii.  | sweet-er   | xi.   | hus-band-ry    |
| iv.   | dress-ing  | xii.  | pho-to-gra-phy |
| v.    | plat-form  | xiii. | un-der-neath   |
| vi.   | re-gu-lar  | xiv.  | thought-ful    |
| vii.  | ba-che-lor | xv.   | he-av-y        |
| viii. | think      |       |                |

The single syllabic words are not broken with a dash.

## ACTIVITY II

### Answer

- a. fin = fin = cvc

b.	thick	=	thick	=	cvc
c.	vat	=	v at	=	cvc
d.	ocean	=	o-cean	=	v-cvc
e.	clothe	=	clothe	=	ccvc
f.	richest	=	ri-chest	=	cv-cvcc
g.	brother	=	bro-ther	=	ccv-cv
h.	offer	=	o-ffer	=	v-cv
i.	ledger	=	le-dger	=	cv-cv
j.	closure	=	clo-sure	=	cv-cv

### ACTIVITY III

#### Answer

Pronunciation practice

(consonant clusters)

### ASSIGNMENT

#### Answers

1.
  1. alternate = al-ter-nate
  2. envelope = en-ve-lope
  3. separate = se-pa-rate
  4. prophesy = pro-phe-sy
  5. remarkable = re-mar-ka-ble
  6. impossible = im-po-ssi-ble
  7. unfortunate = un-for-tu-nate
  8. negotiate = ne-go-ti-ate
  9. educated = e-du-ca-ted
  10. caterpillar = ca-ter-pi-llar
  
2.
  1. Crime = crime = ccvc
  2. terror = te-rror = cv-cv
  3. claim = claim = cv vc
  4. rainy = rai-ny = cv-cv
  5. berry = be-rry = cv-cv
  6. drivers = dri-vers = cv-cvc
  7. terrible = te-rri-ble = cv-cv-cc
  8. appropriate = a-p-pro-pri-ate = v-ccv-ccv-vc
  9. offends = o-ffends = v-cvccc
  10. hunter = hun-ter = cvc-cv

## UNIT 4: STRESS RHYTHM AND INTONATION IN ENGLISH

### ACTIVITY I

#### Answer

Pronunciation practice

### ACTIVITY II

#### Answers

1. mi'nute (adj)
2. pro'ject(vb)
3. 'contrast (noun)
4. au'gust(adj)
5. ex'tract (vb)
6. 'concord (noun)
7. 'desert (noun)
8. tor'ment (vb)
9. 'present (noun)
10. 'separate (adj)

### ACTIVITY III

#### Answer

1. James has sold the car.
2. The new book contains several illustrations.
3. That's a good suggestion for Nigeria.
4. He doesn't need the car today.
5. I'd love to go.

### ACTIVITY IV

Pronunciation practice

### ACTIVITY V

Pronunciation practice

### ACTIVITY VI

Pronunciation practice

## ASSIGNMENT

Read through each of the following sentences and draw the intonation pattern or graph for each of them. Take note of the instructions on sentence function provided.

## UNIT 5: SPEECH TYPES

### ACTIVITY I

#### Answers

1. Stories of personal experience, factual or imaginary stories, fairy tales and biographies.



2. The Past Tense.
3. The statement gives us the idea of the speaker's point of view.
4. The subjective point of view introduces the speaker's personal feelings, actions and judgements while objective point of view tells the story as to what happened and leaves the listener to form his own opinions and make judgements.

## ACTIVITY II

### Answer

1. The topic must be restricted to a small area in which the speaker is sufficiently familiar.
2. It requires an effective use of the senses, especially that of the sight.
3. They should be presented logically and effectively by going from the general to the specific.
4. They include colours, shapes and qualities.

## ACTIVITY III

### Answer

1. Accuracy, specificity, completeness and organization.
2. Sentence linkers such as, in addition, in the same vein, besides, also, similarly, first, second, etc. The conclusion should summarize the argument and restate the stand point.
3. Accuracy, specificity, completeness and organization.

## ACTIVITY IV

### Answer

1. No. The expository speech type covers a lot of areas, therefore the steps to follow vary from one situation to the other.
2. Register.
3. Two, by traditional way or by the use of kin.

## ASSIGNMENT

### Answer

- A The narrative speech type.  
It is also used to narrate dreams and its exact qualities.
- B
1. Write out the material and its exact qualities.
  2. Explain the sequence of actions, using command sentence type.
  3. Use the appropriate register.

## UNIT 6: STYLE AND PRINCIPLES OF DELIVERY

### ACTIVITY I

#### Answer

1. It is the most commonly used and therefore more familiar to the vast majority of people than any other variety.
2. Because many sentences are incomplete
3. It is influenced by periods of creative thinking.
4. (i) e                      ii. e:m

## **ACTIVITY II**

### **Answer**

1. Foreign language and indigenous language.
2. i. Muslim: Arabic    ii. Roman Catholic Latin
3. There should be euphony because of the corporate nature of the worship. It sounds incantatory.

## **ACTIVITY III**

### **Answer**

1. a) Drawing up of statutes  
b) Contracting of agreement between individuals.
2. a) Imposition of obligations  
b) Conferring of rights.
3. Because it is too conservative
4. Contracting of agreement between individuals.

## **ACTIVITY IV**

### **Answer**

1. a) Do not say what you know is not true.  
b) Do not say more or less than is necessary during a speech event.
2. Standing up, taking a deep breath or clearing the throat.
3. Do not use the style of religion when addressing the law court.

## **ASSIGNMENT**

### **Answer**

Both are conservative and far removed from the style of conversation.

## **UNIT 7: PROBLEMS OF NIGERIAN SPEAKERS OF ENGLISH**

### **ACTIVITY I**

#### **Answer**

silver  
Stripe  
Strike  
Price  
Thrice  
Blue  
Through  
Plight  
Slight  
Triple  
Ripple

## **UNIT 8: TEACHING EXTENSIVE SPEAKING ACTIVITIES THROUGH DEBATE**

### **ACTIVITY 1:**

#### **Answer**

- Men are more useful than women
- Science is better than Arts
- A Computer is doing more harm than good
- Students of this days are worst than students of the old
- Military reign is better than civilian government.

### **ACTIVITY II**

#### **Answer**

- Smoking is dangerous
- Smoking causes cancer
- Smoking drains people's pocket
- Smoking is ungodly
- Smoking can cause abortion in pregnant women

### **ACTIVITY III**

#### **Answer**

- Companies make money from the sale of cigarettes
- Tobacco companies provide job opportunities
- Smoking provides relaxation for those who are depressed.

## **ASSIGNMENT**

#### **Answer**

- Announce the topic to the pupils
- Choose another team against the argument
- Give each team 5 minutes to present their argument
- Give them 2 minutes to round off and refute other peoples argument
- Get them to bring out our stand on the argument

## UNIT 9: INCREASING YOUR ORAL ENGLISH COMPETENCE

### ACTIVITY I

Answer

**Almost all the aspects listed above are difficult for Nigerian speakers of English, especially long and short vowels, diphthongs intonation patterns, stress patterns, etc.**

### ACTIVITY II

Answer

- Listen to the CDs related to these vowel sounds; some of them are available in this workshop. You can, however, buy your own for constant training in the recognition and production of the sounds.
- Read the sections of reputable English pronouncing books available either in your library or bought by you.
- Listen to recordings of these sounds on tape recorders.

Answer

**The answer can differ from student to student because their difficult levels are conditioned by the age, exposure to the sound system of the language, and the mother tongues and the interference problem areas.**

/p/

/b/

/k/

/g/

/f/

/tʃ/

/v/

/θ/

/ð/

/z/

/ʒ/

### ACTIVITY III

Answer

Many of the consonant sounds that are not in many of the Nigerian languages. Such consonants include:

/p/

/b/

/k/

/g/

/f/

/t/

/dʒ/

/v/

/θ/

/ð/

## ASSIGNMENT

State five measures you would like to take to increase your oral English proficiency within six months. Draw an action plan that will implement these measures.

### Answer

- Study dictionaries e.g. BBC English Dictionary
- Listen to Encarta pronouncing dictionary on the computer
- Study oral English text books
- Listen to foreign newscaster such as BBC, CNN, Aljazeera
- Listen to experts in oral English

Month	Measures
1 <sup>st</sup>	Study dictionaries e.g. BBC English Dictionary
2 <sup>nd</sup>	Listen to Encarta pronouncing dictionary on the computer
3 <sup>rd</sup>	Study oral English text books
4 <sup>th</sup>	Listen to foreign newscaster such as BBC, CNN, Aljazeera
5 <sup>th</sup>	Listen to experts in oral English
6 <sup>th</sup>	Listen to experts in oral English

## UNIT 10: CONSOLIDATION

### ACTIVITY I

State two major points you have learnt in each of the units 1, 2,3,4 and 5 of this module. Suggest how you will teach all these to your pupils.

### Answer

- effort was concentrated on the mechanics of sound production, especially the vowel sounds.
- the production of pure vowel sounds and diphthongs.
- the mechanics of producing consonant sounds of English.
- on how consonants are classified, described produced in isolation and in meaningful contexts
- consonant clusters and the problem associated with them were also discussed in the unit.
- monosyllabic, disyllabic, and polysyllabic words in English.

### Unit 4

In this unit, you should have learnt;

- the meaning, nature and uses of intonation in English was discussed.
- stress, rhythm and intonation in English.
- the major oral communication aspects such unit are the narrative, descriptive, exposition and argumentative speech types.
- how events are discussed in story telling activities, the importance of speakers' impression in descriptive speech types, the role played in organization of argumentative speech type and the use of classification in expository speech type.

All this can be taught by drills, dialogues, role plays and peer group activities.

## **ACTIVITY II**

### **Answer**

1. Style and principles of speech delivery tasks.
2. that each occasion has its specific speech style, the style of conversation is characterised by incompleteness and randomness; the language of religion is far removed from the language of conversation, and the language of the law has to do with imposition of obligation and conferring of rights.
3. problems of Nigerian speakers of English.
4. different English sounds that are problematic to Nigerian speakers of English.
5. ways on how to carry out extensive speech making activities.
6. how to organize debating activities.
7. the ways teachers and pupils can increase their oral English competence.
8. how to speak English better with the correct pronunciation of the English sounds.

## **ASSIGNMENT**

### **Answer**

Answer to this question may vary from student to student. But in most cases, student find long and short vowels, consonants clusters and many other consonants that are not in their mother tongue difficult.

## **MODULE 3: READING COMPREHENSION STRATEGIES**

### **UNIT 1: TEACHING PRE - READING ACTIVITIES AND PHONIC ANALYSIS**

#### **ACTIVITY I**

##### **Answers**

- (a) Initial reading- the stage a child begins to read the graphic symbols of a language.
- (b) Reading readiness- Physical and mental characteristics in a child which indicate that he is ready to learn to read.
- (c) Pre-reading activity- activity or exercise carried out by a learner and which is expected to facilitate his actual reading of a text.
- (d) Reading to learn- reading a passage or text and deriving some knowledge or experience from understanding it.
- (e) Learning to read- learning to recognize the graphic symbols that represent the spoken language and to make meaning from their combinations.

#### **ACTIVITY II**

##### **Answers**

1. Learning to read must be closely based on the language being used by the child.
2. The language-experience approach uses material from the child's language and makes reading real and meaningful.
3. They prepare the child to approach the reading of the actual printed text later.

### **ACTIVITY III**

#### **Answers**

1. To prepare the child to understand the text well when he settles to read it, because he then becomes familiar with those words previously encountered.
2. Previous knowledge of topic or subject aids comprehension.
3. (a) Guessing or predicting the end of a story from the events that come before.  
(b) Guessing the content of a passage from the words of the topic.
4. Construct a global meaning of the text at first reading.

### **ASSIGNMENT**

#### **Answers**

**The words will vary from text to text depending on the social studies text you select for this word by word analysis.**

Your method should show stage by stage how you would take the pupils through the words and relate them to the content of the text which they are yet to read.

### **UNIT 2: TEACHING ORAL AND SILENT READING**

#### **ACTIVITY I**

##### **Answer**

1. Pupils' oral reading can be used to do the following:
  - sharing information
  - proving a point
  - emphasizing discussion
  - Choral reading
  - Narrating pantomime or dances
  - Participating in the reader's theatre experiences.
2. Subskills of oral reading:
  - Ability to combine letters and read words
  - ability to read phrases and sentences
  - ability to use stress, phrasing and intonation
  - ability to read the correct meanings and mood.
3. The model simply means an ideal or a very good reader.
4. The pre-reading functions of the teacher include;
  - ensuring that the child acquires a basic vocabulary;
  - helping the child to increase the basic vocabulary;
  - encouraging the child to form proper sentences;
  - ensuring that the child can use the language in different situations.
5. You are free to construct your own sentence, but it should look like this.  
The phonic method teaches the child to say a word aloud by putting the sounds of each letter together, whereas in look-and-say, whole-method, the child recognizes the whole word as a unit.

#### **ACTIVITY II**

##### **Answers**

1. Points to be considered in selecting reading texts for a primary class:
  - (a) The particular class to use the text;



- (b) The objectives of teaching reading at that level;
  - (c) The skills to be acquired;
  - (d) The adequacy of the text in terms of coverage, and level of difficulty;
  - (e) The graduation rate from the simple to the complex;
  - (f) The use of illustrations;
  - (g) Availability of teacher's edition.
2. Vocalization involves saying the word being read aloud to oneself as if it were oral reading. Regression involves going back to reread a phrase or an expression already read.

## **ASSIGNMENT**

### **Answers**

This is an individualized project meant for you to discover the sharp difference between what exists at the beginning of a reading lesson at school and how it ends in the final year. Present your answers or findings to your tutor at the study centre for assessment.

## **UNIT 3: READING FOR MAIN IDEAS AND DETAILS**

### **ACTIVITY I**

#### **Answers**

1. A main idea is the major point, the central theme, the gist of a passage or text.
2. Details may be examples, comparisons, contrasts, information about shape, size, colour, space.

### **ACTIVITY II**

#### **Answers**

- (a) There are many false statements made to us on food.
- (b) Houses are very useful to man.

### **ACTIVITY III**

#### **Answers**

1.
  - (a) Many windows to allow fresh air and sunlight into the house.
  - (b) Enough rooms for members of the family.
  - (c) Plenty of space in which to play.
2.
  - (a) Clean the bath and toilet daily
  - (b) Do not use the bath as a toilet
  - (c) Clean the kitchen daily

### **ACTIVITY IV**

#### **Answers**

Guidelines. This might be a passage on Nigerian Family units.

1. Possible topic sentence  
Many Nigerian family units are the type we call extended family unit.
2. Possible details

- (a) the meaning of “extended family unit”
  - (b) the size of the family
  - (c) the relationships of the members
  - (d) the arrangement of houses in a compound
  - (e) differences in family units among ethnic groups
3. Text structure- General to specific

## ACTIVITY V

### Answer

#### 1. Guidelines

- (a) Classification
- (b) General statement to specific details
- (c) Exemplification
- (d) Problem-Solution

#### 2. Guidelines for Social Studies

- (a) Comparison
- (b) Contrast
- (c) Classification
- (d) General statement to specific

## ASSIGNMENT

### Answers

1. The text structure in mathematics is likely to be procedural, that is, giving step by step explanation on how to solve a particular problem. This may be different from social science texts that can be expository, that is, trying to expose readers to certain facts or information.
2. Some of the texts may have different kinds of structure: classification, explanation, illustration, problem solving structures. Others may be narrative, expository, facts-giving structure.

## UNIT 4: PARAGRAPHING AND SUMMARIZING

### ACTIVITY I

#### Answers

1. Two ways: (a) Physical appearance: it begins with an indentation in a text.  
(b) Thought: it consists of sentences with one main unit of thought.
2. Sentences? Yes; but more: a single/central unit of information or idea or thought.
3. Usually one sentences states the main idea or point, many other sentences develop that idea by expanding or elaborating on it. At a certain point in the text another sentence states a main ideas different from the first one or related to it from another angle, and a set of other sentences develop this main idea also. Each unit of main idea will form a separate paragraph.
4. No! the sentences do not relate to one central idea. Even the last two sentences don't even though they seem to talk about football. There is no link between the goal and the referee beating up the captain.

## ACTIVITY II

### Answer

**The topic sentence of the paragraph, major supporting details and important words and expressions that reoccur many times are likely to contain important content and the meaning of the paragraph.**

## ACTIVITY III

Study the text below and do the exercise on summary based on it.

### Answers

(A) Q. What is this passage about?

Ans: Transport in Nigeria (that is actually the title)

(B) 4 Paragraphs.

The first paragraph ends at the dots, that is, with the last question ‘which would be the quickest?’ The indented sentences or questions in that first part do not each constitute a paragraph. The dominant unit of thought in the whole section is to set off the reader to think about the idea of transport- what is it about?

The other paragraphs are well marked by indentation and units of thoughts.

(C) 1<sup>st</sup> paragraph: No topic sentence.

Main idea: What do we (readers) think of transport?

2<sup>nd</sup> paragraph: Topic sentence: Transport is important in every country. (This Is the main idea).

3<sup>rd</sup> Paragraph: Topic sentence= last sentence: Every day, all over the country, people and goods are moving.

Main idea: People and goods needs to (or must) move from place to place. (The need for transport or the idea of transport).

Main idea: Roads in Nigeria form one aspect of transport (the main topic of the text).

(D) Transport involves movement from place to place by some means such as walking, cycling or by car, train or plane.

2. Transport is important in every country to move people and goods to places easily.

3. In Nigeria people and goods must move to several places and even outside the country, everyday.

4. Because of the need for easy and fast means of transport in Nigeria roads have developed from the paths of old to modern and varied types.

## ASSIGNMENT

### Answer

Study carefully the pattern of answers to the tasks in Activity III and use the same to produce your own answers/tasks. They must be closely based on the organization of the text and its contents. Remember, the tasks are meant to develop such reading skills in your pupils.

## UNIT 5: CRITICAL AND INFERENTIAL READING

### ACTIVITY I

#### Answer

1. The text has explained what critical reading involves, but has not defined it directly. It has said many things about critical reading including why it is necessary for the reader to read a text critically.
2. The text provides cues here and there for the reader to know what critical reading is.  
Does your own answer agree?

### ACTIVITY II

#### Answer

Study the questions and answers used to – exemplify critical reading, based on the text from the National Concord. You should also study those suggestions on how to detect fact from opinion, sincerity from propaganda. Words from the text you have selected will give you some cues. You therefore need to read a number of texts before you select the one that would be suitable for pupils and for your purpose.

### ACTIVITY III

#### Answer

Follow the instructions in the activity. Study the samples of inference questions and answers based on same concord passage. Study also the words and phrases in the text you have selected. It is not all the words and phrases that would offer clues for inference. They will be words not immediately known to pupils, particularly words and expressions capable of having more than one meaning. To infer from words before they read the text, they could use their dictionary after trying from the words forms. After reading the text, they should use context clues for inference.

### ASSIGNMENT

#### Answer

You need to check several texts to be able to select a suitable one for your use. Not all texts would offer possibilities for inference. That also depends on your power of reading beyond the lines i.e. you should be able to detect statements and information that require inference, as well as those that provide cues for critical probe.

## UNIT 6: READING COMPREHENSION AND VOCABULARY

### ACTIVITY I

#### Answer

Answers

	<b>Word</b>	<b>Meaning</b>	<b>Words Class</b>	<b>Sentence</b>
2.	separate	make different	verb	check the passage
3.	ingenuity	intelligent way	nouns	"

4.	repeat	of doing things do the class again	verbs	"
5.	inevitable	impossible to avoid, unavoidable	adjective	check the passage
6.	ironically	contrary to expectation	adverb	"
7.	success	achievement of a desired aim	noun	"

## ACTIVITY II

### Answer

1. examinations
2. educational
3. admission
4. universities
5. knowledge
6. colleges
7. school
8. certificate
9. mathematics
10. success

## ACTIVITY III

### Answers

	<b>WORD</b>	<b>ANTONYMS</b>
1.	true	false
2.	unfortunate	fortunate
3.	bold	timid
4.	private	public
5.	failure	success
6.	low	high
7.	laziness hard work;	industry
8.	few	many
9.	open	close
10.	success	failure

	<b>A</b>	<b>B</b>
2.	<b>WORD</b>	<b>ANTONYMS</b>
11.	important	crucial
12.	allied	
13.	elsewhere	
14.	common	
15.	selecting	
16.	inevitable	
17.	right	
18.	real	
19.	laziness	
20.	normal	

**Answer**

2.	<b>WORD</b>	<b>SYNONYMS</b>
1.	important	crucial
2.	allied	similar, related
3.	elsewhere	somewhere else, another place
4.	common	ordinary; popular
5.	selecting	choosing
6.	inevitable	unavoidable
7.	right	correct
8.	real	actual; precise, exact
9.	laziness	slothfulness
10.	normal	ordinary;

**ASSIGNMENT****Answers**

Other words from the field of education

1. principal
2. counselors
3. head teacher
4. classroom
5. library
6. staff room
7. pupils
8. undergraduates
9. homework
10. textbook.

**UNIT 7: CREATIVE READING****ACTIVITY I****Answer**

1. Knowledge and experience
2. (i) Reading for the main point in mathematics word problems.  
(ii) Finding key words in a sentence.
3. Activities to broaden their knowledge and experience.

**ACTIVITY II****Answer**

1. Knowledge of language and knowledge of the world (background experience)
2. We mentioned passive learning and passive reading.

## **ASSIGNMENT**

### **Answer**

Since there are no right or wrong answers it is necessary to discuss these questions with your tutor and assess the quality of the answers on merit.

## **UNIT 8: PROMOTION OF INDEPENDENT READING**

### **ACTIVITY I**

#### **Answer**

1. Reading is an effort to get meaning out of words.
2. Independent Reading is the ability to read on one's own without any external influence urging one to do so.
3.
  - a) Independent reading helps the child discover things for himself
  - b) It imbues confidence in the child.
  - c) It makes the child more knowledgeable.
  - d) It helps the child through life.
  - e) It makes the child versable.
  - f) It makes him more informed in other school subjects.(Any three)
4. Efficient reading means reading relatively fast and with full understanding of the materials being read.

### **ACTIVITY II**

#### **Answer**

1. The foundation for independent reading is laid in the Nursery and Primary Schools.
2.
  - i. The teacher's model reading is necessary at the nursery school.
  - ii. The teacher's model reading makes the children pronounce words well and helps them read meanings into words and passages.
3. These are simplified novels, novelettes, short stories, simple plays and simple poems.

## **ASSIGNMENT**

### **Answer**

1. Independent reading supplies ample information, expands knowledge, upgrade knowledge of vocabulary and language, makes people current, etc
2. Teachers can use flashcards with pictures of animals, buildings, people, etc to teach words and expressions that are useful for reading.

## **UNIT 9: MORE ON THE PROMOTION OF INDEPENDENT READING**

### **ACTIVITY I**

#### **Answer**

For the central idea in a passage:

1. Skim through the passage.
2. Avoid details
3. Read between the lines.
4. Read faster than before.

### **ACTIVITY II**

Answer

1. By getting pupils to supply three books each.
2. Because it belongs to all and books in it will always circulate round the children and not stay in one place permanently.
3. It makes pupils read, cultivate healthy reading habits and expand the academic horizon of children.

### **ACTIVITY III**

Answer

1.
  - i) To ensure effective use of the library select books that will appeal to children.
  - ii) Be guided by your own perception and taste as a teacher.
2. The four general kinds of books for children are;
  - i) informational books
  - ii) mood literature
  - iii) fiction
  - iv) poetry

### **ASSIGNMENT**

Answer

Any of the short story books could be identified and summarized. The summary should include: the title of the books, characters, setting and main ideas contained in the books.

## **UNIT 10: CONSOLIDATION OF READING-COMPREHENSION UNITS**

### **ACTIVITY I**

Answer

In these units, you learnt about pre-reading activities, reading readiness, initial reading skills, reading for main ideas, reading for supporting details, reading of stories, reading , etc. All the major points discussed should contain all of the aspects of the units.

### **ACTIVITY II**

Answer

You can develop independent reading by providing books and supplementary readers, motivating students to read, let students see that we ourselves are reading, getting children to read at least one book a week, asking them to review books they have read, getting them to display books read, providing commonwealth libraries, having specified reading time on the time table, visiting the school libraries, etc. All the points raised must include all of these and many more.



## **ASSIGNMENT**

**The students' answers should include the following: different aspects of the reading that can be taught are reading for main ideas, reading for specific information, reading for details, reading for examination purposes, reading to summarise ideas, reading for inferences, critical reading, extensive reading, reading for speed, etc. The various ways reading can be taught include: using anticipation and predicting skills, organizing pre-reading activities, bottom-up and top down reading strategies, previewing, surveying, questioning as you reading, using your prior knowledge, etc.**

## **MODULE 4: TEACHING WRITING SKILLS**

### **UNIT 1: DEVELOPING PRE-WRITING ACTIVITIES IN CHILDREN**

#### **ACTIVITY I**

This group discussion was later on explained in the unit as a teaching guide.

#### **ACTIVITY II**

##### **Answer**

- **An example of scribbling:** Get them to use a large sheet to scribble things with pencils or markers.
- **Moulding letters:** get pupils to use clay to mould letter Aa, Bb, Cc, etc
- **Arranging objects to form shapes:** Get children to arrange letter blocks, word cards, etc to form specific words, sentences, phrases, etc
- **Tracing letter dots:** The teacher can form dots on a piece of paper and get the children to trace them to form word or words, phrases or sentences
- **Drawing lines:** specific lines can be drawn and children can be asked to join them to form certain letters, words, phrases, sentences, etc
- **Scribbling something on a paper and envelop and posting them in form of an invitation cards:** These are done in the class.

#### **ASSIGNMENT**

##### **Answers**

Some of the pre-writing activities include: reading to the child, holding book and writing tools,, scribbling, tracing, making strokes, etc. These activities are feasible in Nigeria, where there are relevant classrooms and committed teachers.

### **UNIT 2: WRITING ALPHABET LETTERS AND WORDS AT THE EARLY CHILDHOOD LEVEL**

#### **ACTIVITY I**

##### **Answer**

1. V
2. H
3. N
4. p
5. b
6. a.V... N ... W  
b. b...d p  
c. E...F...I  
d. O...C...Q  
e. m ...n..u

## ASSIGNMENT

### Answers

Get the children to recognise as many three letter words. Get them to identify the words. Ask them to write the words with the teachers, representing the sounds of the words with their letters. Use three letter words that represent words in the immediate surroundings of the child such as boy, cut, bud, rod, etc.

## UNIT 3: TECHNIQUES OF WORD WRITINGS

### ACTIVITY I

#### Answer

1. Any ten words found in the school, the home, or society within the level of the child will be appropriate here e.g. goat, boy, girl, man, pot, egg, food, eye, leg, etc.
  2. desk, cap, ruler, table, teacher, girl, goat, hand, mouth, dog, lion, rat, horse, snake (a)
- 

## ASSIGNMENT

1. owl
2. monkey
3. cock
4. elephant
5. crocodile

## UNIT 4: MODEL AND SHARED WRITING

### ACTIVITY I

#### Answer

- The teacher composes the text on *My Black Cat* on chart paper working together with the children. While writing, the teacher may refer to the ideas children presented.
- Revisit the text on the *My Black Cat* and make changes where necessary. The teacher assists during the composition of the story by going back to the beginning and rereading what has already been written.
- Once the story is finished, the teacher uses a pointer to point to text as she and the children read it aloud. Depending upon the children's skill level, the story can be revised and edited for sequence, content, and word choice.
- The teacher can publish the finished piece of writing. After the piece has been read aloud and deemed finished, it is published to allow for repeated reading and sharing. Publishing can take many forms. These include individual word-processed copies, class books, wall charts, bulletin board displays, or Web postings.
- The key to modeled writing is to never assume your children are following you. Tell them everything you are doing and why. It is not enough for them just to watch you. Let them take part in the writing process. Make sure you do not model too many things that the lesson goes on for too long - you will lose the children's attention.

- Provide a variety of writing instruments and materials for writing. Such materials include pens, pencils, crayons and markers. Children begin to imitate the writing that they see you producing. Do not expect them to copy them down perfectly. Always praise their efforts. Never run them down. This may kill writing incentive.
- Create room for fun as the children write together with you. You may turn what you are writing to songs that are accompanied with dancing or get the children to dramatize what has been written. You may start the story like this: *My black cat is beautiful. It sits with me at home. I like the black cat because...* Ask your children to fill in the blanks either in pairs or in small groups. Make this process fun and easy for children. Laugh at the funny things written, or make funny story up as in: *There once was a little black cat that had a big blue car. Or there once was a little black cat that always frown, many people thought cat is a clown.*”

## ACTIVITYII

### Answer

**Get the pupils to work with the teacher to produce outline of the story on the cunning tortoise: who is the tortoise, where does it live, what makes the tortoise cunning, what is the cunning tricks it brings out, and the end result of its cunningness.**

## ASSIGNMENT

### Answer

- Children contribute ideas on *My First Day in School* while the teacher writes on a chart or blackboard.
- Lots of discussion, questions and answers are done before, during and after the shared writing session on aspects such as *what are the areas seen in the school, how did they look like, who took you round*, etc.
- Think -alouds are very important component of this strategy. They are used to continue to promote contributions from the children.
- The final product of what is written should be read aloud by the children and displayed.

## UNIT 5:GUIDED AND INDEPENDENT WRITING

### ACTIVITY I

#### Answers

- bribes
- money
- respected
- community
- send off
- successful service life
- achievements

## ACTIVITY II

### Answers

You can choose any topic that is familiar to pupils. Guide your children to write on the topic by:

- getting them to brainstorm on the topic
- assist them to draw up an outline
- suggest words together that could be used to write on the topic
- getting the pupils to fill in the gaps to construct the essay
- some passages may be dictated to assist in writing on the topic

## ACTIVITY III

### Answers

- Get pupils to read round the topic i.e essays on *My Mother*
- Let them draw up outlines
- Let them write the first draft
- Write the second draft
- Revise what they have written.

## ASSIGNMENT

### Answer

- You are to get students to read round the topic of peace
- Get them to draw an outline
- Get them to supply words and expressions they need to write on the topic. Such words include: peace, working together, neighbours, quarrel, life, conflict, etc
- Let them write the first draft, second draft, revision, etc
- Writing final draft

## UNIT 6: LEARNING TO WRITE NARRATIVE ESSAYS

### ACTIVITY I

#### Answer

1. Magellan sailed from Seville in August 1519 with five ships and about 280 men.
2. In Patagonia, Magellan discovered the channel which is now called Magellan's Straits.
3. While they in the Philippines, Magellan was killed in a battle.
4. 4. Re-arrange the following events to show their chronological order.
  - 1.e) departure from Seville.
  2. g) the arrival in the Pacific Ocean.
  - 3.f) the stay in Patagonia
  4. a) discovery of Straits
  5. c) arrival in the Philippines

- 6. h) death of Magellan
- 7.h) journey round Africa.
- 8) b) the return to Seville

## **ACTIVITY II**

### **Answers**

- a. A story of a trickster who said he would make a million two hundred million for me.
- b. I hurriedly borrowed a million from people and gave the money doubler.
- c. I myself and the money doubler
- d. April last year
- e. The money doubler stole my money and left me with nothing.

## **ACTIVITY III**

### **Answers**

The answer may vary from no method at all but asking students to write an essay without telling or illustrating how to write the essay to asking students to work in groups, interact, brainstorm, etc on the topic before writing the essay.

In what way is the unit useful to you?

The answer may vary. It should be useful for teaching yourself how to write an essay and teaching students how to write essays.

## **ASSIGNMENT**

### **Answer**

The essay should have the following content areas:

1. Who is the man
2. Which act
3. How was he caught
4. What is the consequences

The language and expressions must not contain structural and grammatical errors

The organization of the essay must be in paragraphs, topic sentences and supporting sentences.

There must be ample use of variety of sentences.

## UNIT 7: TEACHING DESCRIPTIVE ESSAYS

### ACTIVITY I

#### Answer

Q1 Honestly, most teachers must be doing the same thing as teachers in the case study. Only a few teach essay in a participatory, interactive and collaborative manner.

Q.2 Yes. It makes them learn how to describe things from known to the unknown, meaningful to less meaningful, etc.

Q.2 You probably have learnt what to do in teaching essays and what not to do.

### ACTIVITY II

#### Answer

The answer to this activity has been presented immediately after the activity. You should read this and compare it with what you have written.

### ACTIVITY III

#### Answer

- a. *high-spirited*
- b. *white racist*
- c. *nationalist*
- d. *one*
- e. *Resistance*
- f. *Harsh*
- g. *glowing*

### ASSIGNMENT

Your description should include the name of the teacher, his features, why you like him best and what you feel led to his appealing behaviours. You should use a lot of adjectives to make your description vivid.

## **UNIT 8: TEACHING ARGUMENTATIVE, EXPOSITORY ESSAYS AND LETTER WRITING**

### **ACTIVITY I**

#### **Answer**

The types of expository essays have been presented to you immediately after the activity. You should read the types, their attributes, and sample topics for each. Some of these are definition, classification, compare and contrast, enumeration, ect

### **ASSIGNMENT**

#### **Answer**

#### **Cooperative learning principle:**

- get pupils to choose a partner
- let them brainstorm together what they want to write

#### **Collaboration**

- let them work together to plan the essay
- let them suggest words and expressions to use in the essay together
- let them write individually and edit one another's essay

#### **Participation**

- get all the children to plan together
- discuss the essay topic together
- work together in writing different parts of the essay
- read their essays to one another

A letter to your pen friend telling him/her about recent happenings in your country.

#### **Answer**

- The letter should be an informal letter.
- The letter should have informal style like colloquial expressions, abbreviations, etc
- At least three recent happenings should be given.
- The letter should have greetings and intimate endings.



## UNIT 9: TEACHING SUMMARY WRITING

### ACTIVITY I

#### Answer

#### b. Narrative text

- Order of events
- Changes in events
- Settings of the story
- Systematic unfolding of the events
- Major and minor characters in the story.
- End of the story and the lesson

#### c. Expository passage

- The facts given
- The ways the facts/information are presented.
- Use of topic sentences
- Presentation of main and supporting ideas

#### d. Argumentative passage

- Argument for the motion
- Argument against the motion
- The major stand

## ASSIGNMENT

#### Answers

- The short story book should be summarized in fifteen sentences.
- A sentence or two should be on the setting of the story.
- Another on the plot.
- A sentence or two on the theme
- A sentence or two on the major character
- A sentence or two on the minor character
- Three or four sentences on the major points discussed in the story, etc

## **UNIT 10: CONSOLIDATION OF WRITING SKILLS**

### **MODULE 5: GRAMMAR AND USAGE**

#### **UNIT 1: NOUNS AND PRONOUNS**

##### **ACTIVITY I**

###### **Answer**

Students

Use

Text

Students

Text

Materials

##### **ACTIVITY II**

###### **Answer**

1. texts- common, plural form
2. reference- abstract, singular form
3. materials- common, plural form
4. news- non-count
5. knowledge- abstract

##### **ACTIVITY III**

###### **Answer**

- i. a) sister- common singular countable noun  
b) children- common noun with irregular plural form
- ii. a) universities- common count noun in plural  
b) Thailand – proper noun
- iii. a) problems- common count noun in singular form  
b) place- common count noun in singular form
- iv. a) relatives – common count noun in plural form

##### **ACTIVITY III**

###### **Answer**

1. i. I- Personal Pronoun  
ii. Somebody- Indefinite Pronoun
2. Whom- Relative Pronoun
3. I- Personal Pronoun

## ACTIVITY IV

### Answer

1.
  - i. You – 2<sup>nd</sup> person singular, subjective case
  - ii. her – 3<sup>rd</sup> person singular, objective case
2.
  - i. They – 3<sup>rd</sup> person plural, subjective case
  - ii. him – 3<sup>rd</sup> person singular, objective case
  - iii. his – 3<sup>rd</sup> person singular, possessive case
3.
  - i. We – 1<sup>st</sup> person plural, subjective case
  - ii. her – 2<sup>nd</sup> person singular, objective case
  - iii. our – 1<sup>st</sup> person plural, possessive case
4.
  - i. She – 1<sup>st</sup> person plural, singular subjective case
  - ii. them – 3<sup>rd</sup> person plural objective case
  - iii. her – 3<sup>rd</sup> person singular, possessive case
5.
  - them – 3<sup>rd</sup> person plural objective case

## ASSIGNMENT

### Answer

- A.**
1. Anger, thirst, pity, anxiety, sight
  2. furniture, news, machinery, advice, information
  3.
    - i) cattle
    - ii) lice
    - iii) axes
    - iv) women-drivers
    - v) annoyance

**B. Wrong Correct**

1. myself - I
2. we - us
3. myself - me
4. somebody - wife
5. he - his

## UNIT 2: VERBS, AUXILLIARY VERBS AND PHRASAL VERBS

### ACTIVITY I

#### Answer

These verbs should be underlined:

1. are learning
2. shines

3. sat; ate
4. don't prepare
5. woke; had
6. sings is singing
7. points; wants
8. is cooking; cooks
9. tell, think , say, are, say

### ACTIVITY II

#### Answer

**All these verbs must be identified.**

1. Am
2. Are
3. Is
4. Does
5. Do
6. Do
7. Have
8. Has
9. Have
10. Has, done

### ACTIVITY III

#### Answer

Verbs	Past	Past Participle
Climb	Climbed	(has/have) climbed
Manufacture	Manufactured	Manufactured
Bring	Brought	Brought
Map	Mapped	Mapped
Shock	Shocked	Shocked
Give	Gave	Given
Shout	Shouted	Shouted
Go	Went	Gone
Run	Ran	rann

### ACTIVITY IV

#### Answer

1.
  - i. understood
  - ii. separate
  - iii. to happen
  - iv. become known
  - v. born or made in
  - vi. to be target of
  - vii. inherit
  - viii. hurry up
  - ix. stay alive

- x. accompanying the speaker

**Answer**

- i. out
- ii. out
- iii. through
- iv. up
- v. up
- vi. away
- vii. out
- viii. by
- ix. down
- x. up

**ASSIGNMENT**

**Answer**

**All these verbs must be identified.**

- 1. i. blew
- ii. blown
- iii. eats
- iv. camped
- v. grind
- vi. torn
- vii. given
- viii. sowed
- ix. sewn
- x. Flung

**Answer**

2.	Transitive	Intransitive
	a. killed	b. fell
	c. complained	e. sang
	d. solved	f. barked, died
	i. kicked	g. rises
	j. scaled	h. died

**UNIT 3: ADJECTIVE AND ADVERBS**

**ACTIVITY I**

**Answer**

**1. gracious, teachable, stylish, better, best**

- 2. Teachers to mark as appropriate.
  - (i) loud (attribute); next (attributive)

- (ii) present (post-modifying)
- (iii) served (post-modifying)
- (iv) capable (attributive); able (predicative)
- (v) general (post-modifying), congratulatory (attributive)

## ACTIVITY II

### Answer

Teachers to mark as appropriate, using these as guides:

- (i) She was successful in the examination.
- (ii) I was conscious of his financial problem.
- (iii) Your mother is worried about your safety.
- (iv) It is shocking that you should steal
- (v) It is important that you should obey laws.
- (vi) I am surprised that he should contest in the election.
- (vii) He was stupid not to have prepared for the examination.
- (viii) She was clever not to have married him.
- (ix) We are glad to meet you.
- (xi) It is necessary to buy all your needs now.

## ACTIVITY III

### Answer

1.
  - i. Use of non-modifying adjectives
  - ii. Use of dangling modifiers
  - iii. Use of prepositional phrases as adjectives
2.
  - i. While I was ironing clothes last night, the lights went out
  - ii. When I was still a small boy, my mother died
  - iii. Rushing into the house, I found that the door was locked.
  - iv. To travel to London, you will need a plane in condition.
  - v. While I was walking along the road, the breeze blew gently.

## ASSIGNMENT

### Answer

1.
  - (i) One can easily identify adjectives in a sentence by looking at the forms of the word to see if they have the characteristic endings adjectives.
  - (ii) One can also find out what words modify nouns in the sentences. Such words are adjectives.
2. They differ from each other in respect of their positions with the nouns they modify: attributive adjectives are placed in front of the nouns they modify; predicative adjectives complement the verbs and the post-modifying adjective.
- 3-5 Course tutors to mark as appropriate.
6. Generally, adverbs are formed by adding –ly to an adjective.  
Examples: Quick – quickly; angry – angrily  
 - Sometimes, adverbs are formed by adding the ending ‘wards’ to some words.  
Examples: back- backwards, east- eastwards

- Sometimes, adverbs are formed by adding the ending 'wise' to some words.

Examples: Money – money-wise, politics- politics-wise.

7. Ten adjectives formed from adjectives (The adjectives should end in 'ly')

8. Comparison of adverbs in comparative and superlative forms.

Much	-	more	-	most
Well	-	better	-	best
Badly	-	more badly	-	most badly
Slowly	-	more slowly	-	most slowly
Angrily	-	more angrily	-	most angrily

(These forms should be put in sentences)

9. i. Two types of adverbs that occur in initial position:
- adverbs that indicate time e.g. yesterday; sometimes.
  - adverbs that indicate personal views e.g. frankly, obviously.
- ii. Two types of adverbs that occur in medial position:
- adverbs that emphasize e.g. actually completely.
  - adverbs that indicate frequency e.g. sometimes, rarely.
- iii. Two types that occur in final position:
- adverbs of time e.g. tomorrow, now.
  - adverbs of manner e.g. carelessly, slowly.

## UNIT 4: SUBJECTS

### ACTIVITY I:

#### Answer

These should be underlined.

1. letter
2. Obi
3. You and I
4. Education
5. I

### ACTIVITY II

#### Answer

1. Mary
2. The ugly man
3. The man who came here yesterday
4. The woman
5. Well disciplined children

### ACTIVITY III

#### Answer

Show your answers to your course tutor

1. thirteen days
2. Ibrahim
3. weird-looking goat

4. boring book
5. pretty yellow dress

### **ASSIGNMENT**

#### **Answer**

#### **Subject**

1. My sister/loves music.
2. The teacher/asked me a question.
3. Love of man/is love of God.
4. Bad boys/neglect their lessons.
5. The birds/are blue.
6. Death/ is better than disgrace.

### **UNIT 5: PREDICATES**

#### **ACTIVITY I:**

#### **Answer**

1. ran to catch the bus
2. have too many books
3. put my keys
4. are twins
5. are many new students in my class
6. were playing hide and seek
7. felt cold without my jack
8. listened carefully to the teacher's instruction
9. do things for various reasons
10. has a lovely colour

#### **ACTIVITY II**

#### **Answer**

1. is in the hospital
2. slipped and fell on wet floor yesterday
3. was broken in the fall
4. seems very upset
5. told her not to worry.

### **ASSIGNMENT**

#### **Answer**

**Any of these topics can be used for this activity. The sentences should have a well demarcated subjects and predicates.**



## UNIT 6: COMPLEMENTS

### ACTIVITY I

#### Answer

1. David and me
2. bones
3. piano
4. bicycle
5. book.

### ACTIVITY II

#### Answer

1. Ade sent (you) and (me) some flowers.
2. The woman told the (students) a funny story.
3. Chinwe baked (us) a carrot cake.
4. Grandma sang (me) a song on my birthday.
5. The nurse bought (Adamu) his breakfast.

### ACTIVITY III

#### Answer

1. friend
2. runner
3. editor
4. town
5. doctor

### ACTIVITY IV

#### Answer

**These words should be underlined.**

1. torn
2. frustrated
3. delicious
4. older
5. pink, white and black.

### ASSIGNMENT

#### Answer

Any of the topic can be used to answer this question. You must insist on the use of complement before marking of the sentences correct. All complements should expand the meaning of the verb or adjective in the sentence.

## UNIT 7: PHRASES

### ACTIVITY I

#### Answer

1. My best friend/is/at the door.  
Noun Preposition
2. The book is/on/the table.

Noun    Preposition

3.    The policeman/caught the thief/in the garden.  
          Noun    Verb                    Preposition
4.    Mary has/done the work.  
          Noun      Verb
5.    Bassey is/a handsome boy  
          Noun          adjective

## ACTIVITY II

### Answer

1.    (a)    Two police officers chased the robbers' car on motorcycles.  
      (b)    On motorcycles, two police officers chased the robbers' car.
2.    (a)    In all our years of friendship, David and I have never quarreled.  
      (b)    David and I, in all our years of friendship have never quarreled.
3.    (a)    After trying several recipes, the new cook succeeded in baking the cake.  
      (b)    The new cook, after trying several recipes succeeded in baking the cake.
- (a)    The robbers broke into the bank with the aid of guns.  
      (b)    The robbers with the aid of guns broke into the bank.

## ACTIVITY III

### Answer

1.    The boy in your class is my brother. (subject).
2.    I bought my friend a present (subject).
3.    The handsome rich man is a merchant (subject).
4.    The police man arrested the skillful thief (object).
5.    The wise learn from experience (subject).

## ACTIVITY IV

### Answer

1.    She did not do her homework. (negative)
2.    I have sent for the brilliant boy. (perfective)
3.    I have been travelling for hours. (perfective)
4.    Ade was selected for the post. (past passive)
5.    Chinwe will do her examination tomorrow. (future)

## ACTIVITY V

### Answer

1.    We are lost without a plan.
2.    Emeka travelled with us to Lagos.
3.    I sit on the back of the class.
4.    The news of his death shocked everyone.
5.    During breakfast, daddy will tell us about his trip.

## ACTIVITY VI

### Answer

1.    very fast – modifier of verb 'run'

2. right on the head – modifier of prepositional phrase.
3. sings well enough – modifier of very ‘sing’
4. running up and down – modifier of verb ‘running’
5. farther down the street – modifier of prepositional phrase.

## ACTIVITY VII

### Answer

1. without salt (modifies ‘Eggs’)
2. shoes from Italy (modifies ‘shoes’)
3. without his shirt (modifies ‘boy’)
4. like Ade (modifies ‘friend’)
5. on his knee (modifies ‘mosquito bite’)

## ASSIGNMENT

### Answer

The essay should contain phrases such as *on the fence, inside the house, by the river side, the ugly face*, etc to represent different phrases e.g. noun phrases, verb phrases, prepositional phrases, etc.

## UNIT 8: CLAUSES

### ACTIVITY I:

#### Answer

1.
  - i. It has a finite verb
  - ii. It could be part of a bigger sentence.
  - iii. The clause carries the central information.
2.
  - i. The phrase has no finite verb but the clause has
  - ii. The clause agrees with a particular subject but the phrase could be independent.
3. The position of the clause in the sentence varies considerably  
It could be
  - (a) initial position
  - (b) medial position
  - (c) end position
4. Length may or may not be a characteristics of the clauses. Some clauses are long, some are not.

### ACTIVITY II

#### Answer

1. phrase
2. clause
3. clause
4. clause
5. clause
6. phrase
7. clause
8. clause
9. phrase

10. phrase
11. clause
12. clause
13. phrase
14. phrase

### ACTIVITY III

#### Answer

1. Which two women were fighting over
2. No sooner had the two women been delivered than
3. That the living child would have to be cut
4. While the authentic mother wept

### ACTIVITY IV

#### Answer

1. adjective clause
2. noun clause
3. adjective clause
4. noun clause
5. adjective clause
6. adjective clause
7. noun clause
8. adjective clause
9. noun clause
10. adjective clause
11. noun clause
12. noun clause
13. noun clause
14. noun clause
15. noun clause

### ACTIVITY V

#### Answer

1. The house where the principal lived was painted blue (Adv. of Place)
2. The motorcycle caught fire when the accident occurred (Adv. of time)
3. The hawker sold her food where the students normally rehearsed their plays (Adv. of place)
4. If you come, call me (Adv. of condition).
5. Suleiman was sleeping while the music was played (Adv. of duration).
6. The workers prayed hard so that their salaries would be increased (Adv. of purpose).
7. The water was so dirty that nobody drank it (Adv. of results)
8. The vice-principal asked why the students complained. (Adv of reason)
9. When the female student disobeyed, her hair was cut (Adv. of time)
10. Because the poem was long, the students could not recite it (Adv. of reason).
11. The pages where the answers were written were torn (Adv. of place).
12. The students asked if they could go on break (Adv. of condition)
13. The patients were not in the hospital when the doctors arrived (Adv. of time)

14. While the drivers were on strike, the other staff remained at work (Adv. of duration).
15. The player removed his jersey because he scored the winning goal (Adv. of reason).
16. The corner was avoided where the accident occurred (Adv. of place)
17. Ekaette is so tall that none of her sisters can wear her gowns (Adv. of results)
18. The mechanic did not know where to find his apprentice (Adv. of place).
19. The photocopy was bad when it was produced a second time (Adv. of time).
20. The biro where Amina Kept some answers was seized (Adv. of place).

## ASSIGNMENT

### Answer

1. a phrase
2. clause
3. phrase
4. clause
5. phrase
6. phrase
7. clause
8. clause
9. phrase
10. clause

## UNIT 9: SENTENCES

### ACTIVITY I

Construct five simple sentences of your own.

### Answer

Any of these sentences can be constructed by the student:

1. Yetunde is a girl.
2. The boy comes home everyday.
3. Mummy is annoyed.
4. The house gives satisfaction.
5. The television gives bad news

### ACTIVITY II

### Answer

- a. He fled the country in the heat of the political crisis, but he had since returned after the country has democratized.
- b. He worked hard at his studies, so he passed his papers in flying colours.
- c. There was a heavy downpour, flooding the football field, so the match was postponed.

### ACTIVITY III

Write five complex sentences and five compound-complex sentences.

1. The boy who stole the yam that was on the fire is taken to the police for prosecution.
2. Life without happiness can be tormenting and unpleasant, especially when it is combined with hopes and dashing of hope.

3. We need to look for our livelihood whereby people are forced to do any work that is available and reject anything that is sinful.
4. Without any doubt, we may have to accept whatsoever is given to us to do whenever we come to terms with reality of life.
5. You must not reject the offer of appointment given to you because this is the best thing that can be done for you after many years of unemployment.

#### **ACTIVITY IV**

##### **Answer**

The punctuation of the following passage is as done below:

As a matter of fact, it must be pointed out that for anyone to be a good writer, the person must practice writing always. In fact, it is advised that one should read widely. The person must be fast, intelligent, careful working and conscientious.

- (a) That book is big, long, wide and useful.
- (b) The head teachers, the teachers, the pupils and some parents visited the sick boy.
- (c) They saw the following items in the room: boxes, broom, knife, bed and table.

#### **ASSIGNMENT**

##### **Answer**

##### **Simple sentences**

- a. The man is already here.
- b. Classes have started in full swing.
- c. Give him his money.

##### **Compound sentences**

- a. He fled the country in the heat of the political crisis, but he had since returned after the country has democratized.
- b. He worked hard at his studies, so he passed his papers with flying colours.
- c. There was a heavy downpour, flooding the football field, so the match was postponed.

##### **Complex sentences**

- a. This is the man who stole the yam I planted.
- b. Siji is always complaining about what is done to her.
- c. Janet could not speak English when she came here but could now speak English.

##### **Compound-Complex sentence**

- a. The fact that we are in a democratic country could not mean that we can do whatsoever they like.

- b. When you call out the name of an object and a member of the teams, you will not lose the point.
- c. The spot where he was assassinated has been marked with a tomb which was constructed by the bricklayer.

### **Positive and negative tag questions**

#### **Negative**

- a. We are not coming home tonight, are we?
- b. The wedding was not announced, was it?
- c. Miss Kebbi did not win the competition, did she?

#### **Positive**

- a. We are going home, aren't we?
- b. You will come tomorrow, won't you?
- c. This dress is fine, isn't it?

### **Direct and Indirect speech form**

#### **Direct**

- a. Mary says, "The girl is terrible."
- b. Mummy said, "The girl is ugly."
- c. They said, "The meeting should not hold."

#### **Indirect**

- a. Mary says that the girl is terrible.
- b. Mummy said that the girl was ugly.
- c. They said that the meeting should not hold.

## **UNIT 10: CONSOLIDATION OF GRAMMAR UNIT**

### **ACTIVITY I**

#### **Answer**

The two paragraph essay should contain grammatical noun such as *the man, the boy, the girl, the school* and the pronoun such as *him, she, her, they*, etc. The noun and pronouns must agree with the verbs in the sentences. The adjectives that could be in the essays include *big, tall, small,*

*fat, thin* etc. and the adverbs are *quickly, slowly, rapidly, steadily* and so on. The verbs that should be in the essays are of different types. Some of these *are is, was, go, come, do, write* etc.

## ACTIVITY II

### Answer

The two paragraph essay should contain different types of phrases such as- *on the table, in the house, by the side, on top* and so on.

The clauses should contain adverbial clauses of reason, manner, degree, time.

The essay should also contain noun clauses.

## ASSIGNMENT

### Answers

In this unit, you should have learnt

1. Nouns and pronouns and their uses
2. Verbs and their uses
3. Auxiliary verbs and their forms and uses
4. Phrasal verbs
5. Modal auxiliaries
6. Adjectives and adverbs
7. Subjects of sentences
8. Predicate of sentences
9. Complement of sentences
10. Direct and indirect speech forms