

English Language Teaching: A Communicative Approach

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CHAPTER FOUR

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The knowledge of English sounds, reading comprehension and summary, vocabulary, grammar (syntax) and writing that the students need to possess is the concern of this chapter.

In the discussion of the sub-headings, where necessary, explanations are made and examples are copiously cited. The reader's attention would not be distracted with the examples as the discussion would be guided by the functional use of the language relevant to the needs of the students.

Unit 1:

Objective

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

- Master the sounds as represented by the same letters of the ordinary English alphabet.
- Distinguish the different sounds that may be represented in the unit.
- Attempt the activities and the assignments provided to test the students understanding of the unit.

Mastering the way symbols are written, you must obviously master the sounds they represent. The phonetic symbol enables you to distinguish the different sounds that may be represented by the same letters of the ordinary alphabet.

Spoken English:

Spelling Symbol for / ɒ /

a	-	palm, last, pass
au	-	because, quality, laugh
o	-	hot, stop, from

Spelling Symbol for / ɔ: /

or	-	for, not, born, form, lord
aw	-	law, dawn, awful
al	-	call, alter
ough	-	ought, fought
au	-	cause, daughter, fraud, laudable
ore, oar, roor, our	-	more, store, roar, door, floor

Pronunciation Drills

/ ɒ /	/ ɔ: /
comment	sport
on	report
stop	more
knowledge	fourteen
squat	cord
because	touch
austere	awful
cough	flood
quality	course
wash	roar

The boy is sitting *on* the table.

The police chief made no *comment* about the bomb attack.

The work on the project has come to a *stop*.

Why is there so much *spot* on TV?

The Punch post sent her to Kano to *report* the bomb blast.

She makes *more* phone calls than anyone else I know.

His *knowledge* of ancient civilizations is unrivalled.

Bola *squatted* down beside the footprint.

Visual impaired people orient themselves by *touch*.

She got the job *because* she was the best candidate.

The old man lived an *austere* way of life.

The weather was *awful*.

Three days of rain *flooded* many western cities.

She got a terrible smoker's *cough*.

We had a lion *roar*.

We provided *quality* rented accommodation for professional people.

I'm just going to *wash* my hand.

Exercise

Identify the vowel sounds in the following words and write the appropriate symbols for each sound - /ɒ/ or / ɔ: /

door, floor, daughter, fraud, laudable, palm, last, pass, law, dawn, awful hot, stop, from, box, job, bought, shoddy, water, austere, laurel.

Unit 2:

Objectives

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

- Define the concept of comprehension and summary
- Identify the factors affecting reading speed and comprehension.
- Apply the suggested aids to practice on your own, with a view to identifying the improvement in your summary writing, reading speed and rate of comprehension skills.

Reading Comprehension and Summary:

Tackling comprehension Passages

Comprehension is one very important skill of the English Language usually tested in public examinations. It is meant to test the candidates' indebt knowledge of what was read, expressions, contextual meaning of words and most importantly, the candidates' ability to choose the right answers to questions set on a given passage.

There are four fundamental skills to reading and answering question on comprehension passages:

Reading the passage

- First read the question to get a general view of the word register in the passage.
- Then read the passage quickly.
- Read the passage fairly slower but carefully a second time.
- During your third reading, read very slowly.

While Reading

- Try to get a general or broad view of the passage.
- Jot out points that will reflect your understanding of the passage.

Exercise

Instruction: Read carefully the passage below and answer the questions that follow.

When you take a photograph with a camera, you press a button called the shuttle release button. By doing this, you allow light to pass for a fraction of a second through the lens of the camera onto the film inside it. Before you take the photograph, you must set the camera correctly. This includes focusing it correctly. The correct focus depends on the distance of the object from the camera. You must also make sure that the camera is set to make a correct exposure. Exposure is the operation of allowing the light to reach the film through the lens. It is important to allow the right amount of light to reach the film. If you allow too little light in, the resulting photograph will be too dark, i.e. under-exposed, and if you allow too much light in, the photograph will be mainly white and many details will not be visible, i.e. it will be over-exposed. Two factors are involved in varying the exposure of the film to the light. One of these is known as the aperture, and the other is the shutter speed.

The aperture is the hole through which the light reaches your film. The size of this hole can be adjusted, the bigger the hole, the more the light is let in. the shutter speed is the fraction of a second during which you allow the light in. On some cameras

this amount of time can be varied too. One setting may be for $1/25^{\text{th}}$ of a second, the others for $1/50^{\text{th}}$, for $1/100^{\text{th}}$, for $1/250^{\text{th}}$ etc. a correct exposure is made by setting the camera for the right combination of aperture size and shutter speed.

If it is a very bright day, you will need a small aperture size and probably a fast shutter speed. To know exactly, you will need to measure the amount of light. This is done with an exposure meter (also called a light meter). Many cameras have a built in exposure meter. In modern cameras the correct aperture and shutter speed can be set automatically by the camera, or the photographer can, if he prefers, set them manually himself.

You can have several types of films in your camera. Your film may be a black and white one or a colour film. If it is a colour film, it may be either one that gives colour slides (otherwise known as colour transparencies) or one from which colour prints are made. If you have a cine-camera, you buy lengths of film on a reel. In all cases the films have to be developed. This process when applied to a black and white film gives you a negative. A negative is a type of transparency which you have to hold up to the light to see properly. It has to be printed in order to make a proper picture. Many negatives are rather small, so it is usual to enlarge them when printing. Enlargement come in various sizes. If the print is shiny it is known as a 'glossy print', but if the surface is not shiny it is 'matt' or 'semi matt'.

To enlarge a negative, it must be of good quality. The main subject should be in focus. If it is not of focus, it will appear blurred. You should be able to see detail clearly. If you can see them properly, you can say that the negative has good definitions of detail. There should be considerable contrast between the light and dark parts of the negative, which also helps the details to be clearly seen.

(Effective English for Senior Secondary Schools: pp22)

Exercise

Answer the following questions:

1. Provide an appropriate title for the passage?
2. What needs to be done, assuming the camera does not do anything automatically?
3. Why is it important to allow the right amount of light to reach the film?
4. Explain the meaning of adjusted?
5. What can you say about the aperture size and shutter speed necessary for photography on a dark day?

Summary

A summary is a 'short statement that gives the main account about something' – Webster's Reference Library – Dictionary and Thesaurus in English. It is the act of reducing a longer essay/passage into fewer word or sentence, such that may be traceable to the original passage. It is the ability to state in brief the message of a given passage.

Writing a Good Summary

Summary writing involves two essential factors:

- *Comprehension*: the ability to understand what has been written.
- *Composition*: the ability to put that person's idea into your own words.

Study carefully the following stages to effective summary writing:

1. First, go through the questions to have a glimpse of what the passage is all about.
2. Read to comprehend. This may involve more than a single reading. While reading, list words to generate meaning. Retain only that which is relevant to the theme, leaving out the unimportant points. Take note of figurative expressions and punctuation marks while adjectives, illustrations use to exemplify writer's meaning and other qualifying words should be omitted.

3. Read the passage again, sentence by sentence, paragraph by paragraph.
4. Make a rough draft of your précis. Do not include details that are products of your opinion which were not indicated in the passage. Try to give your answers in your own words.
5. Connectives help your work to look good, use them. However, the choice of links depends on the content of paragraph and the personal preference of the writer. Consider the examples of the following links: to illustrate, to give details, to show contrary information, to show consequence, to show time and to summarize.

For instance, in addition, firstly, in contrast, however, hence, afterward, therefore, at length, soon, to sum up, as a result, in summary.

6. Read through your draft to see if it reads smoothly and finally, write out your summary work.

Unit 3:

This is an aspect of English Language that enables the teacher to promote a number of language skills. It will be emphasized here, that the primary objectives of teaching vocabulary is not to test spelling ability, rather it is meant to perform the following function:

- Training the learners in listening
- Providing opportunity for pronunciation practice
- Enlarging students vocabulary

Vocabulary

For each question, choose from the list of expressions A to E the one that best fills the gap.

You want some enlargements made from these negatives? Let me see if they are of good enough qualities. No 3 is - 1 -, so everything will appear dark. No 4 is - 2 - focus, so I don't suppose you want it enlarged. No 5 shows sign of camera shake. You know you must hold a camera - 3 - when you are taking a photograph or else you must use - 4 -, No 7 is a peculiar

negative. I don't know what your - 5 - was because I can only see one arm and a leg. You must take care when looking through your - 6 - to make sure you can see what you want to photograph. At last! Here is a first class negative, No 8. It has excellent - 7 - of details; there is plenty of - 8 - and your subject is well placed in the center of the negative. You don't want your prints glossy, do you? I'll make them - 9 -, I hope some of them will be worth - 10 - when you get them back.

	A	B	C	D	E
1.		under-exposed	over-exposed	blurred	maladjusted black and white
2.		out	out of	without	outside apart from
3.		secure level	horizontal	steady	stable
4.		an accessory a tripod	an assistance	a telephone lens	a hand
5.		subject model	topic	image	pose
6.		lens view-finder	exposure meter	mirror	window
7.		exposure contact	brightness description	description	definition
8.		contact flood-light	exposure	illumination	contrast
9.		blurred shinny	matt	bright	dull
10.		amplifying printing	exposing	enlarging	developing

Unit 4:

Grammar: Transitive and Intransitive Verbs

Transitive Verbs

These are verbs which denote actions passing from subjects to objects. A verb is said to be transitive when the action is bound by the subject and object.

The words in italics denote Transitive Verbs:

- i. She *sat on a chair*.
- ii. The sun *always shines in Ilorin*.
- iii. The students jumped the fence.
- iv. He generally *sing in English*.
- v. Bola *wrote the letter yesterday*.

Intransitive Verbs

Intransitive Verbs are when the action does not go beyond the persons or objects performing it. That is, there is no receiver of the action. Therefore, Intransitive Verbs do not take any object.

- i. Tafa sings.
- ii. The wall fell.
- iii. The woman wailed.
- iv. The sun rose.
- v. Yetunde smiled.

However, some verbs may be used both Transitively and Intransitively.

Examples

- i. The boys ate the food (Transitive)
- ii. The boys ate properly (Intransitive)
- iii. The boys played football (Transitive)
- iv. The boys played well (Intransitive)

Exercise

In the following sentences, underline the verbs and identify them as "Transitive" and "Intransitive".

- i. He learned that the town had fallen to the enemies.
- ii. Tafa worked all day and night.
- iii. The river ran through the valley.
- iv. Seyi smiled at last.
- v. The handle turns easily.

Elements of Sentence Structure

A sentence may alternatively be seen as comprising five basic units. These units are referred to as the elements of sentence: subject, verb, complement, object, and adverbial are here abbreviated as SVCOA.

1. SV The sun (S) is shining (V).
2. SVO That lecturer (S) bored (V) me (O).
3. SVC Bola's dinner (S) seems (V) ready (C).
4. SVA My office (S) is (V) in the next building (A).
5. SVOO He (S) had given (V) the girl (O) an apple (O).
6. SVOCA They (S) make (V) him (O) the Chairman (C) every year (A)
7. SVOC Students (S) have found (V) her (O) reasonably helpful (C).
8. SVAA Dayo (S) comes (V) here (A) everyday (A).
9. ASVO In the market (A) they (S) sell (V) beautiful things (O).

The Subject

It is constantly necessary to refer to smaller units in the sentence. The subject is the thing or person that performs the action of the verb. Therefore, there is a primary distinction between subject and predicate.

- i. John carefully searched the room.
- ii. The girl is now a student at a large university.
- iii. His brother grew happier gradually.

The Complement

The element (C) in a sentence pattern is an obligatory element of the clause/sentence. By that, it means if a particular verb in the relevant sense is without a complement, the sentence is incomplete. However, there are two types of complements: subject and object complement.

- i. The girl is now *a student*.
- ii. Tafa writes *well*.
- iii. My brother grew *happier*.

The Adjunct

These are expressions which specify circumstances surrounding an action. They are expressions which function as adverbs in a clause. And these particles answer questions like 'how', 'when', 'why', 'where' or to what extent something is done.

- i. Tafa kept Tunde *in bed*.
- ii. He got *through the window*.
- iii. My office *is in the next building*.

Exercise

Break the expressions below into pattern, element or part that may be represented in such clause or sentences.

1. Funke goes to school every day.
2. She has a beautiful gown.
3. Daniel won the race slowly and steadily.
4. I will place the book here.
5. The post master handed her a letter.

Unit 5:

Generally, a letter is a kind of essay with certain features which consist a remarkable difference from an essay where the writer engages in free writing. In this case letters are classified into three – the Formal, Semi-formal and Informal. Therefore, a semi-formal letter which is the focus of this work is something between the formal and informal types. It is a mixture of formality

and informality. It is a letter to someone whom one enjoys some percentage of freedom of expression i.e. to a lecturer, a senior colleague etc.

Writing: Semi-Formal Letter

The following format should be followed.

1. Address of the writer and date.
2. Address of the recipient, when necessary.
3. Salutation:
Dear Sir
Dear Brother + first name
e.g. – Dear Brother Tafa
4. Title, when necessary
e.g. – Application for the job of a Teacher.
5. Opening paragraph
6. Purpose of writing (Body paragraph)
 - a. The use of pleasantries, idioms etc. are in some cases allowed.
7. Closing paragraph
8. Subscription

Writing Task

You have been living in a rental apartment for the past few years. Recently, a new neighbor moved in and has been making a lot of noise, which disturbs you.

Write a letter to the landlord. In your letter:

- explain the situation
- describe why it bothers you
- suggest a solution

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30th March, 2012.

Dear Sir,

I write in connection with a problem I have with the new tenant, Bunmi, who has moved in downstairs. Unfortunately, his habits and needs appear to be quite different from my own.

The issue is that Bunmi is a professional musician who plays his electric guitar late into the night. I understand he is in a band and needs to practice; however, I think he cannot do so in a residential building such as ours. As I mentioned to you when I signed the lease to the apartment, I am a full-time writer who works from home. For me, it is essential to have silence so I can concentrate on my work. With Bunmi playing at all hours, I have been unable to get any of my writing done, except when he is out.

In some cases, I have even been forced to leave the apartment and work at a nearby coffee shop or library as the guitar playing was causing such a disturbance.

I would appreciate it if you could speak to Bunmi and ask him to turn down the volume on his guitar or else to use headphones. I have spoken to him about it, but to no avail. I will let you know as soon as the situation improves.

Thank you kindly in advance and please give my best regards to your family.

Yours sincerely,

Mr. Tafa Tunde

Unit 6: Objective

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

- Identify and explain the various situations in which the English tenses are used.
 - Differentiate the simple past from present continuous, present perfect and past tenses.
 - Use the simple present tense in appropriate situations.
- Verbs themselves do not tell us anything about the time of any action in an expression. That is where tenses come in. Tenses show the time of the action of the verb and they are three – Past, Present or Future.

The English Tense System

The Simple Tense

The simple present tenses can be used in various situations:-

- To express a present action
 - To express a repeated or habitual action.
 - To describe a future action, *which has been arranged*.
- Note the use of future time adverbial to indicate future references.
- In a commentary.
 - In performatives and demonstrative expressions.

Examples

- Tafa likes eba.
- She cooks every day.
- Tuned leaves next January.
- Okocha scores the goal.
- I name this building 'Tafa house'.
- First I cut the onions to pieces.

But simple present tenses are formed in the following ways:

- The first person singular and plural subjects (I and we).
- The second person singular, and plural subject (you) and

- The third person plural subject (they, the boy) goes with the base form of the verb without an (s).

Examples

- i. I like eba.
- ii. We read two books every day.
- The third person singular subject (he, she, it, Tafa) goes with the base form of the verb plus an - (S)

Examples

- i. He/She *likes* eba
- ii. Tafa *reads* two books daily.

The Present Progressive

This is used to describe the action which at the moment is incomplete and is still in progress.

Examples

- i. We *are reading*.
- ii. They *are learning*.

The Present Perfect

This is used to show that a past action has some connection with the present.

Examples

- i. Tafa *has posted* the letter.
- ii. I *have gone* to the school.

The Simple Past

The simple past tense is used to describe events, habitual activities and states in the past.

Examples

- i. I *phoned* my mother yesterday.

- ii. They *went* to mosque every Friday.

The simple past tense is formed simply by adding - (ed) to the base form of the verb in case of regular verb:

Base	Past
Dance	danced she danced.
Move	moved they moved.

Examples

And the irregular verbs form the simple past in different ways:

Base	Past
Become	became it became.
See	saw you saw.

Examples

The Past Progressive

This is used to convey the fact that two or more actions took place in the past and one of the actions is interrupted.

Examples

- i. I *was going* to the school *when I met* sola on the way.
- ii. Tafa *was walking* down the road *when the accident occurred*.

The Past Perfect

The past perfect tense is use to express an action completed in the past before another or other actions happened or began.

Examples

- i. I *had written* the poem before you arrived.
- ii. They *had come* when you called.

Below shows how to use each of them:

Simple Past

I ate rice last night.

We changed the shoes.

Past Progressive

I was eating rice.

We were changing the shoes.

Past Perfect

I had eaten rice when you saw me.

We were changing the shoes before you arrived.

Confusion may arise between present tense with the past perfect tense. To avoid this confusion, look again at the use of each tense and how each of them is formed.

Present Perfect

I had known Tafa for twenty years.

The train has left the station.

Past Perfect

I had known Tafa for twenty years before I met you.

The train has left the station when she came.

Past Perfect Progressive

The past perfect progressive tense is used to express an action completed at a point in time in the past but was in progress at a particular time in question.

Examples

i. She *had been nursing* the baby.

ii. We *had been making* our case before the jury.

Tense Errors

1. She is having – wrong: she is having a textbook.

Correct: she has a textbook.

Wrong: they are having two children.

Correct: they have two children.

2. Wrong use of present tense form of *used to* –

'Use to' is a correct form indicating a habit or a routine in the past:

He *used to* work for the Water Board, but now he is on his own.

Wrong: He is stop smoking, but he still used to drink too much.

Correct: He has stop smoking, but he still drinks too much or is still drinking too much.

3. The use of *can* and *be able to*

'Can' and 'be able to' have the same meaning. Therefore, they cannot be used together.

Wrong: If you can be able to meet him, he will put you through.

Correct: If you can meet him *or* if you are able to meet him, he will put you through.

4. The use of *will* and *would*

The use of 'will' often expresses an order or even a threat given by one person to another. It does not sound polite.

Example

You will stop writing when I say, put down your pen!

Using 'would' imply some uncertainty of some condition.

Wrong: It has been announced that there would be a public holiday tomorrow.

Correct: It has been announced that there will be a public holiday tomorrow.

5. Active sentences (sentences where the main clause verb is active) can be transformed into passive sentence.

1. Tafa drink the beer. (Active)

The beer was drunk by Tafa. (Passive)

2. The small boy is guiding the cows to the river. (Active)

The cows are being guided to the river by the small boy. (Passive)

6. The use of *enjoy*

Wrong: You will enjoy at that place, it has a good social life.

Correct: You will enjoy yourself at the place, it has a good social life.

7. Wrong: The book is with me.

Correct: I have the book.

Exercise

A. In the following sentences, give the correct form of the verb in brackets.

1. He (fly) as far as Abuja, then turned back.

2. She always (let) us read.

3. He (forbid) you to do that, but still you did it.

4. I (cut) my finger when I was opening that tin.

5. They (spend) a lot of money when they went to Lagos.

6. The sun (already, rise) before we woke.

7. He (kneel) down and gave thanks to God.

8. They (strike) back at the enemy and defeated them decisively.

9. His foot was very swell after the injury.

10. He put on a record and they began dancing.

B. Choose one of the suggested alternatives to fill the blank in each of the following.

1. He to Nigeria ten years ago.

(a) has come (b) came (c) is come (d) is coming

2. He in Ilorin since 1960 and is still there.

(a) had lived (b) lives (c) is living (d) has lived

3. So you the Police Force, I hope you will like it.

(a) join (b) have join (c) are joined (d) were joining

4. There is a war scare and people in border villages – evacuated.

(a) were being (b) have been (c) are (d) were

5. As soon as he Home, he goes to bed and rests.

(a) got (b) gets (c) must get (d) will get

6. After the plan taken off, we shall serve lunch.

(a) has (b) must have (c) might have (d) will have

7. On the day you your project, we shall celebrate.

(a) must have finished (b) might have finish (c) finish (d) finished

8. As soon as the matter To you, take it up with the authorities.

(a) is reported (b) reported (c) must have been reported (d) report

9. Provided you to the market very soon, we shall be able to eat early enough.

(a) have gone (b) go (c) might have gone (d) would go

10. whenever he With his new car, I shall be delighted.

(a) will arrive (b) might have arrive (c) arrives (d) shall arrive

- C. Identify and correct the errors in each of the following:
1. Amina finished to type her essay this afternoon.
 2. I happy to write you this letter.
 3. I was not at all convinced with their argument.
 4. Had it been that you inform me earlier, I would have included your name.
 5. I am here since one o'clock.
 6. Mr. Ibrahim was at loggerhead with all his colleagues.
 7. You are pulling my legs, I know Bola is married already.
 8. Many lifes are lost through road accidents.
 9. The storm caused many damages to houses in our town.
 10. Your arrogance will do a great harm to your cause.