

COURSEWARE

OUTLINE

SESSION: 2019/2020

SEMESTER: SECOND SEMESTER

COURSE TITLE\ CODE: USE OF ENGLISH 1 (GST 121)

NAMES OF OFFICERS AND CONTACT DETAILS OF COURSE LECTURERS

1. Prof. K. O. Shittu

GST Communication Education Department

Contact No: 08053328241

Office none

2. Dr. Amina Gogo Tafida

GST/Communication Education Department

Contact No: 08030408982 tafidag@gmail.com

Office: None

3. Dr. Halima Shehu

GST/Communication Education Department

Contact No.: 07086309399

Email : halimashehuhotmail.com

Office: GST Exam office

4. Dr. Chibuegwu Felicia Chike-Okoli

GST/Communication Education Department

Contact No: 08039170872 chibuegwu2005@yahoo.com

Office None.

5. Dr. Bala M. Dalhatu

GST/Communication Education Department

Contact No : 08033838377

balamuhammaddalhatu@gmail.com

Office: None

GST 121

OBJECTIVE

GST 121 is designed to ensure effective communication. It teaches reading techniques and study skills, literary principles, listening and the ~~art of~~ art of public speaking. The vocabulary component of the course provides different ways of enriching the students' vocabulary for effective communication.

Outcome: By the end of the course, students are expected to:

- a. Understand listening and types of listening
- b. Understand listening and types of listening as well as guidelines for effective listening
- c. Understand methods speech delivery
- d. Be familiar and able to use same literary principles.
- e. Be familiar with vocabulary development strategies.

Mode of delivery Lectures shall be delivered by face to face contact and class discussions.
Evaluation methods Evaluation shall be continuous assessment and examinations.

Lecture Period: Spread out to accommodate the two campuses, Bosso and Gidan kwano from Monday to Friday. Lecture Venues: The Lecture halls of different schools in the two campuses allocated to General studies.

WEEKLY COURSES OUTLINE

WEEK ONE	General introduction to the concept of reading, such as definition, purpose and types of reading.
WEEK TWO	Effective Reading, Reading strategies Reading comprehension skills.
WEEK THREE	Comprehension, levels of comprehension, courses of Low rate of reading Comprehension.
WEEK FOUR	Vocabulary Development Steps to increase vocabulary; Word formation, use of word attack/structural analysis.
WEEK FIVE	Vocabulary Development: Finding meaning of words in context, meaning through Derivation and inflectional suffixes, intuition.
WEEK SIX	Vocabulary Development: Use of dictionary, synonyms Antonyms ^{No} not taking.
	LISTENING AND ART OF PUBLIC SPEAKING
WEEK SEVEN	VOCABULARY CONT. <i>Tenses and Agreement</i>
WEEK SEVEN	<u>Tenses and agreement</u>
WEEK EIGHT	Listening and types of listening, Guidelines for effective listening, importance of listening.
WEEK NINE	Define public speech; Components of public speaking Occasions for public speaking, methods of speech delivery
WEEK TEN	Literary Principles
WEEK TEN	Figures of speech, Types of Drama, Types poem.
WEEK ELEVEN	Some literary terms summary writing

MODULE 1: Reading Techniques and Study Skills

Unit 1 Concept of Reading, Purpose and Types

Unit 2 Effective Reading

Unit 3 Reading Techniques Strategies

Unit 4 Reading Comprehension/ skills

Unit 5 Summary writing

Unit 1: THE CONCEPT OF READING, PURPOSE AND TYPES OF READING

CONTENTS

1.0 INTRODUCTION

2.0 OBJECTIVES

3.0 MAIN CONTENT

3.1 What is Reading?

3.2 Why do we read?

3.3 Types of Reading

4.0 CONCLUSION

5.0 SUMMARY

6.0 TUTOR-MARKED

7.0 REFERENCES/ FURTHER READING

1.0 INTRODUCTION

In this unit, you will learn how to listen effectively for information. In this unit, you will be exposed to reading and reasons why you read. Reading is done at various levels of educational system to obtain information from the writer's point of view. We read books, journals, newspapers, plays, letters and materials on television or computer screen etc. Reading can also be of different types. As students, you need to read very well so as to get information for your day to day activities in life, including passing examinations. In order to be a good reader, you are advised to go through the following units carefully.

2.0 OBJECTIVES

At the end of this Unit, you should be able to:

1. Define reading
2. Give reasons why we read
3. State the importance of reading in our lives.
4. List and explain the types of reading.

3.0 MAIN CONTENT

3.1 The Concept of Reading

Reading can be considered at various levels and discussed from different viewpoints. At the elementary level, reading is concerned with learning to recognise the printed symbols which represent speech and to respond, emotionally or otherwise, to the sound and meaning of words. For a more experienced reader, (in schools and colleges) reading involves the meaningful interpretation of verbal symbols such as words, phrases and sentence and at the later stage (tertiary level) reading involves thinking, evaluation, judging, imagining and problem-solving. Reading is an interpretation of the written language. It is a way of building up from what has been put down in the written form. The written symbols are used to form words and sentences which are in turn expected to represent certain information or intention. Aliyu (2006) defines reading as a form of communication during which the contents,

challenges and claims made by a writer are gone over by the reader who tries to capture the substance of the written material. Reading can therefore be defined as a process which involves both the acquisition of the meanings intended by the writer and the reader's own contributions in the form of interpretation, evaluation and reflection about these meanings.

Reading is a progressive development of skill ranging from recognition to verbal symbol to the interpretation and evaluation of material of great complexity. As a person's reading ability matures, his recognition of common words becomes faster and more accurate; his sight vocabulary also increases with wider and constant reading.

SELF ASSESSMENT EXERCISE 1

1. What is reading?
2. How do you develop your reading ^{skill} ?
3. Discuss the three levels of ^{the} reading mentioned in the passage.

3.2 Reading purposes

Reading has many purposes such as:

- (a) Finding and understanding the main ideas or following the trend of thought.
- (b) Selecting significant details or comprehension
- (C) Answering specific questions, locating certain facts, information and making a general survey.
- (d) Following a given direction on how to do or make something
- (e) Critically evaluating the writer's ideas
- (f) Deriving pleasure and general knowledge through various experience and creativity.
- (g) To analyse a concept, diagram, ^{table} or chart.

To be an effective reader, you need to have a clear view as to which of these purposes should dominate your reading session and ~~to~~ allow that view to influence your strategies. That means, your reading speed will vary according to the purposes of reading.

SELF- ASSESSMENT EXERCISE 2

1. Explain three purposes of reading
2. What is the role of reading purposes in ^{The} reading success ?

SELF- ASSESSMENT EXERCISE 3.

Rate yourself on the reading purposes presented below following the rating scale: 0-not applicable (1) poorly applicable (2) applicable (3) highly applicable.

1. I read for Exam only	0	1	2	3
2. I read for pleasure only	0	1	2	3
3. I don't like reading	0	1	2	3
4. I read newspapers daily	0	1	2	3
5. I am a ^{slow} reader	0	1	2	3
6. I don't read newspapers at all	0	1	2	3
7. I read only at night	0	1	2	3
8. I read only at daytime	0	1	2	3
9. I don't like reading textbooks	0	1	2	3
10. I can read a book in a day	0	1	2	3

You should be honest enough to choose the option that is applicable to you, record the scores to know your reading situation. This will enable you to work hard to improve the situation if it is not good enough.

3.3.

TYPES OF READING

Reading can be of different types depending on the purpose of reading. You should know that the way you read varies; this also translates in to the types of reading. The following are some types of reading.

3.3.1 Scanning: This is a reading type in which the reader seeks to obtain a specific information or idea from a given reading material. Scanning involves skipping a large amount of material that is not required. For instance, when you check your name from a list on the notice board or try to find the meaning of a word from the dictionary, you are scanning. In scanning a lot of words are not read because the emphasis is on the needed word or phrase or idea.

3.3.2 Skimming: This entails the ability to go over a given text in the quest of getting a general over view of such reading material. To skim therefore implies going through a books, newspaper or any reading text fast in order to have a general idea of what it is all about. Scanning and skimming are parts of the total reading programme that will help you greatly to enhance both speed and understanding in reading. These techniques should be used at the preliminary stage of reading before reading each section thoroughly.

3.3.3 Academic or Study Reading: This kind of reading relates to your undergoing some forms of academic enterprise, like reading for examination. As a result, it is required that you:

- (1) get information on required topics or subjects from books, journals, lecture notes etc.
- (2) draw out the main points and other related points.
- (3) put together these points in notes form
- (4) use these notes as reading materials to prepare you to tackle examination questions, test, assignments, group work/project and other related academic activities.

3.3.4 Critical Reading: In this reading, you are expected to have the ability to differentiate between facts or opinion from fiction. The purpose of critical reading may include, analyse criticize, interpret, reorder and argue over a writer's point of view in a piece of writing.

3.3.5 Extensive Reading: This is done by reading a wide scope of reading material or items. This may include even materials outside your field of study.

3.3.6 Intensive Reading: This involves reading for deeper meaning. It focuses on mastery of a text or subject area.

Anytime you read you will be engaged in one type of reading or the other. The type of reading you do is also related to the purpose and the speed at which you read. You are therefore advised to read constantly because, the more you read the more you develop your vocabulary.

SELF-ASSESSMENT EXERCISE 3

- (1) Differentiate between scanning and skimming?

- ~~as a student~~
- (2) Which of the types of reading do you frequent as a student as a student
(3) Under what types of reading would you classify reading for pleasure and why.

4.0 CONCLUSION

In this unit, you have been exposed to the concept of reading, purpose of reading as well as types of reading. You are expected to read hard so as to acquire success in life. This is because the more you read the more information you have to enable you face the challenges of life.

5.0 SUMMARY

In this unit we have discussed different perspectives of reading as well as the reasons for reading and why we read. Reading has been described among other definitions as an interpretation of the written symbols. Reading is mostly undertaken to extract information to get new ideas, knowledge, attributes and skills, to carry out a critique of what others have written and for pleasure. The unit also discusses the types of reading which include scanning, skimming, and academic or study reading critical reading, extensive reading and intensive reading. In the next unit you will learn about effective reading.

6.0 TUTOR-MARKED ASSIGNMENT

- (1) Define Reading, taking into account the different levels of reading.
- (2) List and explain five types of reading.
- (3) List and Explain five reasons why we read.

7.0 REFERENCES/FURTHER READING

- (1) Mahmud, T.M. (2014). Use of English and study skills

Minna: Mustapha printers.

- (2) Aliyu, J.S. (2006) Upgrading achievement

Zaria, Tamasha publish Company limited

UNIT 2: EFFECTIVE READING

CONTENTS

- 1.0 INTRODUCTION
- 2.0 OBJECTIVES
- 3.0 MAIN CONTENT
 - 3.1 How to Read Effectively
 - 3.2 Reading strategies
- 4.0 CONCLUSION
- 5.0 SUMMARY
- 6.0 TUTOR-MARKED ASSIGNMENT
- 7.0 REFERENCES/ FURTHER READING

1.0

INTRODUCTION

In the previous units, you learnt the concept of reading and the reasons why we read. In this unit you will be shown another important aspect of reading which is strategies of reading that will ensure effective reading. You are advised to study the unit very well and practise the suggestions given to you. If you do this, you are likely to become an effective reader and this will be a great help in your academic achievement.

2.0

OBJECTIVES

At the end of the unit, you should be able to:

1. State the reading strategies
2. Discuss the conditions for effective reading

3.0

MAIN CONTENT

3.1

EFFECTIVE READING

Effective reading means being able to read accurately and efficiently and to understand much of the passage as you need in order to achieve your purpose. It may be necessary to reproduce the content of the passage in some other way, such as discussing its main ideas or writing a summary. In order to achieve effective reading, the following suggestions are to be followed.

1. Decide the purpose of reading: In effective reading you should always decide the purpose of reading because your reading speed will vary according to your purpose of reading. For instance, if you want to locate a point or information from a text, you need to skim or scan through the passage.
2. Decide what you want to read. It is necessary that before you begin to read you should look at the content at the front of the book to decide the relevant chapters or pages you are interested in reading. A look at the chapters, headings and sub-headings is also important for your reading task.

SELF ASSESSMENT EXERCISE 2

1. Write the title of any book of your choice and state the chapters you would want to read in the book.
2. Why are you interested in the chapter(s)?
3. Get to know the content to be read: Anytime you want to read you should get the general overview of the content you are about to read. This will help you to know the relevance of each section of the material. A quick view of the introduction or summary of the book gives you the direction of the material and also gives you the knowledge of whether the material is relevant or not.
4. Ask specific Questions: it is necessary that after surveying the reading material you ask yourself some questions connected to it. These questions are supposed to serve as guides in your reading. It is therefore necessary that you take notes as you go through the material so that your questions would be correctly answered. The notes you have taken will assist you to focus on your reading and provide a summary of what you have read that can be read later in life.

SELF ASSESSMENT EXERCISE 3

Practice surveying your material before reading and write your experience.

Discuss the importance of questioning yourself after surveying the material.

3.2 READING STRATEGIES

In any reading efficiency, it is important to consider some useful tricks and devices called the reading strategies. These strategies are:

3.2.1 FLEXIBILITY

As mentioned earlier on, this is the practice of varying one's speed of reading to suit one's material and the purpose of one's reading. Effective reading demands flexibility and it is important to know when to read slowly and when to read fast. For instance, it is perfectly in keeping with the idea of previewing a passage or book by skimming to know its general content or their trend of thought before reading it slowly for good comprehension; and then reading it rapidly to check on half comprehended aspects of it; and finally reviewing it so as to make a final check before attempting to recall what has been read. This is pretty too long but a very effective process, particularly for fairly difficult reading material more effective than plodding with the same speed for these consecutive sessions.

3.2.1 ANTICIPATION

This is another important strategy of reading. It is a very useful technique in reading to anticipate what the author is going to say. This is done by previewing the table of contents or the headlines. The fact that you are not anticipating the correct thing is immaterial. The fact that you are anticipating the author implies that you are already beginning to think about the topic, and this helps the process of learning. Of course, it is impracticable to anticipate the author in all cases, particularly if the reader has not read the topic wide enough. Yet, in many cases the headlines or table of contents can in fact set the experienced reader thinking about the author's possible line of approach.

3.2.2 ORGANISATION

Organization is the general arrangement of a piece of writing and the reading plan.

3.2.3 ATTITUDINAL CHANGE

This implies the proper adjustment of one's attitude to reading task. The author's prejudices may lead to a legitimate questioning of his credibility or his authenticity. On the other hand, the prejudices of the reader may prevent him from seeing the author's point of view.

3.2.4 MEMORY IMPROVEMENT DEVICE

What is meant by memory improvement in this context is the devise that aid better recall, remembrance and retention. This can be achieved by writing down short notes while reading or through the use of mnemonics.

SELF ASSESSMENT EXERCISE 4

1. Discuss four reading strategies.
3. Explain how you would use the three of the strategies in your reading activity.

4.0 CONCLUSION

In order to be an efficient reader, you should take into consideration the strategies discussed in this Unit. This will make it easier for you to read with proper comprehension and better reading speed.

5.0 SUMMARY

This Unit has exposed you to the strategies for effective reading. These strategies include flexibility, anticipation, organization, attitudinal change and memory improvement device. The unit also discussed the necessity of surveying the material you want to read and setting aside some questions in the course of serving, which you will answer through the notes taken in the process of reading.

6.0 TUTOR-MARKED ASSIGNMENT

1. What are the requirements for effective reading?
2. What role does surveying a reading material play in a reading activity.

7.0 REFERENCES / FURTHER READING

Anderson, A & Lynch, T (1988). Listening Oxford: University Press

Sim, D. D. & Laufer-Dvorkin, B. (1987) Vocabulary development. London: Collins ELT

Omachoriu, G. S (2003). Effective use of English and the use of library for higher education, Jos; Eiwa publishing press.

UNIT 3: READING COMPREHENSION SKILLS

1.0 INTRODUCTION

2.0 OBJECTIVES

3.0 MAIN CONTENT

- 3.1 Reading Comprehension
- 3.2 Levels of comprehension
- 3.4 Causes of Low rate of reading
- 3.5 Reading Comprehension exercises

4.0 CONCLUSION

5.0 SUMMARY

6.0 TUTOR-MARKED ASSESSMENT

7.0 REFERENCE/FURTHER READING

1.0 INTRODUCTION

In the previous units, you have learnt about reading types and techniques of reading. This unit will talk about comprehension which is very important in all the language skills of listening, speaking, reading and writing and as students you need to comprehend the manual and your lecturers so as to benefit from this programme. Any message that is not comprehended is as well as not delivered. Information to enable you to respond to information passed to you not only in school but even at home. You therefore advised to go through the unit carefully to be able to derive its maximum benefit.

2.0 OBJECTIVES

By the end of the unit should be able to:

- i. Define comprehension and mental process involved
- ii. Mention Comprehension skills
- iii. State the levels of comprehension
- iv. Explain factors responsible for low rate comprehension
- v. Answer questions from reading comprehension passages

3.0 MAIN CONTENTS

3.1 WHAT IS COMPREHENSION?

Comprehension is a skill of extracting meaning from either speech or written language. Comprehension of a text simply means to understand it. The term comprehension suggests some understanding that follows a thoughtful process about an event, idea or occasion. Comprehension allows interpretation because one cannot interpret an unknown situation or event. It also enables you to summarize the information. The most important task of a reader is to understand the writer's or speaker's main ideas and thoughts. In a paragraph, main or primary idea is contained in a sentence, for example, the first sentence.

SELF ASSESSMENT EXERCISE 1

Reading the following paragraph and identify the main sentence

Education in Nigeria is the shared responsibility of the federal, state and local governments. The Federal Ministry of Education plays a dominant role in regulating the education sector, engaging in policy formation and ensuring quality control. However, the federal government is more directly involved with tertiary education than it is with school education, which is largely the responsibility of state (secondary) and local (primary) governments. The education sector is divided into three sub-sectors: basic (nine years), post-basic/senior secondary (three years), and tertiary (four to seven years, depending on the major or course of study). Education in Nigeria is provided by public and private institutions.

3.2 Levels of Comprehension

Comprehension proceeds in at least three stages

1. We comprehend at the factual level where we comprehend words and sentences on the page of reading materials.
2. At the inferential level, we comprehend relationships and ideas implied rather than explicitly stated figurative use of words or idiomatic expressions.
3. At the conjectural level, we comprehend the writer's ideas as a basis for projecting new ones.

These levels of comprehension imply that you should pay attention to the text as it relates to the writer, the subject and message, the diction, tone and style, the implied reader and the implications of the aim of the writer.

SELF - ASSESSMENT EXERCISE 2

- Attach a learner's level of education to the appropriate level of comprehension discussed above.
- At what level of comprehension listed ^{above} ~~about~~ does your reading fall?

3.3 Mental processes involved in comprehension

Comprehension is possible through some mental processes which are discussed below:

3.3.1 Recognition: with reference to reading, recognition can be regarded as the ability to understand the familiarity or relationship of a word, a phrase or an idea to another word, phrase or idea previously known but apparently forgotten or not thought of. So, for comprehension and summary assignments, word, phrase or sentence recognition is essential.

3.3.2 Retention: This is the act of storing in the memory or of organizing mentally into familiar meaningful units, any information, fact, or expressions that have been understood.

3.3.3 Recall: This is a measure of what is actually remembered, and for all practical purposes, remembering is seen from the standpoint of reproduction. The reproduction of what was already comprehended and ^{retained} in the memory is referred to as Recall

SELF - ASSESSMENT EXERCISE 3

Explain in your words the mental processes involved in comprehension.

3.3.4 Causes of Low rate of reading comprehension

Low rate of comprehension is caused by a number of factors such as:

- (a) Deficiency in basic comprehension ability.
- (b) Faulty word identification and recognition
- (c) Deficiency in rate of comprehension

1. DEFICIENCY IN BASIC COMPREHENSION ABILITY

Consists of the following factors

1. Limited vocabulary: lack of adequate store of functional words or a strong word power (vocabulary) necessary for the reader to understand the thoughts and ideas expressed in a passage can lead to low rate of comprehension.
2. Inability to read by thought units: Reading is effective if you read by thought units; that is reading phrase by phrase. If on the other you read words in isolation of others i.e. word by word, then comprehension will be difficult.
3. Inability to appreciate the author's explanations also affects comprehension.

2. Faulty word identification and Recognition. This is caused by:

- (i) Failure to use context and meaning clues in the passage
- (ii) In efficient visual analysis of words found in the passage;
- (iii) Limited knowledge of visual, structural and phonetic elements of words.
- (iv) Tendency to over analyse words resulting in a waste of time.
- (v) Lack of auditory blending and visual synthesis. For instance, when you come across words like cod, card, caught, cot, cult, court you have to exercise a great deal of attention to recognize, comprehend, distinguish, retain and recall their sounds and meanings in comprehension exercises.
- (vi) Lack of ability to locate errors or excessive location of errors which may occur in a reading passage.

3

3. Deficiency in rate of comprehension.

A high rate of comprehension is required for successful performance in comprehension and summary exercises. However, this may be lacking due to the following factors.

- (i) Inability to adjust the rate of reading to the level of difficulty of the passage.
- (ii) Inefficient or slowness in word recognition, while reading a passage
- (iii) Being an over analytical reader. This results in much romance with words, phrases, and concepts found in the passage.
- (iv) Use of mental crushes such as finger-pointing at words or head movement while reading. This weakens your concentration in reading.
- (v) Vocalization or sub-vocalization. This means moving your lips and sounding the words while reading. This shows down the rate of reading and comprehension.

SELF - ASSESSMENT EXERCISE 4

- List and Explain three factors responsible for low rate comprehension
- How would you ensure a high rate of comprehension in your reading?

3.4 SAMPLE READING COMPREHENSION PASSAGES

The following passages are to improve your rate of reading comprehension.

Read the following passage and note the information given in the numbered paragraphs (1-4).

The Pneumatic Tyre

1. The pneumatic tyre was invented by a Scot, R.W. Thomson, and first patent by him in 1845. A set of tyres made according to Thomson's design were fitted to a horse drawn carriage and covered more than 1600 km before they needed replacing. It was not until nearly 50 years later, however, that the modern tyre industry was found by J.B. Dunlop, an Irishman from Belfast.

2. A modern vehicle tyre consists of an inner layer of fabric plies which are wrapped around bead wires at their inner edges. The bead wires hold the tyres in position on the wheel rim. The fabric plies are coated with rubber which is moulded to form the sidewalls and the tread of the tyre. Behind the tread is a reinforcing band, or breaker, usually made of steel, rayon or glass fibre. The radial ply tyres fitted to most modern cars differ from cross ply tyres in that they are constructed with very flexible sidewalls and have breakers which are most inextensible. These properties are achieved by altering the side-position of the fabric plies run from one bead wire to the other making an angle of 90% with the crown of the tyre (the

- Zaria Tamaza Publishing Co. (Devisal Edition)
3. Williams, E Smart, P & Langley (1977) Reading skills a practice London
Edward Arnold
4. Adkins A & McKeon, J. (1983), Text to note London: Edward Arnold.

UNIT 4: SUMMARY WRITING

CONTENTS

1.0 INTRODUCTION

2.0 OBJECTIVES

3.0 MAIN CONTENT

3.1 What is summary writing?

3. writing summary

3.3 Sample passage 2 Guidelines for and its summary

4.0 CONCLUSION

5.0 SUMMARY

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

7.0 REFERENCES/FURTHER READING

1.0 INTRODUCTION

In this unit, the concept of summary writing and the things to consider when writing a summary will be considered. A sample summary from a passage will also be given.

2.0 OBJECTIVES

3.0 At the end the unit, you should be able to:

1. Define the concept of a summary
2. Identify the guidelines for writing summary
3. Write a summary from a given passage

3.0 MAIN CONTENT

3.1 Summary is a condensed version of a larger reading passage, such as books, essays or paragraph. It is a process of reading a text, identifying the main ideas, describing those ideas in your own words. It is produced to show the teacher that you have read and understood the reading material. You can only summarize a passage if you have read and understood it. In this way, you have to know the main points in the passage after reading it several times. Summary makes a piece of work easier and faster for you to understand.

SELF-ASSESSMENT EXERCISE 1

1. Explain what is meant by summary
2. Reading and comprehension precede summary, yes or no?

3.2 Guidelines for writing summary

To be efficient in writing summary, you have to consider the following guidelines:

- (1) Read the passage or article to be sure you understand it.
- (2) Outline the article to note the major points.
- (3) Write the first draft of the summary in present-tense without looking at the article.
- (4) Always paraphrase when writing a summary i. e use your own words but if you have to copy a phrase from the original article, be sure it is a very important phrase that cannot be paraphrased and put quotation marks around the phrase.
- (5) Substitute a general term for lists of items or events and combine several main ideas into a single sentence. eg grocery, produce, building materials, toiletries
- (6) Target approximately $\frac{1}{4}$ of the length of the original. That means you have to be brief and do not put your own opinions, ideas, or interpretations into the summary.

SELF-ASSESSMENT EXERCISE 2

- Mention and explain three guidelines for effective summary.
- What role does summary play to a reader?
- Summarize the main content of this unit.

4.0 CONCLUSION

In this unit, you have learnt the concept of summary, its importance and guidelines for effective summary writing. You should make attempts at summarizing parts of your reading material to get used to the technicalities of summarizing.

5.0 SUMMARY

In this unit, you have learnt that summary means the condensed version of a piece of reading passage. You have also been exposed to the guidelines for writing summary.

6.0 TUTOR-MARKED ASSIGNMENT (TMA)

1. List five guidelines for writing a good summary.
2. List two reasons why we summarize.
3. Cut an article from the newspaper and summarize it.

7.0 REFERENCES /FURTHER READING

Anderson, A & Lynch, T (1988). Listening Oxford: University Press

Sim, D. D. & Laufer- Dvorkin, B. (1987) Vocabulary development. London:

Collins ELT

Omachoriu, G. S (2003). Effective use of English and the use of library for

higher education; Jos; Eiwa publishing press.

LITERARY PRINCIPLES

One of the ways of relaxation is in the reading of some chosen works of literary arts. At his leisure time, a technologist (or any other professional for that matter) may pick up a novel, a play or a poem. In order to comprehend the text and enjoy it better, the reader needs the knowledge of the tools of literary appreciation. Literary appreciation is a test of comprehension and analysis of the theme, subject matter, the use of figurative and non-figurative language as well as the structural features of a given passage, regardless of the genre.

A. FIGURES OF SPEECH:

A figure of speech is a willful departure from the formal way of speaking or writing in order to establish an effect. It is any departure from the literal (i.e ordinary) use of a word or phrase.

Some of the commonest figures of speech include:

1. Simile – Is the comparison of two different things that have one thing in common, using "as" or "like". In other words two things or actions are likened because of certain qualities common to them, although they may be totally different in other respects. E.g.

(i) Patrick talks like a parrot.

(ii) Larai is as beautiful as an Angel.

2. Metaphor – Is an implied comparison of two different things that have one thing in common. "As" or "Like" is not used. It is a contracted simile.

e.g. (i) Patrick is a parrot.

(ii) Larai is an angel.

3. Personification – This is a figure of speech in which an inanimate object or an abstract idea is represented as possessing human qualities, power, or feelings. It simply means talking about something that is not human as if it were a person.

e.g. (i) Death has laid his cold hands on the Emir.

(ii) the moon peeped through the sky and smiled at the village.

(iii) children playing in the sand.

4. Hyperbole: Otherwise called exaggeration or magnification, it is the use of deliberate exaggeration for emphasis or to achieve a humorous effect, without any intention of deceiving.

e.g. i. The thirsty athlete drank ten drums of water.

ii. The whole world stood still to listen to the President's speech.

5. Euphemism: Is the using of a mild, indirect and more pleasant term in place of a blunt, direct and unpleasant one in order to conceal its real nature. It may be called the window - dressing of a word in which a serious thing is said in a light way.

e.g. i. The king passed away last night. (died)

ii. The patient is mentally unstable (mad).

6. Irony: This is a figure of speech which says the opposite of what one means.

The ordinary or literal meaning of the word is more or less the opposite of what the speaker intends.

e.g. i. The student is happy because he failed his examination.

ii. Shehu is very lucky because his wife has divorced him.

iii. On sighting the prostitute coming, John said, "Keep quiet, a virgin is approaching."

7. Paradox: Is the conveying of truth in apparent absurdity or contradiction.

Usually the surface meaning appear ridiculous while beneath the surface there is obvious truth.

e.g. i. Attack is the best form of defence.

ii. The pen is mightier than the sword.

iii. More haste, less speed.

8. Synecdoche: Is a figure of speech in which a part stand for the whole or the whole is made to stand for a part.

e.g. i. More hands are needed to complete the work.

ii. Kano and Minna played a goalless draw (Kano soccer team and Minna soccer team).

iii. Niger State Government encourages the brains by awarding Scholarships. (intelligent people).