

# **GSP 1201: USE OF ENGLISH (ORAL ENGLISH)**

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### Oral English

In oral English we use some symbols known as phonemes. Phonemes are 44 or 46. Twenty-four of them are consonants, while twenty are vowels. Seven of the vowels are short, five are long, and the remaining ten are called diphthongs. The other two phonemes are called semi-vowels. These symbols are not used in daily writings; they are used in the dictionaries and oral English texts.

#### The Short vowels

1 /æ/ This is represented by the following:

a cat bat gang map tank thank lad man mad black pat fat sad happy

ai plaid plait

ua guarantee guarantor

2 /ə/ This is represented by the following:

a above allow around about allowance

e tablet

er teacher master leader manner

o police promote product provision procedure

or doctor motor author minor major

3 /ʌ/ This is represented by the following:

o son love come some

u sun luck luxury sum mud must

4 /e/ This is represented by the following:

e egg self men leg get theft bless

ea head measure thread threat health breakfast bread breath

ue guess guest

ai said

5 /ɪ/ This is represented by the following:

a manage manager luggage village message

e market bullet pamphlet

ia marriage

i big miss mix lid sip ship milk mills

o women

u busy minute

ui build

y baby city lady minority very merry marry carry

6 /ɒ/ This is represented by the following:

a wad want was yacht

o dog mob God shop socks pot

7 /ʊ/ This is represented by the following:

o bosom

oo good book

u put push pull

## The Long vowels

- 1 /a:/ This is represented by the following:  
a pass last fast casaba cassava past calm balm ask  
ar car park dark mark star  
au laugh
- 2 /ɜ:/ This is represented by:  
er search research researcher  
permanent term stern mercenary maternal maternity paternal  
fraternity  
ir girl bird stir  
or work world worm worse worst word
- 3 /ɪ:/ This is represented by the following:  
e secret lesion be  
ea ease eat please lead meat sneak grease plead meat seat sea  
ee meet see seem breed bleed speed  
ei receive ceiling  
i police visa  
ie believe relief believe chief  
oe amoeba
- 4 /ɔ:/ This is represented by the following:  
a walk call tall small stall all although  
ar ward warn warm  
aw saw flaw awkward awful  
or sort sport mentor guarantor condor  
ore whore core score lore  
ough bought thought
- 5 /ʊ:/ This is represented by the following:  
ew flew flew grew screw  
o move movement remove removal remote tomb womb tombstone  
oo soon too gloom  
u rule  
ue glue blue gruesome  
ui suit

## The Diphthongs

- 1 /ai/ This is represented by:  
eigh height  
eye eye  
i tile bite site mice nice mile life ice  
igh night sight light right might knight  
uy buy guy  
y cry fly spy my shy sly

- 2 /eɪ/ This is represented by the following:

a	lake sake shake shave male mate female save case safe
ai	bail paid pail fail laid lain
ea	break great
au	gauge
ay	pray play May gay say bay day
ea	break great

- 3 /ɔɪ/ This is represented by the following:  
 oi boil voice soil spoil moist noise  
 oy boy coy boycott

- 4 /ea/ This is represented by the following:  
 air air stair flair  
 are care flare spare share glare bare  
 ear bear spear  
 yer prayer player layer

- 5 /ɪə/ This is represented by the following:  
 e experience superior sincerity  
 ear ear fear clear earphone year near  
 ior senior junior superior exterior interior

- 6 /əʊ/ This is represented by the following:  
 ou ground about around  
 ow town how bow allow sow owl now  
 owe towel

- 7 /əʊ/ This is represented by the following:  
 oar road roam roast  
 o promote motion motor propose no lo  
 ough though although  
 ow show low slow glow blow grow  
 owe owe

- 8 /ʊə/ This is represented by the following:  
 u durable during  
 ure ensure

### The Semivowels

- 1 /w/ This is represented by the following:  
 w world award worrisome awake aware
- 2 /j/ This is represented by the following:  
 y yes you yacht yearn year yard yell

### The Consonant sounds

- 1 /b/: This is represented by the following:  
 b black back bride ball member  
 bb blabber jabber

\*Note: It is silent in words like *climb* *climber* *climbing* *plumb* *plumber* *plumbing* *bomb* *bomber* *tomb* *comb* *combing* *debtor* *debt*

2 /p/ This is represented by the following:

P pot put apart permit  
pp puppy happy nappy

3 /d/ This is represented by the following:

d desk darling debate day dull dream  
dd adder address addict

4 /dʒ/ This is represented by the following:

g gist cage large sage gauge  
dg judge adjudicate adjust badge budget  
j jump jest jeans

5 /ʒ/ This is represented by the following:

g mirage bourgeois bourgeoisies  
s vision television pleasure measure lesion decision revision confusion  
z seizure

6 /ʃ/ This is represented by the following:

ch chateau chevron chassis champagne chic chauvinism  
sh fashion shop short shrink shy  
s insure censure  
ss pressure assure assurance  
t initial nation education action motion

7 /tʃ/ This is represented by the following:

t furniture future nature culture suggestion moisture

8 /θ/ This is represented by the following:

th think thought thief theft thread thank thrust

9 /ð/ This is represented by the following letters:

th this that these those they them thus though although

10 /ŋ/ This is represented by the following:

n before k think thank bank tank shrink sink  
ng sing ring song gang wrong sting

11 /n/ This is represented by the following:

n name money man learn  
nn manner nanny annual annihilate

12 /s/ This is represented by the following:

c cell cement cent ceiling century percent mercenary certain access

es ascertain  
 s safe son sort sip  
 ss assume assign assault assist assess  
 zz pizza

- 13 /z/ This is represented by the following:
- |   |        |        |      |          |      |       |
|---|--------|--------|------|----------|------|-------|
| s | season | reason | busy | business | visa | miser |
| z | zebra  | zest   | zinc | zone     |      |       |

- 14 /g/: This is represented by the following:
- |    |        |         |         |         |        |
|----|--------|---------|---------|---------|--------|
| g  | girl   | guy     | bargain | brigade | bag    |
| gg | bigger | luggage | agree   | naggy   | nigger |

- 15 /k/ This is represented by the following:
- |    |           |        |         |           |          |       |
|----|-----------|--------|---------|-----------|----------|-------|
| c  | call      | cake   | cage    | cold      | activity | claim |
| cc | accord    | accrue | acclaim | accompany |          |       |
| ch | character | chaos  | chaotic | chameleon |          |       |
| ck | back      | black  | sick    | luck      | mock     | rock  |
| k  | king      | kill   | kudos   | keen      |          |       |

- 16 /f/ This is represented by the following:
- |    |            |        |            |        |                |
|----|------------|--------|------------|--------|----------------|
| gh | cough      | laugh  | rough      | tough  |                |
| f  | fan        | field  | fell       | form   | fry after half |
| ff | afford     | affirm | affluent   | off    | affinity       |
| ph | philosophy | physic | pharmacist | phlegm | photograph     |

- 17 /v/ This is represented by the following:
- |    |       |           |        |        |      |
|----|-------|-----------|--------|--------|------|
| I  | love  | lord      | blue   | alarm  | slow |
| II | allow | allowance | follow | seller |      |

- 18 /r/ This is represented by the following:
- |    |        |          |       |       |       |       |
|----|--------|----------|-------|-------|-------|-------|
| r  | rob    | read     | bring | rule  | pride | crest |
| rr | borrow | tomorrow | arrow | hurry |       |       |

- 19 /t/ This is represented by the following:
- |    |        |          |           |        |        |       |
|----|--------|----------|-----------|--------|--------|-------|
| t  | tank   | toil     | but       | act    | spoilt | metre |
| th | Thomas | Thompson | thyme     |        |        |       |
| tt | attack | attire   | attention | attest | attain |       |

- 20 /v/ This is represented by the following:
- |   |      |        |      |         |       |  |
|---|------|--------|------|---------|-------|--|
| f | of   |        |      |         |       |  |
| v | veil | victor | very | average | liver |  |

- 21 /m/ This is represented by the following:
- |    |        |             |           |      |      |  |
|----|--------|-------------|-----------|------|------|--|
| m  | man    | lame        | army      | meat | mess |  |
| mm | mammal | communicate | community |      |      |  |

- 22 /h/ This is represented by the following:
- |   |       |     |          |     |  |  |
|---|-------|-----|----------|-----|--|--|
| h | house | his | mahogany | huh |  |  |
|---|-------|-----|----------|-----|--|--|

\*Note: Although there are other phonemes, these are the commonest.

## The Silent letters

There are some letters which are not pronounced, though they seem to be pronounceable such that many people unknowingly pronounce them. We are already familiar with the commonest silent letters like **r** which is not pronounced when it comes before a consonant as in *hard*, or at the end of words as *car* in non-rhotic English like standard British English. But in rhotic English like American English such **r**'s are pronounced. Below are some silent letters:

- 1 /b/ bomb bomber bombing plumb plumber plumbing debt debtor climb climber climbing tomb womb tombstone
- 2 /h/ hour honour honorary honourable annihilate silhouette heir
- 3 /l/ calm talk balm walk
- 4 /k/ know knobble known kneel knowledge knife  
biology psyche psychiatrics
- 6/s/ debris chassis

## The Syllable and Stress

As we speak we breathe after each segment we produce; it is because of what we call syllable. English has stress-timed-syllables. Therefore, in the English language it is syllable that determines where to say louder in a word or sentence, though in the latter (sentence) we sometimes, give emphasis to a particular word. The process of saying a syllable with greater force or energy is what is referred to as stress.

- a-A syllable is a unit of word said in one breath. A syllable can be a single vowel, but hardly a single consonant without vowel. Some words have one syllable, some two, some three and some even more than that. Below are some classifications of syllable:
- i-Monosyllabic words (words with one syllable): boy girl learn man state
  - ii-Bisyllabic words (words with two syllables): ma/dam ma/nner ma/ster lea/der tea/cher
  - iii-Trisyllabic words (words with three syllables): bro/ther/hood fa/ther/land e/du/cate
  - iv-Polysyllabic words (normally words with four to above syllables): ca/ri/ca/tu/re mo/bi/ly  
in/ter/na/tio/nal in/for/ma/tion stan/dar/di/za/tion

b-Stress is the process of saying a syllable with greater force, or louder. Study some stress tendencies below:

1-Most English bisyllabic words are stressed in the first syllable: Madam TEAcher MAster

2-We normally stress the first syllable in words ending with *ture*, *ly* or *ism*: CONFIDENTLY  
PARTIALLY ACTIVELY FORMALLY ORGANISM NATIONALISM FURNITURE PICTURE  
FUTURE CULTURE AGRICULTURE NATURE  
EXCEPTION: PROFESSIONALISM

3-We normally stress the syllable preceding *tion*, *sion*, *ssion* or syllable ending with *ie*, *ous* or *st*: EDUCATION NATION MOTION ACTION DIVISION DECISION VISION POSSESSION PROFESSION

ecoNOMIC GARlic saGAcious PREcious effiCACious  
ecoNOMist CHEmist monoGRAphist extREMist PHARmacist

4-Most of the time, we stress the third syllable in words ending with *phy*, *ty*, *al* or *ity* counting from the final syllable: phiLOsophy geOgraphy ecoNOMical PRACTical socioLOGical philoSOPhical SOcial MORal ORal NAtional PARTy probaBILITY ACTivity maTURITY

5-We stress the first syllable of bisyllabic and trisyllabic words ending with *cy*:  
FANcy MERcy PHARMacy Accuracy LUNacy LIteracy LEGacy POlicy NORMalcy CURREnCY Agency suFFiciency maLIGNancy

6-We stress the third syllable counting from the final syllable in polysyllabic words which end with *ic*: polySYllabic

7-There are some words which are stressed in their final syllable:  
commiTTEE nomiNEE appoinTEE guaranTEE guaranTOR sureTEE condOR menTOR attenDEE inviTEE supervisee

### Homonyms

Homonyms are deceptive words because of their striking similarities with one another. In other words, they are some words in English which render many of its users gullible both in usage and spelling. According to McCarthy and O'Dell (1999), the misleading words (homonyms) can be subdivided into **homographs** and **homophones** each of which will be discussed hereunder.

**Homographs** So many words have the same form, although they differ in what they mean, hence the term Homographs. Simply, they are words which are written or spelled in the same way but having different meanings and pronunciation. Consider the word *refuse* in 'I always refuse to answer his questions' and 'Wash your hands after touching *refuse*'. Below are some other examples of homographs:

- |   |   |
|---|---|
| i-I <i>live</i> in Abuja.               | We are watching the match <i>live</i> .     |
| ii-The <i>wind</i> was very strong.     | <i>Wind</i> your watch.                     |
| iii-He built a new <i>house</i> .       | My friend will <i>house</i> me in Abuja.    |
| iv-It will take one <i>minute</i> only. | It is just a <i>minute</i> amount of money. |
| v-Who will <i>present</i> the news?     | Othman is <i>present</i> today.             |

### Homophones

Homophones, on the other hands, are words which have the same pronunciation but different spelling, e.g. *red* in 'He always wears *red cap*' and *read* (past form) in 'He *read* two novels yesterday'. Some of the many examples of homophones in English are as follows:

air/heir	aloud/allowed	dough/doe
faze/phase	groan/grown	mite/might
pane/pain	pray/prey	right/rite/wright/write
scent/sent	whether/weather	stake/steak
tire/tyre	aloud/allowed	whine/wine
wait/weight	threw/through	sole/soul
its/it's	floe/flow	cite/sight/site
moan/mown	fare/fair	grate/great

new/flew	sail/sale	there/their	lays/laze
hoarse/horse	peal/peel	rough/ruff	
read/reed	place/plaice	hour/our	
tea/tee	toe/tow		
rain/reign/rein	fair/fare		
son/sun	which/witch		
some/sum	peace/piece		
too/two	bare/bear		
meat/meet	be/bee		
pray/prey	would/wood		
made/maid	not/knot		
ewe/you	write/right		
sign/sine	knight/night		
brake/break	bated/baited		
curb/kerb	cord/chord		
vane/vein	currant/current		
whose/who's	wave/waive		
team/teem	swat/swot		
sceptic/septic	strait/straight		
faint/feint	share/shear		
hoard/horde	faun/fawn		
forbear/forebear	its/it's		
	principal/principle		

### Some Confusing Pairs of Words (Paronymy)

accept/except	adverse/averse
affect/effect	amoral/immoral
appraise/apprise	censure/censor
silicon/silicone	role/roll
envelop/envelope	historic/historical
father/farther/further	

advice/advise  
complacent/complaisant  
defuse/diffuse  
palate/pallet  
loath/loathe

## READING SKILLS

### What is reading?

Daura (2007) stated that, as a verb, the word "read" could assume the five forms or parts of the English verb in use, which include the simple present tense, *read or reads*; the present continuous tense *reading*; the past tense, *read*; .....

Reading is a complex activity that involves both perception and thought. It also consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Word comprehension is the process of making sense of words, sentences and connected text.

"Reading involves understanding a written text in order to extract the required information from it." (Grillet 1981).

Reading is the ability to look at and comprehend the meaning of written or printed matter.

"Reading basically means "interpretation" or "decoding" Reading involves two key elements, the reader and the text, although some linguists add a third, the writer. This automatically sets an interaction between the reader and the text and by extension, the reader and the writer. (Daura 2007: 68).

### TYPES OF READING

- 1- Skimming: This is a process of quickly going over a text in order to have a general impression of its contents and its organisation and be able to identify the main ideas it contains.
- 2- Scanning: Another name of this is "search-reading." A reader who scans through a text is actually searching a specific piece of information. The reader in this instance is not concerned with the details of the text.
- 3- Extensive Reading: sometimes referred to as wide reading involves longer texts, or a lot of texts. It involves global understanding and may be done for pleasure.
- 4- Intensive Reading: Short texts in this instance are read thoroughly, paying attention to accuracy and textual details.

## **TYPES AND PURPOSES OF TEXTS**

- 1- When **instructions** are read, the reader is studying how to do things.
- 2- When **descriptions** are read, the reader is studying what things are like.
- 3- When **processes** are read, the reader is studying how things happen.
- 4- When **narrative** is read, the reader is studying what happened, or what is happening.
- 5- When **persuasion** is read, the reader is studying why something was done or should be done.
- 6- When **categories** are read, the reader is studying classification and patterns.

### **What we read at university?**

You may be expected to read a wide range of texts that include the course reading pack, lecture slides, books, journal articles, internet articles, newspapers, research reports, literature reviews, case studies and strategic plans.

### **Why we read at university?**

You may read to: prepare for lectures and tutorials, review information addressed in lectures and tutorials, conduct research for assignments, or revise for exams,

### **Effective reading:**

Consider where you read

Don't vocalise as you read

Read at times when you can concentrate, and maintain concentration by taking regular short breaks

Set yourself reading tasks

Give yourself enough time

## **SCALE OF READING SPEED**

### **Words per minute**

170-200

Very slow

200-230	-	Slow
230-250	-	Average
250-300	-	Above average
300-350	-	Medium fast
350-450	-	Fast
450-550	-	Very Fast
550-650	-	Exceptionally fast

### IMPEDIMENTS TO SPEED READING

- Finger pointing
- Regression
- Subvocalizing

## LISTENING SKILLS

- Meaning of listening
- Differences between listening and hearing
- Types of listening
- Strategies for effective listening
- Factors that affect listening

### Meaning of listening

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated. The most basic and powerful way to connect to another person is to listen. Perhaps the most important thing we ever give each other is our attention.

### Listening is Not the Same as Hearing

Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

Hearing is merely noting that someone is speaking. Listening, however, is making sense of what is heard and requires the individual to constantly pay attention, interpret and remember what is heard. Hearing is passive; listening is active. An active listener concentrates on what the speaker says.

### Differences between listening and hearing

HEARING	LISTENING
Hearing is just a passive behavior	Is an active behavior

Homomeric evolution

Can be done in anyway	Must have pure attention
Requires no skills	Many technical skills are involved
Use of ear to get information	It requires the use of brain and other sense organs
Can be conscious or unconscious	Must be conscious
Mostly an unorganized attitude	Very much organized
We hear many things around us	We listen to very few things around

### Types of listening

Critical: to critically listen and respond objectively in order to add value to the speech. Comments and observations are needed in this kind of listening. This is an essential form of listening especially in democratic setting.

Appreciative: here the listener is concerned with enjoying his time. The listener may be listening for the purpose of enjoyment in order to appreciate something. These include listening to music and some other form of speeches which an individual likes.

Informative: here the speaker is curious to know new information which adds value to his life. Informative listening is found in all areas of all lives and is particularly important to students.

### Strategies for effective listening

There are so many skills which a person has to acquire in order to yield an effective listening.

#### Define your purpose for listening

As a listener you have to clearly define your purpose of listening. Are you listening for leisure, to discriminate between ideas or approaches, to learn information, to act as a in a friendly manner to someone, or to critically evaluate and judge? All of these are good reasons to listen but will require different listening attitudes. Your purpose will usually be determined by your priorities at the time. You may need to control your listening environment when listening effectiveness is critical. For instance, if you need to pass a course you should prepare for the listening experience by bringing note-taking materials and reading assignments, being on time, and arriving with a desire to learn. It's common for students to attend classes with the notion that they will learn by osmosis.

### **Make Eye Contact**

Lack of eye contact may be interpreted as disinterest or disapproval. Making eye contact with the speaker focuses attention, reduces the chance of distraction, and is encouraging to the speaker.

### **Exhibit Affirmative Nods and Appropriate Facial Expressions:** The effective listener shows signs of being interested in what is said through nonverbal signs. Together with good eye contact, non-verbal expressions convey active listening.

### **Avoid Interrupting the Speaker:** Allow the speaker to complete his or her thought before responding, and do not anticipate what he/she will say.

### **If possible encourage the speaker:** if you understand, enjoy and benefit from what the speaker says, if it is possible, encourage him for more

### **Don't think you know more than the topic**

We often develop bad habits of not listening because we assume it will be of no interest or use to us. We also make prior judgments about the amount of resistance or approval we will get from someone. With these prior notions we act without hearing or waiting to hear the speaker. We could improve our listening skills significantly by exercising patience and, even if we think we know what will be said, allow the speaker to finish.

### **Don't be bias**

We all have certain prejudices and stereotypes that influence how we receive speakers. You may refuse to listen to someone because they are overdressed, foreign, overweight, too loud, too old or even because they're opinionated. Attitudes such as this affect our listening habits by making us defensive and argumentative or cause us to shut them out altogether.

### **Ask for clarification**

Whenever possible, ask clear and thoughtful questions. If these questions are asked in the right spirit the speaker has an opportunity to repeat, expand or clarify his or her message. Remember

that you're the other half of the communication process and your reactions are critical to producing good communication for both you and the speaker.

### Get A Conducive And Serene Environment

Our lives are noisy and confusing but we shouldn't use this as a convenient excuse for not listening. We can overcome some of the distraction by reducing noise and adjusting the listening environment. If we have no control over the distractions then we must rely on intense concentration to get as much as possible from the speaker.

### When possible, take notes

If it is appropriate and it will not be distracting to the speaker, make a few notes as you listen. This will help you organize and frame the speaker's thoughts. It will also give you a reference to refer to at a later date if the material is technical or complex.

There is no communication skill more important to a leader than listening, yet many persons aspiring to be leaders neglect this skill. It seems to take so little effort to hear a speaker's words, but this isn't listening. The kind of practice we need in the techniques listed above will require that we monitor our habits and actively work to improve them.

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*The heart of a fool is in his mouth, but the mouth of a wise man is in his heart...*

*Ben Franklin*

### We Spend a lot of Time Listening

Adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing. (Adler, R. et al. 2001).

### Factors that affect listening

Talking

4)

"If we were supposed to talk more than we listen, we would have two tongues and one ear."  
Mark Twain.

Heckling      <sup>The act of questioning harshly in an attempt to find or reveal</sup>  
<sup>weaknesses.</sup>  
Interruption

Distraction

Lack of patience

Personal Prejudice and impartiality

Lack of interest

Fidgeting

frowns —→ more side-to-side, back and forth  
motions  
no shuffles or jiggles

Conclusion

We don't just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication. Do not jump to conclusions about what you see and hear. You should always seek clarification to ensure that your understanding is correct.

## Bibliography

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1 □

## NOTE-TAKING/NOTE-MAKING BY CHIBUZO NWOKO

As a study skill required of every student in tertiary institution, note-taking requires attentive listening and judicious selection of relevant points from irrelevant ones when one listens or reads along. This follows that note-taking does not imply verbosity or copying unnecessary details.

Note-taking differs from note-making. The latter has to do with the actual writing of the main points already taken down in a coherent and sentence and readable form. In other words, note-taking precedes note-making.

2 □

### ELEMENTS OF NOTE-TAKING

①

**The Use of Acronyms:** Acronyms are abbreviations of a word formed from the initial letters of a word or initial letters of a name. It could also be a word formed from the initial letters of a name or part of a series of words such as WAEC, FANZINE, ATM, NATO, SWOT, ISBN number, MOTEL, RSVP, ATM machine, etc. As a word formation process, acronyms are also formed by combining the initial syllables of a series of words as in FANZINE which stands for fan magazine, RADAR = radio detecting and ranging.

~~3~~ TYPES OF ACRONYM

A. Portmanteau Words— These are formed by the combination of the first syllable of a word and the last syllable of another word and at the same time keeping their meanings. Examples are such words as : motel= motor and hotel, smog= smoke and fog; fanzine= fans and magazine.

B. Nested Acronyms— The formation process of these acronyms is to make one of the letters to stand for another acronym as in AIM= AOL Instant Messenger

C. Redundant Acronyms—These acronyms are formed by the combination of a phrase of an acronym or an abbreviation of a word that constitutes an acronym and the phrase itself, thereby repeating the part of an acronym, as in these household names: PIN number, ISBN number, ATM machine and RAM memory.

A. 4

## TYPES OF ACRONYM (contd)

D. Alphabetism—In this type of acronym which is also known as initialism , a letter stands for a separate word and each letter is pronounced separately as in: pm ( post meridien) and RSVP (respondez sil vous plait).

E. Immigrant Acronym—This is a word formation process where foreign words are appropriated by the English Language as in: RSVP.

F. Recursive Acronym— In this process, an acronym refers to itself in the expression for which it stands . An example is VISA which stands for Visa International Service Association.

5 □

Association.

## ~~2~~ 2. The Use of Notations

- These are signs, symbols, abbreviations, diagrams – conventional and nonconventional employed in note-taking situations like lectures, seminars, talks, conferences and media programmes including press conferences within so a short period of time that there is no enough time to put everything down in long hand. For this reason, the use of conventional notations such as etc, esp, PMB, ie, p.m and non conventional notations or personalized abbreviations like b/4 ,tnx, 2geda and so many others become imperative.

## 6 3. Tuning - in

- As an element of note-taking, tuning – in refers to being in a state of readiness so as to take off at same time as the speaker or presenter in a lecture or similar situation. It takes the forms of being punctual to class, revisiting the previous lesson or topic so as to be on the same page as the lecturer.
- 4. Attentive Listening – This an act of total concentration on an on-going event
- Review– This entails thinking quickly around and analyzing a presentation in order to know what is important to be noted and otherwise. An intelligent student marks cue words, connectors such as coordinating and subordinating conjunctions , the topic sentences as well as pitch modulation employed by the lecturer.

## 7 SOURCES OF NOTE-TAKING

- 1. Note-taking from books for examinations and researches
- 2. Note-taking during lectures

## 8 OUTLINING IN NOTE-TAKING

- Outlining is one indispensable technique in note-taking. An outline shows the detailed structure and the content of a discourse and relationship between the ideas, but in a skeletal form.
- FORMS OF OUTLINE
- There are two principal forms of outline. They are: 1. sentence outline 2. Topic outline
- 

## 9 FORMS OF OUTLINE contd

- In a sentence outline, the ideas or points that constitute the content of the message are rendered in a complete sentence form, while in a topic outline, the outlines are constructed in phrases. A writer is equally at liberty to use a combination of the two, if that's not cumbersome to him. Let us provide examples of topic outlines on the topic " Advantages of Mass Communication":
- I. as a powerful channel of feeding billions of people with news
- II. Rapid dissemination of messages
- III. for conflict resolution
- Provision of alternative views
- 

10

2

## 10 Examples of Sentence Outlines on the same Title

- I. Mass Communication serves as a powerful channel of feeding billions of people with news.
- II. It enables rapid dissemination of messages.
- III. It serves as a useful instrument for conflict resolution.
- IV. It provides alternative views of events.

## 11 DIVISIONS OF AN OUTLINE

- An outline contains a major and minor division, and are labelled in different manners. For example, Roman numerals: I, II, III, IV, etc are used to represent the major divisions of an outline, while the upper case alphabets: A, B, C, D, etc could represent the minor divisions. Arabic numerals: 1, 2, 3, 4, etc could stand for subdivisions of A, B, C, D, while lower cases, a, b, c, d, stand for subdivisions of 1, 2, 3, 4. Lower case: i, ii, iii, iv stands for subdivision of a, b, c, d, while lower case: a, b, c, d, stands for subdivision of i, ii, iii, iv.

## 12 EXAMPLES

- I. "Choice of a Local Lingua Franca in Nigeria"
- A. The Imperatives
  - 1. retaining our local identity
  - a. doing away with colonial vestiges
  - i. Retaining their English Language is tantamount to neo-colonialism of Nigeria.
  - b. neo-colonialism a nation results in loss her linguistic power and identity.

## 13 COMPLETION OF NOTES

- Having studied that note-making which involves the development of sketchy ideas and skeletons into complete details and sentences, and rendering the piece into a more readable and comprehensible form comes after note-taking, the completion of the task goes with referencing: the acknowledgement of the sources of information like quotations, comments and other people's ideas you used. When this is not done, it is tantamount to an academic crime called Plagiarism or theft of one's intellectual property.
- On account of this, let us begin to discuss Styles of Referencing. Besides other reference styles which we shall talk about in this class, the two widely-used or commonly used are: 1. The American Psychological Association (APA), also known as Harvard Style 2. The Kate Turabian Style, also known as Chicago Style. The two styles embody names of the authors, titles of works, names of publisher, place and date of publication, number of page or pages covered in the notes. One of the major differences between the two is that APA begins with the last names of the authors arranged alphabetically, while Turabian employs Roman numeral notations and begins with the first name of the author. Of more important, however, to us is the APA because it is more popular, convenient and more widely accepted, not only in Social Sciences.

APA because it is more popular, convenient and more widely accepted, not only in Social Sciences.

03-Mar-16

#### 14 □ REFERENCING IN APA STYLE: EXAMPLES

- A book written by one author
- Barber, C.(1997).*The English Language: A Historical Introduction*. London: Cambridge University Press.
- By more than one author
- Jerry, R. & Yakub, A. (2012).*Sociology in Action*. Kano: Zamari Publications
- Magazine / Journal Articles

#### 15 □ contd

- Angogo, R. & Hancock, I. (1980) English in Africa: Emerging Standards or Diverging Regionalism. *English World Wide* 1 (1), 67 – 96.
- Online works
- Ahmed, A. L.(2009).Studentship in Tertiary Institutions. Retrieved from <http://www.sms/nwu.edu>
- INTEXT CITATIONS: These are citations within the text, whether direct or paraphrase and such are followed by the name of ~~language, being a channel of communication in intrapersonal and interpersonal milieu cannot be divorced from politics~~, the author and year of publication thus:
  - Cliches are mostly preferred by writers of indiscriminate tastes" (Jowitt, 1991).
  - -- eg. of indirect quotation
  - "Political speeches, no doubt, carry both locutionary and illocutionary forces of announcing verdicts, responding to questions, revealing the speaker's state of mind, evasion of responsibilities and an expression of certainties as well as uncertainties; others are expression of doubts, facts, simple futurity, obligations, necessities, possibilities, appeal to emotions and reasoning so as to exert authority and command"(Nwoko, 2014). ---eg.of direct quotation

## Bibliography

- Harryman, E., Kresheck, J., & Nicolosi, L. (1996). Terminology of Communication Disorders. Williams & Wilkins, Media, Pennsylvania.
- Robbins, S. (1991). Management. Prentice Hall, Inc., Englewood Cliffs, New Jersey.

## LETTER, WORD, PHRASE, CLAUSE AND SENTENCE

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### The Letter

Letter is a symbol usually written or printed representing both a speech sound and a unit of an alphabet.

### The Word

Word is 'a minimum free form' and 'the smallest unit of speech' because it is what we can separate in the actual speech.

### The Phrase

This is a group of words which lacks a subject and a finite verb; it seems meaningless. Hence, we should not put a full stop at its end, though you may see some people, especially experts, using it as a sentence. E.g.

- (i) in the garden (Prepositional/ Adverbial/ Adjectival phrase)
- (ii) the Executive Governor of Kano State (Noun phrase)
- (iii) with white cap(Adjectival/Prepositional phrase)

### The Clause

This is a group of words which contains a subject and a finite verb. It is divided into dependent and independent clauses.

**The Dependent Clause:** This makes sense only when it is joined together with an independent clause. Therefore, it should not be used as a sentence while writing. It normally begins with one of the following words: *that, what, which, who, whom, whose, when, whenever, where, wherever, whereas, while, before, after, if, provided, providing, assuming, unless, until, because, though, although, albeit, as, nevertheless, nonetheless, still, yet, as though, as if etc.* E.g.

- (i) That he would come

- (ii) Whose father died
- (iii) Because he didn't finish

**The Independent Clause:** This conveys a complete sense as it can depend on itself. It is like a simple sentence. Hence, it can be used as a sentence. E.g.

- (i) It does not concern me.
- (ii) This is the boy.
- (iii) He won't go now.

Study the following examples:

- (a) That he would come (Dependent clause)+(It) does not concern me (Independent clause)=That he would come does not concern me OR It does not concern me that he would come (Complex sentence)
- (b) This is the boy (Independent clause) whose father died (Dependent clause)=This is the boy whose father died (Complex sentence)
- (c) Because he didn't finish (Dependent clause)+He won't go (Independent clause)=Because he didn't finish, he won't go now OR He won't go now because he didn't finish (Complex sentence)

### The Sentence

This is a word or group of words which conveys a complete sense.

Example: Yes.      No.      Agreed.

A sentence may have these elements: Subject, Verb, Object, Predicate and Complement and, or at least the first three of these elements or even the first two. It is divided into Sentence According to Function and Sentence According to Structure. If written as an independent or single sentence, a full stop is required at its end.

### The Elements of sentence

**The Subject:** This is the doer or performer of an action in a sentence which may be a noun, pronoun, noun phrase or noun clause. E.g.

- (i) *Abba* speaks English. (Noun)
- (ii) *She* died. (Pronoun)
- (iii) *The executive governor of Kano State* is here. (Noun phrase)
- (iv) *What he said* is true. (Noun clause)

**The Verb:** This is the action done or performed by the subject. E.g.

(i) He always *reads* the Qur'an.

(ii) He *teaches* Arabic.

(iii) She *sleeps* early.

**The Object:** This is the sufferer or receiver of an action done by the subject which may be a noun, pronoun, noun phrase or noun clause. E.g.

(i) I know *Aminu*. (Noun)

(ii) She deceived *him*. (Pronoun)

(iii) He appointed *a new advisor*. (Noun phrase)

(iv) I Know that *he died*. (Noun clause)

**The Predicate:** This may comprise the verb and object in a sentence. Simply, it refers to the part of a sentence which contains the verb and states something about the subject. E.g.:

(i) He *read the book*.

(ii) The man *vanished*.

(iii) He *ate the food*.

**The Complement:** This completes the meaning of a verb which expresses appearing, seeming, being etc. It is a situation whereby the subject and the object refer to the same person, thing or animal. It usually comes after linking verbs like *appear, be, seem, look, is, are, sound* etc. E.g.:

(i) He sounds *boastful*. (*He* and *boastful* refer to the same person. Also, it is a subject complement.)

(ii) He is *educated*. (*Educated* is a subject complement because it refers to the subject *he*).

(iii) The governor appointed *Aminu* as *special advisor*. (*special advisor* is an object complement because it refers to the object *Aminu*)

~~Also, there is a one word sentence. But leave that to the experts!~~

**Types of Sentence according to function:** Here, we consider the purpose for which a sentence is used. It is certain that we speak in order to tell stories, give commands, ask questions or to express our feelings or emotion, hence the following types of sentences:

**The Declarative sentence:** This tells a story. E.g.:

(i) I know the man.

(ii) They are my friends.

(iii) He is a doctor.

**The Imperative sentence:** This gives a command. E.g.:

(i) Come here.

(ii) Close the door.

(iii) Sit down.

**The Interrogative sentence:** This asks a question. E.g.

(i) What is your name?

(ii) Are you a student?

(iii) Have you finished?

**The Exclamatory sentence:** This expresses state of mind like joy, fear, anxiety, surprise, pain, grief etc. E.g.

(i) Alas! He has failed.

(ii) Oh dear! We have lost the match.

It is a beautiful car.

(iii) Wow!

**Types of Sentence according to structure:** Here, we consider the arrangement of the sentence elements or how a sentence is built.

**The Simple sentence:** This contains one independent clause. Thus, it expresses a simple message. E.g.

(i) I know the man.

(ii) They are my siblings.

(iii) It rained yesterday.

**The Compound Sentence:** This comprises of two or more simple sentences joined together by a comma and a coordinating conjunction like *and*, *but*, *yet*, or *or*. E.g.

\*Abba is a brilliant student (Simple sentence/Independent clause)+he participated in the competition (Simple sentence/Independent clause)=Abba is a brilliant student, he participated in the competition. (Compound sentence)

\*Abba is a brilliant student (Simple sentence/Independent clause)+he participated in the competition (Simple sentence/Independent clause) and he emerged as the winner=Abba is a

5  
brilliant student, he participated in the competition and he emerged as the winner (Compound sentence)  
\* He loved her very much (Simple sentence/Independent clause)+but she didn't marry him (Simple sentence/Independent clause)=He loved her very much but she didn't marry him (Compound sentence)

\* Audu loved Kande (Simple sentence/Independent clause)+she, too, loved him (Simple sentence/Independent clause)+but they didn't marry each other (Simple sentence/Independent sentence)+Audu loved Kande, she, too, loved him but they didn't marry each other. (Compound sentence)

**The Complex Sentence:** This consists of one simple sentence or independent clause and one or more dependent clauses. E.g.

\* I had finished the work (Simple sentence/Independent clause)+before he came (Dependent clause)=I had finished the work before he came. (Complex sentence)

\* I had finished the work (Simple sentence/Independent clause)+before he came (Dependent clause)+because I wanted to go home early (Dependent clause)=I had finished the work before he came because I wanted to go home early. (Compound sentence).

**The Compound-Complex Sentence:** This is comprised of two or more simple sentences and one or more dependent clauses. E.g.

\* I saw the thief (simple sentence/Independent clause)+when he was opening the door (Dependent clause) but he ran away (Simple sentence/Independent clause) before I reached him (Dependent clause) = I saw the thief when he was opening the door but he ran away before I reached him (Compound-complex sentence).

## CONCORD

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### What is Concord?

Concord is the agreement between verb and noun (subject) in number, person and gender. It is central to the use of language—that failure to use it appropriately renders communication vague.

### AGREEMENT OF NOUN (SUBJECT) WITH MAIN VERB

#### (a) Singular Subject with Main Verb

He	does/plays/walks/goes
She	
It	
Abba	
The boy	
The girl	
Abba or Sani	
The students or the teacher	
Neither the boys nor the girl	
The governor together with his wife	
The president along with his wife	

The above subjects are singulars. Thus, the main verbs which come after them require an addition of 's' or 'es' at the end of words ending with *ch* or *s*, or change of letter 'y' (which

comes at the end of some words) to 'ies' as in: *fly (flies)*, *cry (cries)*, *rely (relies)*, *apply (applies)*, *supply (supplies)*, *fancy (fancies)*, *fry (fries)*, *deny (denies)*, *ally (allies)*, *levy (levies)* and *decry (decries)*. Study the following sentences:

- i. He *writes* novels.
- ii. It *takes* two hours to reach Katsina from Kano.
- iii. The president along with his wife *leaves* for Dubai next week.
- iv. The students or the teacher *comes* here every morning.
- v. Neither the boys nor the girl *cries*.
- vi. The governor together with his wife *welcomes* you.
- vii. She *hates* backbiting.
- viii. Abba or Sani *knows* the man.
- ix. She always *feels* free to ask questions.
- x. Abba *wishes* he were a millionaire.
- xi. He seldom, if ever, *watches* Hausa film.

(b) Plural Subject with Main Verb

I  
You  
We  
They  
Abba and I  
Sani and Binta  
Abba, Sani, Binta and I  
The boys  
The girls  
The animals  
The boy and the girls  
Either the teacher or the students  
Neither the girl nor the boys  
Both the governor and his wife

do/play/walk/jump/go

The above subjects are plurals. Therefore, the verbs that come after them need no addition of either 's' or 'es' at the end of words ending with *ch* or *sh* or change of letter 'y' (which comes at the end of some words) to 'ies'. Study the sentences below:

- i. I *play* football at weekends.
- ii. You *do* the washing yourself.
- iii. They *walk* barefooted.
- iv. Neither the girl nor the boys *like* swimming.
- v. Both the boy and the girl *read* hard.
- vi. Animals *eat* grass.
- vii. Musa and I *sweep* the room always.
- viii. Both of them *fancy* driving at night.
- ix. We *wish* we were teachers.

**Note:** 'I' is treated as a plural here.

## AGREEMENT OF AUXILIARY VERB WITH NOUN (SUBJECT)

### Singular Auxiliary Verbs

am/was  
is/was  
has/had

### Plural Auxiliary Verbs

are/were  
are/were  
have/had

### Auxiliary Verbs Used with Both Singular and Plural Subjects

Will/would  
Shall/should  
Can/could  
Must/Had to

- (a) Singular Subject with *am (was)* and Main Verb in 'ing' or Past Participle form (sometimes before *being*) or a Complement or an Adverbial or 'to' Infinitive

(i) I > am/was

Study the following sentences:

- i. I *am* a fresher..
- ii. I *was* a sailor..
- iii. I *am* being told.
- iv. I *was* being welcomed then.
- v. I *am* to go now.

(ii)

*He**She**It**Musa**Rabi**The man**The dog**Either the man or the woman**Neither the boy nor the girl**is/was**Neither the students nor the teacher**The president along with his wife*

**Study the sentences below:**

- i. He *is* the culprit.
- ii. She *was* a flight attendant.
- iii. Neither the students nor the teacher *is* here.
- iv. Either the girls or the boy *was* caught.
- v. The dog *is* barking.
- vi. It *is* raining heavily.
- vii. The dog *is* being beaten now.
- viii. The president along with his wife *is* leaving for Dubai tomorrow.
- ix. Abba *has* to settle his debt today.

- (b) Plural Subject with *are* (*were*) and Main Verb in 'ing' or Past Participle Form  
 (sometimes before *being*) or a Complement or an Adverbial or 'to' Infinitive

*You*

*We*

*They*

*Abba and I*

*Sani and Binta*

*Abba, Sani, Binta and I*

*The boys*

*The girls*

*The animals*

*The boys and the girls*

*Either the teacher or the students*

*Neither the girl nor the boys*

*Both the governor and his wife*

*are/were*

The sentences below exemplified this usage:

- i. You *are* a novice.
- ii. We *are* leaving next week.
- iii. Both the governor and his wife *are* here with us.
- iv. Neither the girl nor the boys *are* good.
- v. Either the teacher or the students *were* killed.

(c) Singular Subject with *has* (*had*) and Main Verb in Past Participle Form (sometimes after *been*) or a Nominal or 'to' Infinitive

*He*

*She*

*It*

*Abba*

*The boy*

*The girl*

*Abba or Sani*

*The students or the teacher*

*Neither the boys nor the girl*

*The governor together with his wife*

*The president along with his wife*

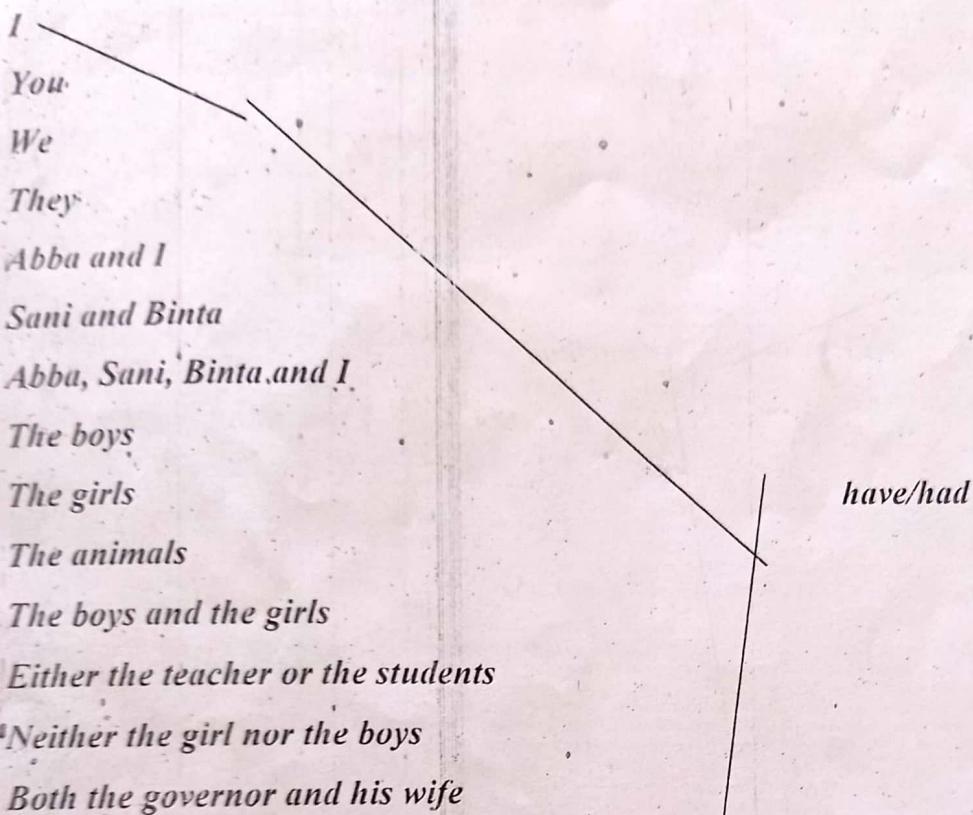
*Either the man or the woman*

*has/had*

Study the sentences below:

- i. He *has* come.
- ii. Before he came, she *had* already gone.
- iii. It *has* been barking since morning.
- iv. Abba *has* a car.
- v. The students or the teacher *has* gone.
- vi. Neither the boys nor the girl *has* died.
- vii. The governor together with his wife *has* arrived.
- viii. The president along with his wife *has* just left for Dubai.
- ix. She *has* to come early.
- x. Either the man or the woman *has* committed shoplifting.
- xi. He *has* taken the medicine already.

(d) Plural Subject with *have (had)* and Main Verb in Past Participle Form or a Nominal  
or 'to' Infinitive



Below are some sentences for more clarification:

- i. *I have done the ironing.*
- ii. *You have performed well.*
- iii. *We had drunk water after we ate food.*
- iv. *Abba and I had a conversation last night.*
- v. *Abba, Sani and Binta have slept.*
- vi. *Neither teacher nor the students have come.*
- vii. *Either the boy or the girls have eaten the mango.*
- viii. *They have books.*
- ix. *Both the boy and the girl have to go now.*

Note: 'I' is treated as a plural here.

(e) We Use both Singular and Plural Subjects with *will* (*would*), *shall* (*should*), *can* (*could*), *have/has* (*had*) *must/have to* (*had to*) or *ought to* and Main Verbs (sometimes with *be* and the past participle form of main verb)

- I
- You
- We
- They
- You and I
- Both Abba and Sani
- Neither Abba nor Sani
- Either Abba or Sani
- The governor together with his wife
- The president along with his cabinet
- The boy
- The boys
- The girl
- The girls
- All of them
- None of them
- Every one of them
- The men
- The women
  
- Everyone

Study the sentences below:

- i. I *will* shop in London next week.
- ii. When she was sick, I *would* take care of the baby.
- iii. They *can* speak Arabic.
- iv. We *could* swim when we were young.
- v. They *shall* make a choice of what they like.

- vi. Both Abba and Sani *must* file their documents for the promotion.
- vii. Parents *have to* collect their wards from school at 2 o'clock.
- viii. The boy *has had to* come with his guardian before he was registered.
- ix. Girls *had to* ask before they were allowed out of their houses.
- x. All of them *ought to* have apologized.
- xi. None of them *will* be employed.
- xii. Every one of them *can* be nominated.
- xiii. Seldom had he been to Lagos.