

## **GST 101 – BUSINESS COMMUNICATION**

### **INTRODUCTION OF THE COURSE**

#### **UNIT 1**

**What is language?** Language is the faculty of speech possessed by all human beings. It is fundamentally a system of sounds employed by organs of speech/articulation to make communication possible in human beings within a community or social group. Sapir (1921) defines language as a purely human and non-distinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. It should however be noted that communication is also possible through sign or body language.

#### **What is English?**

The word refers to the English Language which over 500 years has been evolved by the inhabitants of part of the small island off the west coast of Europe known as England. The people from England are also referred to as English men and women.

The inhabitants of England, even including other groups which constitute the United Kingdom, are only a minority of those peoples throughout the world who depend on English as their principal, or at least a very important second language.

The beginning of the English Language can be traced to 400A.D. when many Germanic tribes including the Angles and the Saxons, migrated to England. The area controlled by the Angles and Saxons was called Angle-isc-land or England and they used Anglo-Saxon or old English which is a blend of the Germanic languages and the Celtic language. In English Language, a lot of languages including French and Latin found their ways into it, which are still evident till date.

There has been a progressive expansion of the speech community of English Language. As earlier said it was initially England, it later became Great Britain. It then grew to include North America, Australia, New Zealand, parts of Asia and Africa and now the entire world. It is a language spoken by over 2 billion people in the world. It is the top language in terms of the countries using it as official language (112) (Wikipedia 2010).

## **The Advent of English Language in Nigeria**

The genesis of the use of English Language in Nigeria dated back to the early nineteenth century when freed slaves of Nigerian origin returned to their homeland. It also came about through evangelism, industrial revolution that started in Europe in 1740 and the scramble for the partition of African countries among the world powers. We have been using English in various forms and shapes for more than 200 years from 1789 A.D. Seventy-nine million Nigerians which is 53.34% speak English, with 4 million out of these, speaking Nigerian pidgin as their mother tongue.

## **English as a Tool of Academic Excellence**

All students in this country will have experience of English Language at one time or the other, either as a subject in the curriculum or on the timetable.

With the rising profile of English in this age of globalisation, not too many people can go far without mastering the language. Doors of opportunity are continually open to people who are proficient in English. It is the key to a new world of opportunity which can easily translate to wealth and success for those who know its worth.

In Nigeria, English Language is the medium of instruction in schools from primary three to tertiary level of education. It is a pre-requisite for admission into all tertiary institutions of learning. It is the official language of the nation and also the language of commerce, law, administration, media, sports, unity, science and technology, etc. No wonder, it is given a pride of place and recognition in our society.

## **Its relevance to other courses**

At present, Use of English is designed and taught as a developmental rather than a remedial course in all universities, polytechnics and colleges of education. Maximum improvement and mastery of the language is encouraged in every student, regardless of standard at the time of admission.

In addition to registering for courses that are directly relevant to a student's area of specialisation in the higher institution, Nigerian students are expected

to take courses in the Use of English as well. This is designed to equip them with the required linguistic tools to make them excel in their courses of study.

Apart from being basic to their acquiring a degree, it also opens job opportunities in public and private establishments.

## **NOTE-TAKING**

Any student who desires to succeed must attend his or her lectures regularly. The acquisition of knowledge, wisdom and skills can be received in lecture rooms, theatres or halls. Taking good notes is an essential part of studying because it involves the student in the learning process. It is also an important skill that any undergraduate student will need in all aspects of his studies-lectures, seminars or the study of textbooks.

### **How to keep and write good notes**

The best way to keep notes on any given topic, regardless of the source of the information is to put them together. It is advisable that a student write his /her notes in separate bound notebooks for each of his courses. Every student should realise that listening to lectures without taking notes is a smooth path to failure. You can take notes while a lecture is going on, from books, journals and periodicals. When you take notes from a book, always write down the name(s) of the author(s), the publisher and the year of publication.

The styles of lecture vary from one lecturer to another. Some dictate their notes, some teach partially with prepared notes, some don't consult notes at all while others give notes later. It is in the best interest of each student to make the best of whatever style each lecturer adopts. If the note is not given nor dictated, the student jots down important points to form his notes later.

### **Purposes for Note-taking**

- a. It serves as a summary of the basic facts of a lecture.
- b. It aids your memory to do a quick revision.
- c. It enhances your concentration perception of what is being taught.

### **Things to consider in Note-taking**

- i. Rapt attention is needed, so avoid any distraction.

- ii. Come to class early to sit where you can hear well.
- iii. Note the title, topic and theme of the lecture.
- iv. Make use of abbreviations and symbols to enhance your speed in writing.
- v. Don't get carried away by situations around you.
- vi. Do not crowd the page, leave space for points omitted or for further comments.
- vii. Underline key words and circle or box important words and phrases.
- viii. Remember to draw diagrams, pictures, charts and graphs for better illustrations.
- ix. Check and compare your notes with one or two smart/thorough members of your class.

### **Note-making**

Note-making is like note-taking except that it is not done under pressure. The student jots down important points and comments during lectures, looks for other sources of information to complement what he has already taken in class and form his notes. Adequate care should be taken in doing this because it is an important document that could outlive the owner of the note. Legible writing is also advised.

### **Some Common Abbreviations**

Abbreviations are useful if you really want to take good and fast notes. They are the short forms of words to be written. Some abbreviations are common /general while some are personalized and others are related to a particular area of study or discipline. Examples of some common and useful abbreviations are:

e.g. – example - note well	i.e. – that is	btn/btw - between	NB
dif. - different/difficult - number	ch. – chapter	ed - editor	No.
mil. –military/million –especially	edu./educ.-education	sth. –something	esp.

imp. –important  
–excluding

incl. –including

orig. –original

excl.

cd. – could  
– history, etc

shd. – should

lit. – literature

hist.

### Test/Quiz

1. Discuss the advent of English language in Nigeria and its functions.
2. Why should a student take notes during lectures and what are the things to be considered in note taking?

## UNIT 2

### READING COMPREHENSION

There are four basic language skills which are listening, speaking, reading and writing. Reading represents a major part of the student's studying time and success at the university is directly related to one's reading ability. It is a developmental process which can never be completely mastered and one continues to improve one's reading throughout one's life. Interest in reading has grown over the years because of its importance in business, psycho-social life and educational development but it is not given the desired and necessary attention it deserves.

Most people see reading as the ability to look at words and understand them. It is a mental activity that involves the eyes and mind to perceive graphical symbols. It is the key to enlightenment, the doorway to knowledge and the secret of education. The more a learner is skilled in the art of reading, the easier the quest (search) for knowledge will be. Most achievers in our world today are avid readers and it is doubtful if much can be achieved by any student who fails to develop his or her reading skill.

As important as this language skill is to learning, many scholars/authors have tried to give it different definitions. One of such is that of Leady (1956) who says it is a matter of searching for the thought that was in the mind of the author and which now lies in the meaning of the words before the reader.

Unoh (1968) defines it as an information gathering process because it is through reading that we acquire information that we use in solving human problems.

#### **Purposes / Reasons for Reading.**

Whenever we take up a book or material to read, we do so with a reason or purpose. Among which are:

- It helps a person to seek for information or knowledge.
- To prepare for and pass a test or examination.
- Get major news headlines in newspapers and magazines.

- Helps a person to get direction to unknown places.
- To acquire a skill.
- Empowering the mind and broadening ones vision/horizon and reaching out to other people, places and events.
- Provides pleasure, relaxation and entertainment.
- Reading one to sleep.
- Development of language skill, vocabulary and self improvement.
- To meet the demands of living.

### **Reading speed**

Reading experts have found that there is a correlation between comprehension and reading speed. The faster one reads the better one is able to comprehend the thoughts and ideas in a text. Most people learn to read the way young children read either letter - by -letter, or word - by – word. To be a good reader, you need not place undue emphasis on words and the sounds that make up words but on phrases and sentences which contain the thoughts and ideas being communicated. Let your eyes pick at least a block of words which are three to five words to develop rhythmic eye movement.

To increase ones reading speed /rate is simply to force oneself to read faster by reading a passage within a set time. To calculate the number of words read per minute, simply divide the number of words of the passage by the number of minutes. E.g. 600 words divided by 3 minutes= 200 w.p.m.

### **TYPES OF READING**

#### **a. Extensive Reading**

This type of reading as the name implies is a wider type of reading. It is a process of reading far and wide beyond our area of specialization. We acquaint/relate / familiarize ourselves with new English words which are added to our everyday vocabulary and improve our communication skills both oral and written. For example, reading of newspapers, magazines, journals, novels, comics, textbooks, billboards/advertisement boards, notice boards, etc

b. Intensive Reading

It is meant to look out for detailed information about a topic, chapter, articles, books, etc. It requires a great deal of concentration for assimilation and it is used for tests and examination.

c. Critical Reading

This type of reading seeks to achieve a well- seasoned judgement through sound analysis of what has been read. It helps the reader to judge the value or worthwhileness of a sentence. The reader reads with a critical mind through questioning, inferring and evaluating what has been read.

d. Reading for pleasure

This is reading for recreation or for the sake of leisure/entertainment. It is done at the reader's own convenient time and is neither stressful nor meant for test or examination purposes. It helps in widening ones horizon about people, places, events.etc.

e. Scanning

Is a type of fast reading to locate information in a text e.g. date, name, places and figures in a passage. You do not need to read every word or detail but only look through to find the particular word you are looking for.

f. Skimming

It is like scanning except that the reader looks for longer and detailed stretches of information. Your eyes jump from one paragraph to another searching for the place where the answer to the question might be found. You may find them in key words like 'cause', 'effect', functions, etc

### **Some Reading Deficiencies**

- (1) Vocalisation- This occurs when a person whispers and reads aloud to himself. It is a habit that occurs unconsciously and can affect ones reading rate adversely.

Solution: Concentrate while reading.



- (2) Sub-vocalisation- The reader's voice is not heard when he reads to himself but his lips move.

Solution- Adequate concentration is needed.

- (3) Head movement- The head of the person who is reading moves from one place to the other instead of being in a stationary position.

Solution- Adequate positioning of the head is required and you should fix your gaze on the words than moving your head.

- (4) Regression- When a person reads a line or sentence on a page twice or more. This slows down the rate or speed of reading.

Solution: Concentrate when reading and avoid distractions.

- (5) Omission- Some words are omitted in sentences by a reader when reading because of bad eyesight and lack of concentration.

Solution: Concentrate while reading and/or see an ophthalmologist.

- (6) Insertion- It is the opposite of omission whereby the reader deliberately inserts or puts a word or more in a sentence while reading

Solution: Concentrate while reading and/or see an ophthalmologist.

- (7) Finger pointing/tracing- This occurs when a person runs his fingers through the lines of the pages as he reads. It is a word by word type of reading.

Solution- Occupy the hand or fold it.

- (8) Unnecessary use of the dictionary- Some meanings of words are understood in the context of their use but some readers check up strange or difficult words in the dictionary which most a times are quite unnecessary.

Solution- Form meanings of words from the contexts or ways they are used.

## **STUDY SKILLS**

Study entails devoting time to activities aimed at extracting relevant information from learning materials- books, journals, newspapers, etc. It enhances academic performance. Students should form study habits if they must succeed and excel in their academic pursuit. There are however some factors that must be put into consideration before effective study can take place. They are:

- a. Study purposes
- b. Time and self-management
- c. The environment or location of study
- d. Learning resources
- e. Concentration
- f. Study strategies.

## **SQ3R**

To read very widely and at the same time be able to reproduce much of what you have read, you have to read/study systematically. The SQ3R is a formula that outlines a strategy for study reading and is applicable to books, chapters, articles, etc.

It involves the following steps:

SQ3R -Can simply be interpreted as survey, questions and  
R1-Read, R2- Recall, R3- Review

### **1. 'S' stands for survey**

To survey implies having a general overview of a text. When surveying a textbook or journal, one should browse through the whole of the materials to be read.

- a. Title page – This tells the reader several things about the book e.g. the general subject area covered, the author's name, qualification, date of publication.

- b. Preface, foreword, author's remark, acknowledgements, introduction, etc It tells who the book is written for, the scope and the purpose of the book, the outline and how to use the book.
- c. Table of contents – Arrangement of topics and sub-topics.

## (2) 'Q' stands for Questions

As students survey the material to be read, he should be formulating questions e.g. general /specific questions.

- a. How can I rely on the material/information in the book since it was published some years ago?
- b. Why does the author devote so much space on a topic over another?
- c. What is the background of the writer? Etc

## (3) 3R (R1- Read, R2- Recall, R3- Review)

- a. R1- Read: Here you read carefully, actively and critically applying the techniques that allow the students to read unit of thought with increased eye-span. Sometimes re-reading a material may be necessary for better understanding of the subject matter/main ideas has been fully comprehended.
- b. R2- Recall: It involves reciting from memory mentally or orally to oneself or a friend the information, main point and ideas that have been gathered from reading. It may involve jotting the main points read. It is a good way for a student to test himself and discover for himself what he understands and what he doesn't.
- c. R3- Review  
This is an assessment and repetition of all the previous steps in SQ3R (survey, question, read and recall. It attempts to reproduce from memory the content of the text you have just finished reading. If you are unable to recollect all the important points and details then it is advisable that you read the passage or topic over again.

## Other Types of Study

- a. Private study

This is the kind of study the student does by himself whenever he chooses. The only companion is his study materials e.g. textbooks. Most of the skills so far learnt help the student in his private study.

b. Group study

This is carried out by a number of students. For effective study, the group should not be too large (between 5 and 7). Topics or questions are shared for pre-discussion preparation. Each member leads the group discussion on the topic assigned to him or her. Past questions could be discussed with every member freely and fully participating. This fosters unity and creates opportunity for exchange of ideas, textbooks and other reading materials that might not ordinarily be available to individual students. The group should have a leader and may also have a secretary.

Test/Quiz

- 1 .a. Define Reading.
1. b. Why do people read?
- 2 . Highlight the different types of reading and explain any two that are most beneficial to students.
- 3 .What is the SQ3R reading technique and how can a student make use of it effectively?

## **UNIT 3**

### **USE OF LIBRARY**

What is a Library?

In the context of librarianship, a library is defined as an organization or an institution primarily set up to acquire, process, organize and make accessible to the users, within the quickest possible time, all forms of information materials which they require. The systematic acquisition, processing, organization, dissemination of books and non-book materials, the intellectual and bibliographical control of these materials distinguish the library from reading room or a storehouse of books.

Library operation involves order and the order in the library is rigidly followed and routine in nature. The reader's ticket must first be ascertained, with validity of such being guaranteed before a book is issued to such a reader on a loan. A functional library is made up of two main divisions:

- a. The technical division
- b. The Reader's service division

The sections within the technical division include acquisition, and classification, serials and bindery.

The section within the reader's services division includes reference, circulation, government's document and special materials.

There are different types of library that we have. Regardless of the type of library, a functional library should have at the helm of its affairs, a well-trained, qualified and experienced person who will be responsible for the management of the library with respect to the goals and objectives for which it was established. Also important is the management of library personnel.

## **TYPES OF LIBRARY**

Academic libraries are those established within academic communities of the parent bodies. These are libraries established by the founding bodies of the institution that it belonged to. They are tertiary institutions like universities, polytechnics, colleges of technology or education, technical colleges, and teacher training colleges.

Generally, they are to provide the information resources needed to assist the academic communities to fulfil their goals of establishment.

### **Functions of Academic Library**

- a. The provision of information materials required for the academic programme of the parents' institutions.
- b. Cooperating with other libraries at appropriate levels for improved and better services.
- c. Provision of research information resources in consonance with the needs of faculties and research students.
- d. Provision of information resources for recreation and personal self development users.
- e. Provision of rooms for postgraduates/research students.
- f. Provision of security guidance and adequate protection for the materials.
- g. Provision of specialized information services to appropriate sections of the larger community.

## **SPECIAL LIBRARIES**

They are those set up to purposely to provide services exclusively to a particular group of users. They are owned by government, ministries, non-governmental organization and other bodies. They are not opened to the general public, primary and secondary school users but are opened to researchers, specialists, professionals, undergraduates and postgraduates of tertiary institutions. Some libraries are also classified as special libraries because of the collection they stock. Examples are NIHORT, CRIN, Medical Library of UCH, Law library of U.I, College of Medicine Library University of Lagos. Other special libraries are Map Library users, Audio-Visual, prison, religious, seminaries, theatre arts.

Functions

The libraries must do everything possible to work in consonance with the objectives of the organizations that establish them.

They must maintain a living collection of books, journals and viable materials.

Emphasis should be laid on electronic information materials, reference materials, journals, indexes and abstracts.

### **SCHOOL LIBRARIES**

The school library is usually an integral arm of an existing school. All nursery, primary and secondary school are supposed to have a good library each. It provides teachers with the required information both educative and recreational. In this age of globalization, the school library should be able to meet up with the present day information challenges in equipping pupils with the right education from the elementary stage. The library of nowadays should have a collection of books, periodicals, magazines, newspapers, films, video tapes, study kits (recording of all types), computer. All these should be acquired, processed and well organized in the library.

Other types of libraries are: the public libraries and national libraries.

### **DEPARTMENTS IN THE LIBRARY**

Circulation Department and its services

This department is in charge of loading materials to use. Only qualified library users are allowed to borrow books and other library materials at the circulation desks of the library. To qualify to use this department, one has to register. Registration forms and cards have been designed to occupy the particulars of the user which includes name, residential address, occupation, phone number, passport size photograph.

A book could be loaned for two weeks, the standard is dictated by each library's policy, usually the determining factor to the number of books to be borrowed and for how long is how sufficiently resourceful the library is, which must have been spelt out in the library's policy. A student who has completed his registration is entitled to borrow as many books as

determined by his two borrower tickets. However a lecturer or any other senior staff of the institution who has been issued four borrower's tickets during registration will be entitled to borrow four books at a time. In some research institutions the researchers would be permitted more weeks of the use of the books or other library materials.

Every student who has gone through the orientation exercise is expected to be able to locate and pick books on the shelves to borrow for use. As he gets to the entrance of the library, he presents his identification to the security personnel. He goes straight to the catalogues card cabinets. The catalogue cabinet holds the cards of information about the library. It is labelled alphabetically by author/title/series entry and subject entry respectively. He checks through the catalogue and copies the call numbers of the book he intends to use. He takes this call numbers to the shelves where books with the numbers are already labelled; he retrieves the book and brings it to the circulation desk.

At the circulation desk, his borrowing validity will be ascertained. If he qualifies, his borrowing ticket will be retrieved from him and inserted in his borrowing pocket in the circulation tray. The book carries the date and is then stamped. The date to be stamped on it is the date the book is expected to be returned to the library i.e the expiry date. The book could however be returned earlier if the borrower of the book is through with it. After the expiration date of return, he/she will be charged a small token fee. This is to discourage users from keeping books or other library materials, so that they would have consideration for other library users.



## Reference Department and its services

Every library is supposed to have a reference department. It is mainly to house materials that are strictly not to be borrowed from the library. The nature of the materials does not call for thorough reading but rather the material contains information that supply needed answer for specific information. The department is one of the major areas in the library because it serves as the public relation unit of the library. It is the image making of the library and availability to the materials is not restricted at all but borrowing cannot take place only consultation. Pieces of information gathered to make up reference materials are normally from different sources.

Reference materials include encyclopaedia, dictionaries, handbooks, atlases, maps, indexes, abstract, gazettes, guides, biographies, directives, calendars, almanac, government publications and year books. Main function of this department is answering users' queries, compilation of reading list and biographies, identifying and abstracting, reform services, etc. One of the duties of the reference department of each library is to provide current awareness services to the users. It should be noted that a library could also photocopy the content page of journal or other materials.

Selective dissemination of information (S.D.I) services involves searching the in-house database as well as other database and providing lists of publication that match the pre-determined interest of recipients and their area of specialization.

Publication of list of new arrivals is done by the reference librarian who picks the list of most recently acquired monographs and other publications and the extraction of the content pages. This will be printed out and circulated; while some copies will be kept in the library for in-house use.

Inter-library loan service is a form of resource sharing among libraries to overcome the limitation of materials for their users and this is illustrated with union catalogue. The function of inter-library loans service is shared by the reference and circulation.

Indexing and abstracting involve the systematic listing of the essential content of a document for the purpose of speeding information retrieval. The reference department compiles indexes on important materials for which no index was provided at the time of publications. All indexes compiled could be kept in appropriate labelled files and library users should be informed of the existence of this facility.

#### Test/Quiz

- 1 . Name the different types of libraries we have.
- 2 .How can a new library user make effective use of the library?

## **UNIT 4**

### **LISTENING COMPREHENSION**

Listening is the absorption of information and the ability of the sense organs (ears) to decode the message uttered by a speaker. It is an active and dynamic act. When we listen, we absorb, decode, evaluate and assess the message. It is a mental process that has a psychological impact on the listener but for effective listening to take place, the speaker and the listener must use the same code (language). To comprehend therefore is to fully understand/ give meaning to what a speaker says. The ability to comprehend any message or information can be linked to the activities which take place between a sender of a message (speaker) and the receiver of the message (hearer). This can be represented by this diagram, sender----- message-----receiver .The receiver responds with a reply to indicate that the message was received and fully comprehended.

### **TYPES OF LISTENING**

There are basically different types of listening. Examples of which are active listening, passive listening, social listening, appreciation listening, serious listening, selective, concentrative, interrogative, critical, etc.

Our attention however will focus on listening for gist or main ideas, critical listening, (detecting sense from nonsense and making inferences from spoken words).

#### **Listening for Gist**

This entails a determination of the purpose of the message being communicated. The purpose determines what meanings the listener must look for and what part of the spoken text are most important.

In a full- length news broadcast e.g political, economic, social and sporting stories comprise the different parts of the broadcast. A listener who is politically motivated may be highly interested in the political news stories than the others, is likely to recall with a great deal of precision the essential points

of the political news stories. On the other hand, he may listen for the general gist of the other parts where he does not need a great deal of details.

### **Critical Listening (Detecting Sense from nonsense)**

To detect sense from nonsense in the process of listening, a good listener has to be involved actively in the use of linguistic structures and vocabulary of the language being used, be sensitive to the situational and social factors surrounding the speech of the speaker. The listener must have a good knowledge of the language to understand communication to understand the key words or linguistic structure and pay great attention to the situation and social relationship before he can select a single appropriate meaning where the spoken text carry different meanings.

### **Listening for Inference**

It involves concentrated attention. It is a selective process by which the listener expresses himself to the stimuli in his environment in varying degrees. This has a relationship with critical listening. The listener applies his knowledge of the language that he can use to divide the sound into meaningful units. The listener depends largely on linguistic cues in this process of constructing meaning. He infers meanings or interprets what is said through the knowledge of his linguistic cues.

### **Test/Quiz**

- 1 .a. What is the relationship that exists between a speaker and a listener?
- 2 .How can a listener detect sense from nonsense?

## UNIT 5

### PHONETICS

#### Public Speaking and Oral Communication

Phonetics is the study of speech sounds and how they are produced. All human beings who use language use some organs in the body to make sounds in the process of communication. Whatever oral sound or phoneme that proceeds out of a person's mouth is meant to be heard or made audible to the hearer. The organs used in their production are referred to as speech organs or organs of articulation. They are the two lips, teeth, tongue, nose, mouth, lungs, palate, glottis and larynx.

There are forty-four (44) sounds in English and they are broken into two parts namely: vowels and consonants.

Vowel sounds are those produced without an obstruction to the flow of airstream.

Consonants are those produced with an obstruction to the flow of air from the airstream.

#### Vowel sounds

There are twenty (20) vowel sounds in English language which are twelve (12) monothongs pure/oral vowels and eight (8) diphthongs. The twelve pure single vowels are seven (7) short ones and five (5) long ones. They are listed below with example of words in which they occur:

1. /i:/ beat, sea, see, key, sheep, fee, deep, people.
2. /ɪ/ bit, sit, hit, kit, symbol, market, basket, village, ship, pit.
3. /e/ pet, kettle, rest, said, wet, head, peg, red, mend.
4. /æ/ man, sat, sack, pack, camp, lack, mad, cap.
5. /a:/ farm, park, mark, cart, aunt, palm, bark, clerk.
6. /ə/ cot, got, pot, hot, dot, cough, loss, what.
7. /ɜ:/ saw, court, port, bought, sought, pork, board, raw, , ore.
8. /u/ good, book, put, pull, could, would, foot, look, push.
9. /u:/ food, lose, cool, two, woo, boom, rude, fruit.
10. /ʌ/ cup, come, hut, cut, money, love, blood,
11. /ɜ:/ bird, first, burn, girl, heard, girdle, shirt, journey.
12. /ʊ/ ago, above, away, butter.

**Diphthongs** – They are made up of a combination of two sounds, where the first sound glides slowly to the second sound and they both form one sound.

13./eɪ/ way, day, sake, bake, gate, date, eight, shape, brake.

14./ðu/ home, so, go, road, sew, sow, cold, though.

15./aɪ/ high, five, right, kite, dye, die, child, might, either, bye, lie.

16./aʊ/ now, bow, about, house, mouse, plough, allow, cow.

17./əɪ/ boy, coin, boil, toy, toil, noise, oil.

18. /ɪð/ here, hear, near, fear, beer, deer.

19. /ea/ hair, hare, fare, bare, air.

20. /uð/ pure, sure, poor, tour.

### **CONSONANTS**

They are twenty – four in number and are highlighted below:

/p/ pin, reap, dip, pen, pipe, plumber

/b/ bit, rubber, rib, bribe, butter, blade

/t/ tea, sit, bit, team, matter, bitter, asked, parked, kissed, fixed

/d/ rid, dangle, duster, destroy, flogged, loved

/k/ cat, kick, account, check, pork, accuse, chemical, cradle, crèche

/g/ got, target, bag, give, rug, gum, gaggle, ghost

/ts/ chair, church, teach, cheat, check, beach, ritual, picture, structure

/dz/ gem, jam, judge, knowledge, soldier, gentle, giant

/f/ fall, feather, phone, physical, graph, cough, follow

/v/ van, vest, drive, river, five, fever, voltage, vulgar

/θ / thin, both, author, with, think, something

/ ð/ those, that, this, mother, feather, leather, lather  
/s/ sow, peace, miss, kiss, psychology, psalm, axe, taxi, tax  
/z/ zoo, zebra, please, breeze, zip, dazzle, dizzy, example, examination  
/ʒ/ rubbish, nation, international, portion, bush, motion, machine, efficient  
/ ʒ/ vision, television, decision, occasion, measure, pleasure, treasure, leisure  
/h/ hat, hale, heavy, harm, who, whole, heat, half, humble  
/m/ man, woman, damn, balm, mimic, condemn, column  
/n/ know, nap, gnash, knight, kneel, pneumonia  
/ŋ/ sing, thing, king, ringing, bang, gang, bring  
/l/ leg, ladder, letter, sell, bleed, ball, lamp, luggage  
/r/ read, red, right, trouble, brim, wrestle, merry, rhyme  
/j/ yes, you, European, university, union, yard, yellow, few  
/w/ will, wet, weather, when, wheat, wharf, quite, white

### **Note**

These examples are by no means exhaustive but they are used here to help us explain how important the sounds are in making utterances in the language. It is advisable for us as users of English Language to learn how to pronounce these sounds in proper context whenever we speak or are spoken to. Most speakers of English language have problems articulating these English sounds because some of them do not exist in our indigenous languages and we therefore transfer the sounds in our mother tongue to English language.

Even though it is not possible to make us as Africans to speak like Britons, Americans, Canadians or others who have English as their first language, we nevertheless still have to speak a form of English that will not cause embarrassment to those who speak the language well. Usually a person is regarded as a good speaker of a language when he is fluent in the language and is able to use a wide range of vocabulary of the language in expressing his ideas.

The ability to use and pronounce words properly builds a lot of confidence in a speaker. He/she is never afraid to be called upon to speak in a public place. To be able to speak English language well, we need to listen to those who are experts in it e.g. newscasters, presenters of programmes on radio and television, programmes on BBC, VOA and CNN and above all, speak English language as often as possible. This oral skill according to Ben Johnson is the 'instrument of the society'. Speaking can also be developed through oral composition, constant dialogue, pronunciation exercise, dramatization and role – play.

#### Test/Quiz

- 1 .a . What is Phonetics?
- 1 .b. What is the main difference between vowel sounds and consonant sounds?
- 2 . Why should Africans speak correct English Language despite the fact that it is not their first language?



## UNIT 6

### SENTENCE ELEMENTS

A sentence is a group of words or single word that expresses a complete thought, feeling or idea. It usually contains a subject and a predicate which are the two main elements that combine to make it meaningful to the hearer or listener.

#### The Subject

The subject (performer of the action) of the sentence is the thing or person being talked about and the predicate is what is said about it or him. It is the naming part of a sentence and may be used as a noun, noun phrase or a noun clause.

#### Examples

- i. Mr Adewusi bought a car. (as a noun)
- ii. Nneka ate the sweet. (as a noun)
- iii. The boy arrived at the right time. (noun phrase)
- iv. . What happened to her is quite sad. (noun clause)
- v. To write is my ambition. (noun clause)

You would observe that in all the examples given, the subject is the first element written in each sentence. However, there are sentences in which other words do not denote that subject comes before the words that represent the subject.

#### The Predicate

Predicate is what is said about the subject of the sentence. It could be a one-word predicate or a group of words.

#### Examples

- a. John / came.
- b. The baby / cried.
- c. The books / cost a lot.

- d. The driver /drove with so much care.
- e. Alabi /ate his food hungrily.

### **Other Elements in a Sentence**

When a sentence is further analysed, it contains the subject as previously stated, the verb, object, complement and adjunct (adverbial).

### **Verb**

It expresses the action performed by the subject. It can be acted and is described as an action word in a sentence. It is believed to be the most important part of the predicate because it establishes a relationship between the subject and the remaining part of the predicate. E.g.

- a. The tall building collapsed last night.
- b. Deola makes great cakes.
- c. The teacher beat the student.
- d. Ayo sings nice songs.

There are however some verbs that cannot be acted or performed but can still act as verbs. E.g.

- a. She is a fast runner.
- b. They will be here tonight.
- c. Biola was the best student in our SSS 3 class.

### **Complement**

It is a word that completes the expression of a word that does not express an action. It talks about the condition, situation or state of being expressed in a sentence. It should be noted that some verbs act as a link between a subject and its complement.

## Examples

- i. The dark Ijebu girl is pleasant.
- ii. The lecturer appears diligent.
- iii. Miss Adams is a confidential secretary.
- iv. Dr Eze is a neurologist at the University Teaching Hospital.
- v. Bala, the herdsman is troublesome.

## Object

The noun which receives the action of the subject is the object and that is why it is referred to as the receiver of an action. There are two types and they are the direct and the indirect objects. The direct object is the receiver of the action expressed by the verb.

## Examples

- a. The caterer bought a set of cutlery.
- b. I ate the rice.
- c. David lost some money.
- d. The principal made a good speech.

If however another object follows the first object, the first object turns immediately to an indirect object because the action has affected the second object before it affected the first.

## Examples

- i. The caterer bought a set of cutlery / made from gold.
- ii. I ate the rice / in the pot.
- iii. David lost some money /on the field.
- iv. The principal made a good speech /at the occasion.
- v. She gave the celebrant /a gift.
- vi. The farmer bought a new tractor /with a bank loan.

## **The Adverbials / Adjuncts**

A word that provides information on the time, place, manner, regularity and reason for the occurrence of the verb is referred to as the adverbial or adjunct. It always supplies information that modifies the verbs of the sentences in which they occur.

Example

- a. John ate the food hungrily. ( manner)
- b. John ate the food in the kitchen. ( place)
- c. John ate the food yesterday. ( time)

Sometimes a sentence could have two or more adverbials e.g.

John ate the food hungrily in the kitchen yesterday.

## **TYPES OF SENTENCE**

Sentence classification could be in form of two criteria, the criteria of function and structure. Our concern here is to classify them according to their structures. They are simple, compound, complex and compound –complex sentences.

### **a. Simple Sentence**

A simple sentence has one finite verb which may be a statement, question or a request. It has a single main /independent clause.

Examples

- i. Bola washed the clothes.
- ii. Nkechi loves snacks.
- iii. I am tired.
- iv. Can you dance well?
- v. Please, sit down.
- vi. Can I see you for a minute, please?
- vii. Shut up!
- viii. Oh! This is incredible.

### Compound Sentence

It is a type of sentence that consists of more than one finite verb. It is made up of two clauses and joined by a coordinating conjunction or comma.

Examples

- i. Oluyemi is a hardworking student, he passed his examination.
- ii. The housemaid washed the clothes and ironed them.
- iii. Boil the egg or fry it.
- iv. I slapped him because he called me a bastard.
- v. The cage was opened and the bird flew away.

### Complex Sentence

It is a statement that has one main clause and one or more subordinate clauses. They are joined by subordinate conjunctions like because, even though, although, while, when, whenever, who, which, that, if, after, since, unless, etc. Examples

- i. I am marrying you because you are rich and smart.
- ii. He quarrelled with us whenever he came.
- iii. They love their grandmother because she tells them interesting stories.
- iv. The money got missing when he arrived.
- v. Mr Audu had an accident although he drove the car carefully.

### Compound-Complex Sentence

It is a sentence that contains two or more main clauses and one or more subordinate clauses.

- i. Idris took to his heels and didn't come home for three days, on learning that his wife had been delivered of triplets.

### **Sentence classification according to functions**

#### Declarative Sentence

This is a statement of fact that an action really occurred or happened.

- i. Senator Bode Olajumoke is a native of Owo.
- ii. The madman was killed by a hit and run driver last week.
- iii. I switched off the television set last night.

- iv. The wife of my pastor had a set of twins before our convention.
- v. The book I read was interesting.

### Interrogative sentence

It is used to ask a question and ends with a question mark (?) It begins with a WH-word except in few cases like how, is, are, am, have, etc

E.g.

- i. Where have you been?
- ii. Have you paid the money into the school's account?
- lii. When will the minister arrive?
- iv. Who authorized the take-off of the game?
- v. What is the matter with you?
- vi. How are you today?

### Imperative Sentence

This is a command, request or wish.

E.g

- 1. I hope it rains today.
- 2. Please come to the party.
- 3. I pray he survives the operation.
- 4. Stop your nonsense.
- 5. Get out.
- 6. May I use your biro sir?
- 7. May all your good plans work out.

### Exclamatory sentence

This is a statement to express emotional feelings like surprise, anger, joy, alarm, fear.

E.g

- 1. Wonderful !
- 2. Oh! Poor me!
- 3. Wow! What a bright day.
- 4. Ah! He died eventually.
- 5. What a pleasant surprise!

## Test/Quiz

- 1 .a. Define a sentence.
- 1 .b. Identify the different elements in a sentence.
- 2 . With appropriate examples, explain a sentence according to its functions.
- 3 . Identify the predicator element(verb) in a sentence.

## UNIT 7

### PUNCTUATION

When we speak, we are able to use facial expressions, gestures, tone of voice and other body movement to convey information. In many cases, it is possible that these actions are able to help our listeners interpret the message better.

Punctuation marks are symbols that are used to organize and clarify the meanings of writing. These marks are meant to show where we are pausing, where we want to ask questions, stop or show emphasis because it is not easy to show how the face, the hand, the lips, etc. are contributing to the interpretation of the message.

By and large, these punctuation marks help readers to follow systematically their thought and make meaning from them and they are effective tools in writing.

#### Punctuation marks

Names	Symbols
i. Period / Full stop	(.)
ii. Comma	(,)
iii. Question mark	(?)
iv. Apostrophes	(')
v. Colon	(:)
vi. Semi – Colon	(;)
vii. Inverted Comma's / quotation marks	(` `) (“ ”)
viii. Dash	(_)
ix. Hyphen	(-)
x. Brackets	( )
xi. Exclamation	(!)

#### FULL STOP (.)

It is also known as period and is traditionally used to mark the end of a sentence.



- i. I ate the food.
- ii. The book I bought at the bookstore was expensive.
- iii. Stop the car.

- a. To show abbreviation E.g, govt., pry., U.S.A.
- b. Used for the initials of a person E,g. G.M. Adeyanju, P.A. Bello.
- c. It is used with sums, date and time E.g. N200.00, 3.3 million, 7.30 a.m.
- d. Titles like Dr., Mr., etc.

Note that not all abbreviated names have full stop. E.g. PHCN, UK, EU, ECOWAS, UNICEF, UNESCO

**COMMA (,)** It is used to indicate a slight pause or partial stop. It performs different functions in a sentence.

- a. Commas separate items in a list e.g
  - i. I bought apples, pears and grapes.
  - ii. She washed up, made the bed, and had breakfast.
  - iii. The novel is funny, touching, and beautifully written.
  - iv. David draws, sings and runs.
- b. To mark off words in appositions.
  - i. Prince Charles, the future king, has an older sister.
  - ii. Mr Jeje, the slim driver, is humble.
- c. To separate subordinate clause from the main clause.
  - i. When it started raining, everyone was very happy.
  - ii. Let us visit the girls' hostel, which the chairperson has just built.
  - iii. If you want to read the full story, buy the Sunday Times.
- d. Marks off participles and participial phrases whenever they come in a sentence.
  - i. Laughing gladly, she ran out of the room.
- e. Comma is meant to clarify meaning.
  - i. In the skies above, the stars glittered palely.

- ii. She reversed the car into the main road, and my brother waved goodbye.
- f. It is used between month and year in writing of a date.

The baby was born July 20, 1992. and after each element in an address if the writer so desired.

Achievers University,  
P. M. B 1030,  
Owo.

- g. It is used to denote titles, degrees, honours and others.
- i. Dr Grace Adams B.ED, M.ED, Ph.D
- h. It is used before or after a quotation.

The manager said, 'I was robbed on the highway'.

- i. It is used to separate a question tag from the rest of the sentence.

You will go, won't you?

You've met him, haven't you?

- j. It is used for salutation and closing of letters e.g. Dear Sir, Yours Sincerely, etc

## **QUESTION MARK (?)**

It is used to indicate the end of an interrogative statement. Direct questions end with question marks; requests sometimes close with full stop instead.

Examples

1. Why do you dress me in borrowed robes?
2. Why should God tolerate man's wickedness?
3. Why is she so ill-mannered?
4. How was your trip?
5. What is the reason for your action?
6. When should I report for duty?

## **EXCLAMATION MARK (!)**

It is used at the end of a sentence to express surprise, anger, joy, disappointment or any other strong emotion.

1. What a delicious experience!
2. It's a goal!
3. Ouch!
4. Oh! It is a beautiful day.
5. Wow! This girl is brilliant.

## **APOSTROPHE (')**

To show a possessive or belonging relationship between two nouns.

- a. An apostrophe followed by the letters at the end of a noun signifies possessive case, singular or plural e.g.

The boy's pen, the manager's car

The babies' dresses, the men's room.

If the singular noun (usually the name of a person) ends in s, you can add either's or just an apostrophe e.g. James's car/ James' car

Qudus's bicycle /Qudus bicycle.

- b. Apostrophe is also used to pluralise letters of the alphabet, figures and words e.g.

- i. How many A's have you scored now?
  - ii. Learn to cross your t's and dot your i's properly.
  - iii. Things were cheaper in the 60's
- c. It is used for contracting words.
 

I have	I've
Did not	didn't
Will not	won't
It is	it's
- d. To show duration of time
- e.g. In a year's time, a month's time

### **Hyphen(-)**

- i. It is used to join two or more words as a single word, they are referred to as compound words e.g. stiff-necked, son-in-law, a twenty-naira note, take-away, x-ray, broken-hearted, well-known, pig-headed.
- ii. It is used with some prefixes co, ex, anti, pro, etc.  
  
E.g. co-author, co-exist, ex-wife, ex-minister, anti-government, pro-African.
- iii. To indicate word breaks at the end of a line but should be avoided as much as possible to avoid loss of meaning, wonder-ing, manage-ment, etc

### **Dash (—)**

- a. This mark is used mostly in informal notes and letters. It can be used in place of comma or semi-colon before a list of items. e.g. The thieves took everything- video, television, camera, laptop, jewelleries, etc.
- b. To introduce/mark an afterthought
  - i. I should love to come - that's if I can get the time off.
  - ii. I can lend you the money – but only till Tuesday.

- iii. I will come tomorrow – if I am invited.
- c. It can be used like a pair of commas or a pair of brackets around a parenthesis.

Geraldine is – as you know-very shy with strangers.

### **Inverted Comma**

- a. Inverted commas are used to show the actual words spoken by someone. They may be single ( ‘ ’ ) or double ( “ ” ). They are well written above the line.
  - i. She said, “ I am 43 and still single, you know.”
  - ii. “Get out of here” he shouted.
- b. To set off titles of essays, articles, quotations  
e.g. “The Tribune” “Things Fall Apart”
- c. To enclose foreign /strange words or expressions
  - i. We want to know the ‘modus operandi’ for the action.
  - ii. A common form of dress in West Africa is the ‘agbada’

### **Ellipsis ( ...)**

This mark stands for one or more omitted words, when the omission occurs at the end of a sentence, the ellipsis appears together with a full stop.

- i. I come quickly ...
- ii. Alero bought several things which included: beans, rice ...

## CAPITALIZATION

- a. The use of capital letters is to begin a sentence. E.g.
  - i. The teacher is smart and intelligent.
  - ii. David and Sola are best of friends.
  - iii. Nigeria is a country flowing with milk and honey.
- b. To begin all names of proper nouns e.g. geographical structures – rivers, mountains, hills, names of persons, institutions, places, movies, paintings, record albums, days of the week, months of the year etc.
  - Persons – Vivian, Edward, Richard, Zainab, Aishat, Chioma, Titilayo, etc.
  - Institutions- Achievers University, Progress Nursery and Primary School, St. Theresa’s College.

Places -Federal Medical Centre, Idasen, Oke-ogun, Ondo, Abeokuta.

Rivers -River Niger, River Zambezi,

Mountains -Mount Kilmanjaro, Mount Everest.

Lakes- Lake Chad

Tuesday, Friday, August, March, etc.

- c. Titles of books, plays, newspapers, magazines, etc.
  - E.g. Things Fall Apart, The Nation, The Nigerian Tribune, Sound of Music, Coming to America.
- d. Company names- First Bank of Nig.PLC, Binta Plastic Company, Procter and Gamble Nig. Limited.
- e. Religious terms and names
  - Virgin Mary, Buddhism, God Almighty, Allah, the Lord’s Prayer, Islam, Bible.

### Test/Quiz

- 1 . List the different punctuation marks in English language and explain the functions of any four of them.
- 2 .What is the role of capital letters in writing?

## UNIT 8

### VOCABULARY DEVELOPMENT

Word formation or vocabulary development is a process by which words are made /organised. This helps an individual to recognize the grammatical class of a word. The knowledge of how words are formed helps to build students vocabulary and to understand the texts they read.

We can develop our vocabulary through the following:

#### Synonym

It is a term used to refer to words that have identical or similar meanings and are sometimes used for emphasis and better understanding.

Examples          Unemployed – jobless

Elderly          - old

Strict          - harsh

Holy – pious, religious, Godly, saintly, God fearing

Callous – wicked, unsympathetic, unfeeling

Astonished – surprised, amazed

Law – rules, regulations

Educated – learned, informed, literate, enlightened, knowledgeable

Kill – murder, assassinate, butchered, slay

Sack – dismiss, fire, relieve, lay-off, retrench

Old – ancient, obsolete, out-dated, old-fashioned, archaic

Hardworking – diligent, industrious

#### Antonyms

It is used to refer to the opposite of a word. They exhibit some specific relationship in terms of the binary opposition element that exists between them.

Legible – illegible, safe – unsafe, gentle – violent, hardworking – lazy, slothful, build – destroy, tolerant – impatient, knowledge – ignorance, ordinary – special, extraordinary

## **Homonyms**

These are two distinct words, same spelling but different meanings

- a. Fair – trade fair (market)  
Fair – just, impartial
- b. Mine – belong to me  
Mine – goldmine (where excavations are made)
- c. Tail – part of animal body  
  
Tail – to follow or monitor closely
- d. Board – management board, board of directors  
Board – surface for writing
- e. Bank – financial institution  
Bank – bank of a river (riverside)

## **Homophones**

These are words with same sounds, different spellings and meanings. Examples

Allowed—given permission

Aloud- speak out

Pale – to look dull

Pail – a container used to hold water

Meet – come in contact

Meat – flesh for food

Other examples:

Site – cite/sight

Weather – whether

Bear – beer

Dare – deer

Peak – pick

Wait- weight

Peace – piece

Price – prize

Pronouns – pronounce

Alter – altar

Know – no

Raise – rays



## **Polysemy**

This refers to the existence of many meanings of the same word. Examples:

Leaf – leaves

Minute – minutes

Pupil – pupil

Head – head

Staff – staff

## **Hyponymy**

This refers to a situation in which the meaning of several words is implied in the meaning of a super –ordinate word e.g.

Super-ordinate words

several words

Cutlery

knife, fork, spoon, e.t.c.

Furniture

chair, bed, wardrobe, stool, e.t.c.

Institution

college, university, primary school, crèche

Fruits

mango, pawpaw, apple, banana, e.t.c.

Flowers

hibiscus, rose, e.t.c.

## **Acronyms**

They refer to how words are formed by the combination of initial letters of the group of words. E.g.

JAMB – Jamb Admission and Matriculation Board

USAID – United States Agency for International Development

OPEC – Organization of Petroleum Exporting Countries

CEO – Chief Executive Officer

FBI – Federal Bureau of Investigation

NAFDAC – National Agency for Food Drug Administration and Control

NPC – National Population Commission

SSS – State Security Service

ECOWAS – Economic Community of West African States

INEC – Independent Electoral Commission, etc

Test/Quiz

1 .Look up ten words in the dictionary and give two synonyms of each of them.

## UNIT 9

### **THE PARAGRAPH-Devices of Coherence/Logical Connectors**

A paragraph is a combination of sentences dealing with a single theme and forming a distinct section of a piece of writing.

It is also a group of related sentences that develop a unit of thought within an essay. It is set off by the typographical device of indention in the first line. Subsequent lines start from the margin.

In any good writing, ideas are not just jumbled together but are highly organised and logically put together. The organisation of a continuous discourse into appropriate segments to make it meaningful and readable is called a paragraph.

There is no hard and fast rule that stipulates the length of a paragraph. It is usually determined by the topic at hand. A paragraph may consist of only a sentence as are usually found in business letters or some literary writings. It can also comprise of two or more sentences. Every good writer varies the length of his paragraph for variety, emphasis and change of pace.

### **Features of a good paragraph**

A good paragraph should have a combination of the following features.

#### **a. Thematic Unity**

This refers to the harmonious relationship of ideas or the singling out of a main idea for treatment in the paragraph thereby presenting a complete and pleasing whole. Every sentence in the paragraph must connect appropriately and have a direct relationship with the main idea.

#### **b. Coherence**

This is how the paragraph hangs together as a structural whole. The term covers the logical presentation of related ideas and the appropriateness of language and style used in the paragraph.

In order to achieve the necessary coherence in a paragraph, the use of transitional words and phrases are important. These are cohesive markers used to show the relationship among the main points or ideas in a piece of

writing. They help the smooth flow of thought from sentence to sentence and from paragraph to paragraph.

**Transitional words and phrases are used to achieve the following effects:**

1. To emphasise a point e.g. indeed, surely, assuredly, most importantly, unquestionably, in fact, in truth, no doubt, specifically, etc
2. To express result e.g. As a result, hence, therefore, thus, consequently, etc
3. To illustrate or give example e.g. For example, as an illustration, particularly, specifically, etc
4. To show similarity e.g. similarly, likewise, in the same way, in like manner, in a similar case, by the same token, etc
5. To indicate contrast e.g. however, on the other hand, by contrast, on the contrary, otherwise, nevertheless.
6. To enumerate or to express sequence e.g. First, second, next, then, thereafter, last but one, finally, in addition, etc
7. To amplify or expand e.g. furthermore, in other words, once, that is to say.
8. To indicate a conclusion e.g. To sum up, in summary, in submission, in a nutshell, finally, on the whole, conclusively, in conclusion, etc

**Types of paragraph**

**a .Introductory paragraph**

This is used to introduce or announce the purpose or the concern of the essay. Such a paragraph prepares the reader for what to expect in the essay.

Generally, this type of introductory paragraph must be relevant to the essay and interesting to the point that it arouses and sustains the interest of the reader. Every essay, report or write-up must have an introductory paragraph (beginning)

**Examples**

1. A most memorable day in my life.

The most memorable day in my life was the day I got my JAMB admission slip

2. Causes of political Instability in Nigeria.

The political life of Nigeria collapsed after independence because of tribal distrust, corruption and economic profligacy (b) Transitional paragraphs

This shows the way the essay progresses from one point to another. They are also used to connect points to what we have just written to what we intend writing next.

Expressions that show the relationship between them include as stated above, so we have discussed the importance of agriculture, however, therefore, secondly, nevertheless, etc

E.g.

We examined the meaning of measurement and evaluation in the last paragraph .Nevertheless we shall also consider the important roles they both play in the education process.

(c) Concluding paragraph.

This provides a summary of all that has been said in the preceding paragraphs or chapters. It rounds off the entire discussion and serves to remind the reader of the major themes or points that have been discussed. Most words or expressions used here are In conclusion, finally, lastly, In closing, to conclude, to summarize.

Example

Finally, we must endeavour to return the management of our schools to those trained in the execution of such services. This is because our schools provide the foundation on which the development of our nation depends. To ignore its proper management will be disastrous.

Test/ Quiz

1 .The use of paragraphing in writing cannot be over emphasized. Discuss.

## UNIT 10

### ESSAY OR CONTINUOUS WRITING

The continuous writing aspect of English language is the composition component which is out to test the use of the writing skill in language for practical communication in formal and informal context. Writing is a form of communication. When one writes, it is for people to read and react. It is a language skill that connects the activities of the eyes and the hand with that of the brain. It involves thinking about something and putting and putting the idea down for people to read and assess.. It is therefore wise to bear the following tips in mind for good writing.

#### **Tips for a good writing.**

1. A good writer sets its goals before writing.
2. Employs simple English words.
3. Be economical in the selection and use of words..
4. Divorce his mind from the linguistic features of his native language to avoid unnecessary interference.
5. Ones writing should be arranged with facts organized in order of importance.
6. Make judicious use of punctuation marks e.g. comma, full stop, colon , semi-colon, apostrophe, exclamation mark.

#### Types of Writing

- a. Letter writing (formal and informal)
- b. Article writing
- c. Report writing

#### **Other types of writing are:**

- d. Narrative essay
- e. Descriptive essay
- f. Expository essay
- g. Argumentative essay

## Types of Essay

1. Narrative essay – This involves telling a story or giving the report or account of an accident or event. It is also the logical or orderly arrangement of past events that are being retold. The writer may find it necessary to describe some events and explain some ideas or points.

Examples—a. Write a story that ends with the saying ‘you reap what you sow’

b. A wedding ceremony I attended recently.

2. Descriptive essay- The writer is required to write a description of an object, a person, an animal, an incident or a scene. It is also a way of making effort to create a mental picture of the object of one’s description to the reader.

Examples - a. An Excursion to Olumo Rock

b. The Broadcasting Corporation of Oyo State

3. Argumentative essay- It requires a writer to present a subject with a view to persuade the reader to agree with the writer’s point of view. The argument must be intelligible and tenable. The writer may be asked to write in favour or against a motion or view, for or against.

Examples

a. How to make Yam flour

b. Soap Making Process using palm Kernel

4. Expository essay- This requires a writer to write on an exposition or explanation of an idea or how to do or make something. It calls for an explanation of a process and also explains how things work or operate and it also shows their relation with other things.

a. Television Industry, a curse or a blessing.

b. The Boarding school system should be abolished. Write for or against the topic.

## STAGES IN WRITING

Writing is a language skill that must be acquired by all undergraduates irrespective of their disciplines. As stated earlier, writing occurs from ideas that exist in an individual's mind and is used to express a person's inner thoughts and deeply felt emotions. It is an important task which is required of all undergraduates especially in the English class. Various techniques of essay writing are expected to be transferred by the student to his area of study or discipline.

The ability to write well is an asset to any student because it helps him/her to keep good record of his/her private readings and lectures received. In writing there are three imperative stages which are pre-writing stage, writing stage and re-writing stage.

### a. Pre-writing stage

1. Brainstorming – You think and stimulate your brain to yield to all knowledge that has been accumulated over time through observation, experiences, discussions, reading, research, lectures, seminars, .etc. Here the writer thinks about what the topic requires, how to go about it and other necessary information.
2. Outlining- This involves writing/jotting down of points on the topic.
3. Writing stage-The writer puts all his ideas down in the structure of the essay which is
  1. The beginning /introduction-This is the introductory aspect of the essay. It must be done in such a way to arouse the interest of the reader and hold the reader spell-bound.
  11. The middle/body of the essay- It is the entire body of the essay which contains the bulk of the mechanics of essay writing. The ingredients of writing skill is made manifest here such as punctuation, outlining, paragraphing, sentence structure, concord, tense, use of articles, etc.
  111. Conclusion- It is the concluding aspect of the essay which is meant to round it off. The writer should make his stand known at this stage.

C. Re- writing stage- The writer reads through the essay to correct mistakes where necessary.

## REPORT WRITING

Report writing is the documentation or the giving of an account of an event witnessed, work carried out, or investigation conducted, together with conclusion, suggestions and recommendations from the investigation conducted.

It is an art and a formal type of writing. This type of writing is done in a narrative form and in the first person. Report of meeting and those of committee are written in the third person and in the past tense. There are different types of reports and they are informal, formal, routine, statutory, auditor's report and annual report.

To write it, an individual must be guided by the Terms of Reference just as a map guides a person to an unknown territory or destination. The terms of reference is also the directives given to the writer by whoever assigns the report, usually a boss, committee, or organization. These directives include:

- i. The nature/subject matter of the problem to be investigated and the specific aspects.
- ii. The audience of the report.
- iii. The purpose of the report
- iv. The scope of the report( i.e time limit)

### Organizing the Report

- a. Follow the terms of reference given.
- b. Gather your data/information
- c. Apply the relevant text message, audience, and purpose.
- d. Draw up the outline and highlight your points.
- e. Introduction, body and conclusion should also be considered.

### Example of Report Writing

#### Report on Office Security

For the attention of The Management, 10<sup>th</sup> March, 2011.



On Thursday 9<sup>th</sup> March 2011, the department of works/ maintenance services of this company responded to an urgent alarm raised at the main production section.

It was discovered that an electrical wire sparked off due to high voltage from the electrical supply from PHCN (Power Holding Company of Nigeria). The security man on duty only noticed some smoke coming out from the entrance door. He got there to discover that it was not only smoke but the whole production unit was on fire and quickly made a distress call to the fire brigade office who responded immediately.

However a lot of damage had been done but it was eventually put under control. The following morning a five-man committee was set up to look into the cause of the fire and proffer solutions to subsequent issues like this. The committee was headed by the Director of Works.

Recommendations:

The following recommendations were adopted:

1. Adequate fire extinguishers should be purchased and put in every department of the company.
2. All electrical appliances/equipment should be put off at the end of each day.
3. All personnel who sustained injuries should be adequately compensated.
4. In- house training on safety procedures is recommended.
5. Provision of first aid box is also important.

## MEMORANDUM

It is a type of note /letter/document which is meant to pass across a message within or outside a company or establishment. It is like a letter but without a formal address at the beginning especially for memos within an establishment.

Test/Quiz

- 1 .Writing is a language skill that must be acquired by all students, what are the different stages a good writing must pass through?
- 2 . You were an eye witness to a robbery incident which occurred in a commercial bank or a big supermarket recently, narrate your experience and how you came out unhurt.

## UNIT 11

### LETTER WRITING

#### FORMAL LETTER

They are letters written to those people who are not close or related to us.

They are official letters, business letters, letters of application for employment, letters to corporate organizations and establishments, letters to the editor of a newspaper, letter of admission, letter of scholarship, letter to seek for financial support, letter of permission for excuse duty, etc

#### FEATURES OF A FORMAL LETTER

1 . The sender's or writer's address at the top-right hand corner of the page (either block or slanted style) must be well punctuated though this is optional but consistency is important at this juncture. E.g.

United Beverages Limited,  
P.M.B 1022,  
Dugbe Post Office,  
Ibadan.  
29<sup>th</sup> January, 2011.

Or

Deldup Industries Limited,  
P.O.Box 1640,  
Mapo Post Office,  
Ibadan.  
18<sup>th</sup> October 2011.

11. Reference numbers if known on the left hand side.

The addressee's address

111. Salutation/opening of the letter- Dear Sir/Dear Madam

1V. A title or heading comes after the salutation on the next line.

V. The body of the letter and other details.

V1. Conclusion

V11. Subscription or complimentary closing, signature and name.

e.g.

Yours faithfully,

Adelani Olufisayo Felix.

## INFORMAL LETTERS

Informal letters are those written to those who are close or related to us either by blood, marriage or other relationships e.g. letters to our parents, siblings, uncles, aunt, friends, loved ones, acquaintances, etc.

### FEATURES OF INFORMAL LETTERS

a. Address of the writer on the right hand side of the page and date.(see formal letter)

b. Salutation/opening of the letter e.g.

My dear daddy or mummy, Dear sister, Dear Uncle Layi, Dear grandma, My dear husband/wife, Dear Diran/Uche/Memunat, etc.

c. Body of the letter- reason(s) for writing and other details. The opening paragraph is very important here to arouse the interest of the reader and can be written according to the interest of the writer. No specific style is required.

d. Conclusion

e. Subscription/the complimentary closing and first name of the writer.

e.g.

Yours sincerely,  
Nneka,  
Yours affectionately,  
Alimot.  
Your loving son,  
Ade.

## SPEECH WRITING

### PREPARING A SPEECH

Speech is a skill of oracy and is a verbal representation of one's opinion or reaction to a given issue. It transpires between two or more people. It is a planned and organized type of speech that involves jottings and writing before presentation

It could be formal or informal. When it is formal, it is presented to a formal audience in seminars, workshops, lectures, launching of a project, etc.

Informal speech is presented to an informal audience e.g. market women, local communities, artisans, etc

Qualities of a good speaker

The speaker must possess mastery of sounds and sentences, acceptable degree of verbal fluency, transactional and interpersonal skills, etc.

What to consider in preparing a speech.

- a. Audience- The audience could be a mixed one in terms of age , discipline, interest groups, university students, literates, teenagers, adults, elderly people, rural and urban people, etc.
- b. Context- The occasion calls for the speech whether political, social, religious, academic, etc.
- c. Objective or purpose—The objective refers to what the speaker aims to achieve at the end of the speech.
- d. Time- The speaker should allocate a specific time to his speech. It should not be too short or too long.
- e. The speaker is seen as an expert/ specialist in the area from which he is presenting the paper and should know what is adequate for his audience.
- f. Medium of communication- He should know what mode of language to use in relation to his audience

### **SUMMARY WRITING**

A summary is a representation of the essential content of a text in a shorter form. The aim is the reduction of the length of the text without misrepresenting the central theme of the passage.

### **STEPS IN WRITING A GOOD SUMMARY**

The summary writer should be able to understand the paragraph structure of the passage and distinguish between the topic sentence and other sentences in a paragraph.

- a. Read the text and ensure that you understand it. The reader should be able to get an overall impression of the entire passage after the first reading and give the passage a title if need be.

- b. Summarise the main points in each paragraph. This is usually better if done in an outline; other important points can be arranged under the main points.
- c. The summary should be done in the writer's own words.
- d. Avoid bringing in extraneous materials in a bid to impress the reader or marker.
- e. Rewrite the first draft correctly using appropriate linking words and reporting verbs.

#### Test/Quiz

- 1 .Identify the basic differences in a formal and an informal letter.
- 2 .As the president of the Youth Association of your town, prepare a speech to be delivered at the annual get together.

## UNIT 12

### VOCABULARY DEVELOPMENT-REGISTERS

#### HEALTH AND MEDICINE

##### **Places where medical facilities are obtained:**

Clinic, sick bay, health centre, dispensary, maternity centre, hospital, etc.

##### **Parts of a hospital:**

Out-patient department, consulting room, casualty/emergency unit, radiology department, pharmacy, dressing room, orthopaedic dept. surgery/theatre, pathology laboratory, physiotherapy dept. labour room, general wards, blood bank, mortuary/morgue, Ear/Nose/Throat dept.(ENT), injection room, ante-natal dept. etc.

##### **Personnel that work in the hospital:**

Nurse, Doctor, consultant, specialist, surgeon, paediatrician, ophthalmologist, dermatologist, physiotherapist, radiologist, gynaecologist, anaesthetist, matron, nursing sister, pharmacist, laboratory technician/technologist, ward maids/aids, midwives, etc.

**Common ailments and diseases in the society:**

Common cold, catarrh, malaria, headache, cholera, typhoid, cancer, ulcer, asthma, whooping cough, pneumonia, tuberculosis, diarrhoea, diabetes, hypertension, measles, smallpox, chicken pox, sexually transmitted diseases (STD), Acquired Immune Deficiency Syndrome (AIDS), Stroke, etc.

**Other words associated with health and medicine:**

Chemist, drugs, pills, examine, diagnose, operation, drip, dose, dosage, poison, sanitary, side effect, bandage, blood pressure, temperature, stethoscope, anti-snake bite injection, thermometer, ambulance, stretcher, etc.

**VOCABULARY DEVELOPMENT ON ROAD TRANSPORTATION**

Driver, vehicle, road, roadside, pedestrians, mechanic, driver's licence, highway, tarred road, untarred road, traffic warden, traffic light, garage, motor park, fan belt, hand brake, accelerator, brake, tyres, /wheels, screw driver, spanner, ignition, jack, boot, bonnet, radiator, vehicle particulars/papers, road block, check point, road users, highway code, roundabout, flyover, overhead bridge, toll gate, expressway, junction, toll collection, bus stop/terminus, bus fare, etc.

Test/Quiz

- 1 .Write a short account of your recent visit to a hospital.

## UNIT 13

### DENOTATION AND CONNOTATION

In any language, there are two relevant planes for distinguishing meanings of words. Denotation means the ordinary meaning that the word indicates on a one to one level. This is the surface meaning indicated by the word, without any allusions or any element of deep meaning, figurative meaning or underlying message.

Denotation comes from the Greek word 'denotatum'. To denote means to signify and this means every object has a reference or signifier. It is the direct, explicit meaning or the meaning given in the dictionary. In English, every object has a name or label and the name is used without any embellishment or colouring.

E.g. The word rabbit denotes a particular kind of animal with long ears, and at the mention of the word, one can easily point to its reference in life or picture its description in mind. The same thing applies to the word house which is a place where people live.

All words have a reasonably precise definition or definitions which can be found in the dictionary and these meanings are denotative. Other words in the following sentences are used denotatively:

1. The light is waning.
2. The epileptic boy was unconscious for sometime but was eventually helped by passersby.
3. The cripple was carried on the shoulder of the man.
4. The bird was killed by the stone from the boy's catapult.
5. The stench of the dead animal has polluted the environment.

### CONNOTATION

Connotation means the meaning of what a word suggests; the deep level meanings and these are different from the ordinary surface meanings of the word. At this level, the word is interpreted to show the associations it has that might not be immediately evident as one comes across the word. It is a cognitive aspect of meaning whereas denotation refers to the most basic, explicit definition of a word.

Connotation refers to the suggestion of meaning apart from what is usually described. It is often the result of feelings that people have about the spoken word. It is extra linguistic and so it extends beyond the ordinary language.

E.g. the denotative meaning of the word woman may mean a female who has reached a child-bearing age. When used connotatively, it may carry many different meanings portraying the attributes of a word.

1. Please, don't be a woman at the trial (meaning you shouldn't be emotional)
2. John turned into a woman at the sight of the dead passengers. (meaning weak or feminine.)

The underlined words are used connotatively in the following sentences.

1. Jesus said, "You are the light of the word".
2. Power supply in Nigeria is epileptic.
3. The constant ASUU strike has crippled the University education system in Nigeria.
4. The hike in fuel price may catapult Nigeria into a serious economic crisis.
5. There is too much stench in our public parastatals.

Connotation is meant to arouse feelings, pleasant or unpleasant, resentment, anger, love, disgust etc in our minds. Somebody may be referred to as a rat, goat, stone, honey, pig, etc depending on our attitude towards him.

### Test/Quiz

With appropriate examples, make a distinction between the denotative and connotative meaning of words/sentences.