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GST 101A

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INTRODUCTION TO THE COURSE

(a) Objective

This course is designed to impart optimum communicative powers that would guide you throughout your academic pursuits and even beyond. More specifically by diligently going through the four credit units, you should be able to:

- (i) Communicate effectively in English;
- (ii) Utilise study skills effectively in academic work;
- (iii) Manipulate the four basic language skills for purposeful effective academic work while on the course and even after; and
- (iv) write with relative ease academic papers.

(b) Structure of the Course

The use of English (GST 101A) is a four credit unit course spanning the two semesters of your first year of the Distance Learning Programme. The units are as follows:-

- | | |
|---------|---|
| Unit 1: | Language for Reading and Thinking. |
| Unit 2: | Vocabulary, Listening Comprehension, Speaking and Study Skills. |
| Unit 3: | Writing |
| Unit 4: | Language Use in Specific Fields. |

This division is merely for the ease of teaching and production since we cannot go through all the topics at once. The course is integrative and as much as possible you should feel free to refer to relevant other lectures that may make for understanding and effective usage/utility.

Each of the lectures of the course emphasises learning the language and not about the language. This has been achieved through constant practice. Assessment of your assimilation of each lecture has been divided into two; namely three practical exercises or within lecture exercises and self-assessment exercise (SAE) at the end of each lecture. These aim at evaluating your study while reinforcing the learning activities. It is therefore, imperative that you do not only read each lecture carefully but you must diligently and faithfully work through all the exercises and SAE's if you want to gain maximally from this course.

The course through individual and group activities, information storage and transfer, filling in gaps, matching and writing exercise will help you learn English in context much more readily than going through many conventional textbooks in English. This does not however rule out the need to read wide

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on the respective topics.

(C) Tests/Assignments

You are expected to write assignments. These are called Tutor Marked Assignments (TMA) or Unit Test. You send your responses for marking. Doing the TMA yourself is very compulsory as they form the core of your continuous assessment. You will be cheating yourself if you allow someone do this assignment for you.

You will also write an end of semester examination which will be added to your TMA scores to form the continuous assessment for the course. The end of course test will be written at the end of the course.

Two projects are, however, compulsory requirements for the course. You should plan your work and work your plan by adhering to the student's timetable. The time-table will tell you when each TMA is due.

You are therefore, advised to do all TMA as at and when due and send your answers promptly to your tutor. These will be marked and returned to you.

It is my hope that this short introduction to the course will help you. I wish you success as you go through the different units of the course.

Supplementary Materials:

(1) The Defunct Open University's English for Communication Skills

(2) Olofe I.A. (1991) English and Communication Skills for Academic Purposes are very useful supplementary materials as you go through the course. They are simple to understand and are practically oriented.

UNIT 1

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INTRODUCTION

Thinking and reading are central to your academic work. In this first unit of your four unit course of THE USE OF ENGLISH, emphasis is on thinking and reading. The objective is to make you think as you read thus utilise materials read much more effectively. The thesis of this aim is that language is an indispensable instrument.

As you go through the lectures, be careful to carry out all the exercises: within lecture, SAEs and the TMAQs as and when due. Some of the lectures may appear dry, read such more than once so that you gain maximally from them.

Supplementary Materials

National Open University: Communicating in English Module 1 Unit 3 should be read in conjunction with this unit.

LECTURE 1

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1.0 TOPIC: THE USE OF LANGUAGE TO THINK ABOUT THE SUBJECT MATTER

1.1 INTRODUCTION

Throughout this course, we will use materials and read lectures that will try to define for us language, language content and the functions of language. This will require us to use language functionally as represented in various academic contexts. The use of languages to think will pervade throughout the course, hence the importance of this introductory lecture.

1.2 OBJECTIVES

By the time you have gone through this lecture, you should be able to:

- (a) state in what ways language helps students to think,
- (b) state what is thought,
- (c) state how language and thought help in understanding subject matter, and
- (d) state at least two problems associated with using language as a thinking tool in a subject matter.

1.3 MAIN TEXT

(a) Language

The issue of language and how it helps a student to think has to do with a consideration of the relationship between a man and his society. As an individual, he has his own behaviour, but he has to respect the behaviour patterns regarded as 'normal' in the culture he is brought up to share.

Language content is what people talk about and what they understand about what other people say. It has to do with what people know about objects and events in the world, and the feelings and attitudes that they have about what they know. Developmentally, the content of children's language derives from information that is gradually stored in memory and from children's changing capacities to think and feel about surrounding objects and events. This means that language helps you to:

- (i) acquire more knowledge about a subject matter,
- (ii) understand your environment,
- (iii) question information collected and stored, and
- (iv) communicate such information back to the teacher, colleagues or as the situation demands.

Thus the students' abilities for expression and comprehension of language depend on knowledge and situational context. Each subject matter demands a different type of language. This is called language for academic purpose. In Nigeria, English is the language used in schools, therefore the teacher passes on knowledge in the English language, but each subject has its specific language demands even if it is the English Language.

For example, law has a definite form of the English Language which is the old form and is heavily inclined towards Latin. In law, you will find a phrase like:

Let it be known that at the fore noon on this day
nineteen hundred and ninety....

Most science subjects have different names, concepts and terms for different things. It is important to learn the specific language of a subject matter as it will enhance proficiency in the subject matter, allow the student to acquire more knowledge and understand such terms and words when used and most of all, allow the student to think within the context of the subject matter.

Exercise 1

From the ongoing, would you say that language is important to your learning process?

(b) Thought

Thought is the name for the most advanced form of a man's mental activity. Language is something that is audible and visible in the infant's environment long before he can take any part in it. The inwardness of thought stands over against language. In order to consider this relationship properly, we must look back to the state of the young child who has not yet acquired language. Susanne Langer (1953) sums it up in the following words:

Before speech there is no conception, there is only perception, and a characteristic repertoire of action and a readiness to act according to the enticements of the perceived world.

Yet we judge this repertoire of actions to be purposeful, directed, exploratory; and to show changes, as the child grows older, towards an increasing mastery of exploratory skills. The student even as a child uses movement and perception as means of making sense of his environment. When a student thinks, he or she makes sense of the information given to

him. The thought process allows a student to:

- (i) select required information,
- (ii) decide which information is the correct answer, and
- (iii) save the student from being referred to as a dullard.

In order, for example, to get a student to recall information on a subject matter, he follows a thought process which is based on the following:

- (i) the human individual builds up cumulative representations of the subject matter;
 - (ii) the representations form a store of knowledge on the subject matter and finally
 - (iii) he forms expectations concerning what may happen to this information he has stored up.
- This is a process of test and examinations.

Before a student reaches an examination hall, he would have stimulated the store of information before the examination, by going through the notes he took. Therefore, as he faces the questions on the subject matter he thinks, he recalls and immediately, the information required emerges the student writes them. This means that to have any expectations at all demands some kind of filing system. What you do not read will never be in your memory. You may think all day long, but if you have not read it, it will not be there.

The language of a subject matter therefore helps the student to think quickly and find solutions to questions as they are asked.

Exercise 2

Do you think before answering to questions? Describe the process you use as an individual.

(c) Understanding Subject Matter

Information on a subject matter are gathered in the language of the subject matter. Language as a vehicle of communication is indispensable to any subject matter. It serves as a barrier breaker and coordinator of stored information.

Understanding is the use of language as a thinking tool concerns the moment of realization. The moment in which the student can make a link between the question asked and the answer he or she is supposed to give.

Understanding the subject matter is a process of familiarization of the student with the materials of the subject matter. Constantly, in the process of reading or storage of information, the student thinks a long. Questions such as:

- (i) Why am I reading this? This borders on the objective of reading
- (ii) What do I hope to achieve by reading this?
- (iii) How can I apply what I have read to what I already know about this subject matter?

It is like debating within yourself as you read. Do you do this quite often? These are why a good student does not read materials only once, he continually goes through to refresh his memory and also to be able to think along with the subject matter.

Human beings habitually use language to modify each other's representations of experience. And in order to achieve understanding, we use language to go back over events and interpret them, make sense of them in a way that we were unable to while they were taking place or when we started to gather new information from a book or a lecture. Thinking can also be seen as a form of meditation in which language plays a little part. We may simply meditate in silence, while asking the questions listed above upon past events or new informative materials. It must be emphasised that the primary task of language is to symbolize reality, to gather information, to acquire a vocal actualization of the tendency to see realities symbolically, yet we symbolize reality in order to handle it or to understand it through thought and the thinking process. A man who does not think, does not understand, he cannot come to grasp with any thing and most of the time becomes a drop-out in school, because he lacks the self-discipline of vigorous reading or process of thought and acquisition of knowledge which academics demands.

Exercise 3

What problems of thinking did you encounter as a new undergraduate?

(d) Problems

Language is a vehicle of thought. It is a part of the learning process. Each level of education demands a higher level of thought and invariably of understanding. The introductory aspects of a subject matter is usually simpler than the main aspect, which gets complex and more difficult if the student cannot think along with the materials provided.

One major problem is the student's intelligence. Intelligence is the individual level of understanding and grasp of materials provided to a student. Some students have what is referred to as a low I.Q. They are slow at coming to terms with materials and also relating such materials to information stored in order to achieve an understanding or correct answers.

Another problem is the student's attention span. If a student lacks that moment of seriousness in which to think, he lacks great level of understanding. Some things that appear difficult actually only demand a minute to deep thought, or relating to and of finding the answer within the material in a stored memory. Here the student cannot control his mind, he lacks discipline and therefore cannot cope with information provided.

Language also demands a good knowledge of it (i.e. language). A student must have a good grasp of the language expected in a subject matter before proceeding to call himself an expert in the field. Language is a highly organised, systematic means of representing experience, and as such it assists us to organise all the other ways of representing. It would be a disaster to use Engineering terms for a political discussion. It is important to have a good knowledge of the language of a subject matter. This way the speaker or the user of such a language is respected for his knowledge.

1.4 SUMMARY

In this lecture, we have defined the process of using language to think about subject matter. We have recognised that each subject matter has its unique language with regards to terms, even when the subject matter is written in English or is studied in the English language. In spite of the many usefulness of language in the thinking process about subject matter, we still recognise some problems which occur, and which the student must try to go beyond or solve. Thinking is a major aspect of the learning process and without thought we have concluded that there will be no understanding.

1.5 SELF-ASSESSMENT EXERCISE

Attempt a summary of this lecture under the following headings:

- (a) Language
- (b) Thought
- (c) Understanding

Illustrate each of a-c with examples from your experience.

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2.1 TOPIC: Reading Comprehension:- Skimming and Scanning

2.1 INTRODUCTION

Reading is very important; where there is little reading, there will be little language learning. Only by reading can students acquire the speed and skills they need for practical purposes when they leave school. In any modern society, it is hard to imagine any skilled work that does not require the ability to read. Professional competence depends on it.

But, efficient reading depends first of all on having a purpose for reading, that is, knowing why you are reading a text. The purpose could be a very general one like reading a novel for pleasure or escape. On the other hand, it could be very specific like looking up a telephone directory for somebody's number or address. The purpose will usually determine the appropriate type of reading and the relevant skills to be used. For instance if the purpose of reading is to find out a specific piece of information in a chapter of a text-book, slow and intensive reading of the whole text would be inefficient reading. What is needed here is scanning for the relevant details, that is, the eye, directed by the brain, runs down through the lines on the lookout for the relevant details. When these are recognised, the brain will tell the eye to slow down for closer scrutiny. Usually at this point, another type of reading (intensive reading) may operate, since the purpose will now have changed.

2.1 OBJECTIVES

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

- (i) differentiate between scanning and skimming;
- (ii) use each of them appropriately;
- (iii) adjust your reading programme to remove the suffering that the demands of studies may impose on you, and
- (iv) use your time most economically when faced with the greater volume of reading and the increasing amount of assignment work required in the university.

Exercise 1

Take five minutes to list all the different kinds of things you have read recently and the various reasons for reading them.

2.3 MAIN TEXT

(a) Types of Reading

The student tends to read slowly and laboriously with the consequence that he has difficulty keeping up with his reading programme. This is because he is often not sure of what he is expected to learn from his reading assignments. His uncertainty increases when he is given tests which require accurate recall of minute details. As a result, he loses confidence in his ability to determine the important ideas and relevant details of a passage. At school, he has been conditioned, by so many years' practice of reading English without a purpose, to read everything in the same way and at the same speed. Frequently, students read carefully and word-by-word through an entire chapter, get lost in the details and in the repetition of some facts and never grasp the main idea. Skimming and scanning are parts of the total reading process and will help the student much in enhancing both his speed and understanding in reading. However, the knowledge that he gains through the use of these techniques alone is not sufficient to enable him pass the examinations he will take at the University. These techniques should be used as preliminary steps to studying before reading each section thoroughly. The student needs to develop the ability to locate the main ideas of a reading selection rapidly if he is to read with better comprehension. Skimming and scanning can help the student to read with greater ease and understanding. As the student develops confidence and skill in locating main ideas and details quickly, he will find that thorough reading will take less time and that understanding will be improved. The idea that some words in a text may be ignored or skipped will certainly seem strange to students who are used to reading word by word; but the techniques of skimming and scanning require this. Skimming and scanning are reading styles that are used for very special and very specific purposes, for example, for the rapid location of specific information. These techniques require an extremely fast reading rate, and they differ significantly from regular or rapid reading in that all the material is not actually read. Large parts of the text are not read at all. It is a selective leaving-out of parts of the material. These terms (skimming and scanning) are used indiscriminately, but we will distinguish them as follows:

(i) Scanning

Scanning is the processing of large quantities of material for the purpose of locating particular facts or details. It is glancing rapidly through a text either to search for a specific piece of information (eg a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (eg. whether a book on gardening deals with the cultivation of a particular vegetable). Here, it is fairly fast reading with instant rejection of all

irrelevant data, perhaps most of the text that is needed.

(ii) Skimming

This is glancing rapidly through a text to determine its gist: for example, to decide whether a research paper is relevant to our work (not just to determine its field, which we can find out by scanning), or to keep ourselves superficially informed about matters that are not of great importance to us. One of the major purposes of skimming is the location of main ideas. Thus, skimming occurs in the following ways firstly.

When the reader looks quickly at the content page of a book, or at the chapter headings, subheadings etc. This is sometimes called previewing. Another example is when the reader glances quickly through a newspaper to see what the main items of the day are. This will often mean just glancing at the headlines and secondly when the reader goes through a particular passage such as a newspaper article merely to get the main ideas.

(iii) Intensive Reading

This is also called study reading. It involves close study of the text. As the amount of comprehension should be high, the speed of reading is correspondingly slower.

So, here is a guiding principle for any reading activity: you should know the purpose for reading before you actually begin to read. However, simple and obvious as this may seem, it rarely happens.

Exercise 2

Briefly distinguish the differences between scanning and skimming.

(b) Cognitive Skills of Comprehension

The competent reader - the fully literate person - uses not one skill but many, which have been acquired through specific practice. Among the cognitive skills of comprehension are:

- (i) ability to anticipate both the form and the content;

- (iv) ability to recognise the relationship between the main idea(s) and their expansion, examples; etc
- (v) ability to follow sequenced events instructions, stages of an argument;
- (vi) ability to infer from the text (reading between the lines;
- (vii) ability to draw conclusions; and
- (viii) ability to recognise the writer's purpose and attitude.

Let us now see what the competent reader does with some of these abilities.

1. Identifying the Main Idea

The competent reader

reads the passage in order to give a title;
reads the passage in order to select the most appropriate title from those given.

The type of reading used for such practices is skimming, since the aim is to avoid close and slow reading of the text for all details.

The competent reader also identifies the topic sentence i.e., finds and underlines this.

A paragraph will often, but not always have a topic or key sentence. This is often a generalization or summary exemplified or expanded in other sentences of the paragraph. It helps a reader to understand a text if he can identify key sentences because obviously these will indicate the main ideas thus acting as markers to the organisation of the text. Unfortunately, not all paragraphs have a key sentence at the beginning, though this is a very common position. Learners should therefore develop the habit of being on the look-out for this useful clue to the guiding idea of the text.

The Importance of African History Today

For long, the Negro peoples of Africa South of the Sahara have been sadly misrepresented in much European-oriented history.

The Negroes have been presented by many European writers as a race "without a past", a people who never evolved a civilization of their own and contributed nothing to human progress. The World was made to believe that the history of the Negroes began with the coming of Europeans.

If the Negroes had any history before

Exercise 3

- (a) Underline the key sentence in the above paragraph.
- (b) How are the Negro peoples of Africa portrayed in the passage?

(2) *Finding details in a Text*

In a telephone directory: Find somebody's number in say 20 seconds.

In a newspaper article: who scored the second goal?

How many people were injured in the explosion?

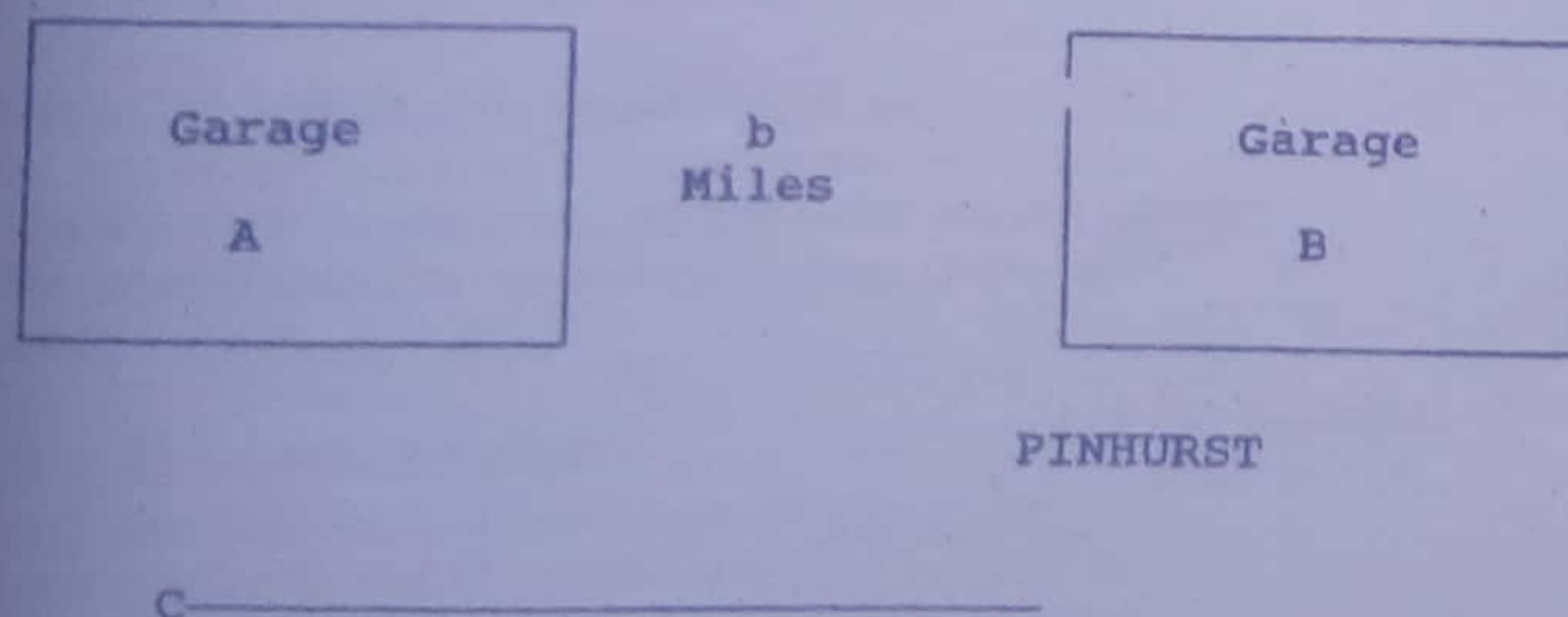
How many new Ministers were appointed, etc?

The type of reading practised here is scanning. One useful technique to use for this work is the information - gap technique, whereby the reader has to fill in the missing information on a worksheet by scanning through a text which has the required information. Exercise 4 involves using this technique.

Exercise 4

Study the diagram below, read the text that follows in order to fill in the gaps in the diagram.

- a. The pigeon flew from Garage - to Garage - in - minutes



NO WRONG NUMBERS

Mr. James Scott has a garage in Silbury and now he has just bought another garage in Pinhurst. Pinhurst is only five miles from Silbury, but Mr Scott cannot get a telephone for his new garage, so he has just bought twelve pigeons. Yesterday, a pigeon carried the first message from Pinhurst to Silbury. The bird covered the distance in three minutes. Up to now, Mr. Scott has set a great many requests for spare parts and other urgent messages from one garage to the other. In this way, he has begun his own private 'telephone' service.

(3) *Following a sequence*

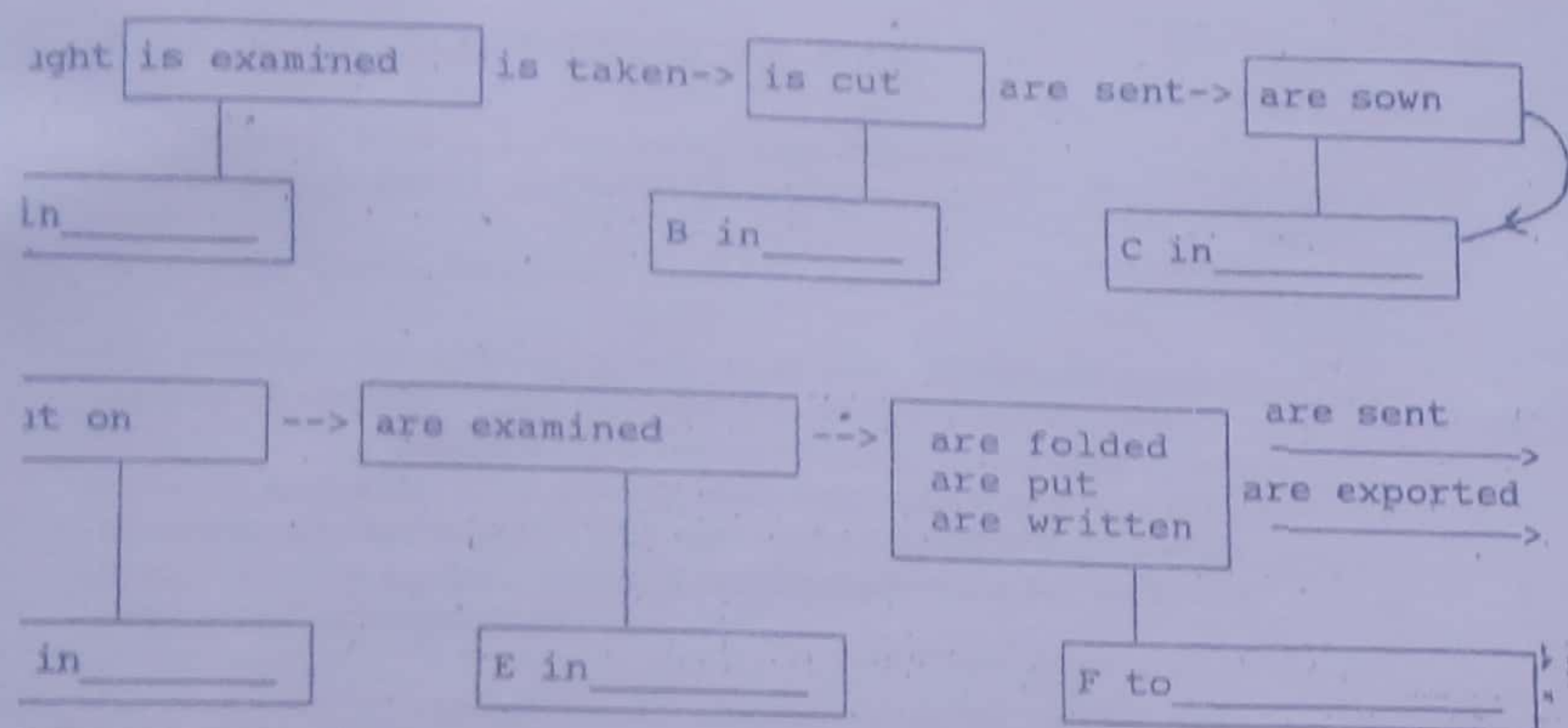
The learner who realizes that what he is reading involves some form of sequencing (ie. related items in a particular order) is able to understand a lot of the text, even if there are some unknown words. For example, a text describing some kind of process, where sequence is important.

Exercise 5

Read the description of how clothes are made in order to fill in missing information in the flow-diagram. The boxes labelled A,B,C,D,E,F are where what is stated in the next passage are inserted.

Dress Making

Cloth is brought to the factory and examined. If it is torn or dirty, it will not be used. The cloth is taken to the cutting room. Here a special pencil is used to drawing on the cloth, and then it is cut. Boxes of dressing - gowns are sent to the sewing room where they are sewn. In another room the sleeves, pockets and belts are put on. When the gowns are finished they are examined. Then they are folded and put into their boxes. The price and the size are written on the boxes, and then they are sent by train or by lorry, to other towns in the country. Boxes can be ordered by post and sold



Inferring from the Text

Together with identifying the main idea, the ability to infer (reading between the lines) is sometimes called a manipulative thinking skill. Whereas reading for literal meaning focuses on what is explicitly stated, we often go beyond the explicitly conjectures to work out what is implied in a text. In short, we think as we read. Of course, inferring presupposes aural understanding of the text. It is not an alternative, but a higher level comprehension.

Recognising the Writer's purpose and attitude

A writer's purpose could be to ridicule, amuse, protest, accuse, teach, etc. Readers should therefore be on the look-out for any of these.

A writer's attitude will be determined by his purpose. It could be serious, superficial, sympathetic, angry, etc. But the purpose and attitude the writer will usually reveal the prejudices, the bias he has towards his subject. One of the marks of a mature, sensitive reader is the ability to recognise such a bias.

Recognising discourse features

A text will consist of discourse, that is, a combination of interrelated sentences. The combination is formed in various ways. For instance, the words will belong together as members of the same lexical field, so that a text on football will have words like goal, foul, offside, kick, head, pass, etc.

But a text is held together by other mechanisms as well.

"Mary was feeling unhappy. There were several reasons for this. First, she had lost her purse. Secondly, she had just missed the last bus. Thirdly, her father had insisted that she should be home before ten O'clock pm and it is now eleven O'clock. Fourthly, she had not liked the film. But just then, she remembered that she began her holidays the next day, so she felt a little better."

In the above passage, we can identify discourse features as follows:

- "this", "she", "her" as substitutes referring back to previous statements.
- 'first', 'secondly', 'thirdly', 'fourthly', signal a list of some sort.
- "but" indicates a change or contrast relative to some previous statement.
- "so" introduces a consequence or result of previous events.

A good reader knows the significance of these markers which help him understand the text. For example, on encountering the sequence marker 'first', the reader expects some kind of listing to follow.

2.4 SUMMARY

We need to understand enough of the text to suit our purpose in reading, and this means that we frequently do not need to read or understand every word. Certainly students must be able to understand completely when necessary, but they must also learn that it is wasteful to read with the same amount of care for every purpose.

Skimming and scanning are useful skills. They do not remove the need for careful reading, but they enable the reader to select the texts, or the portions of a text, that are worth spending time on.

To be successful in learning how to skim and scan you need a proper mental attitude, that is, change old negative habits and attitudes about reading. You need to concentrate harder than you are accustomed to in ordinary reading. Do not let your thoughts roam when reading against a short-time deadline. Attend more closely to the printed page and think more critically to skim and scan effectively. Be constantly aware of time and consciously force yourself to work more rapidly than is comfortable for you. Learn to define specific purposes for reading and limit your

After all, practise the new technique in your

5 SELF ASSESSMENT EXERCISE (SAE)

Use the passage below to perform various tasks following it.
Read the passage through once before attempting the tasks.

Is Economic Growth Desirable?

Like everything else, economic growth has its costs. If economic growth could be achieved without any disadvantages, everybody would be wholly in its favour. But since growth has real disadvantage, people differ in their attitude to it according to the different assessment which they give to its advantages and disadvantages. They may dislike the kind of society which is associated with economic growth, preferring the attitudes and institutions which prevail in stable societies.

Or, even if they are reconciled to the institutions of growth societies, they may dislike the transitional processes in the course of which stable societies are converted into growing societies, they may therefore conclude either that the benefits of growth are not worth the cost of the disturbance it involves, or also that growth should be introduced slowly, so that the society may have as long as possible to adjust itself to the changes which economic growth requires.

The advantage of economic growth is not that wealth increases happiness, but that it increases the range of human choice. It is very hard to correlate wealth with happiness. Happiness results from the way one looks at life, taking it as it comes, dwelling on the pleasant rather than the unpleasant, and living without fear of what the future may bring. Wealth could increase happiness if it increased resources more than it increased wants, but it does not necessarily do this, and there is no evidence that the rich are happier than the poor, or that individuals grow happier as their incomes increase. Wealth decreases happiness if in the acquisition of wealth one ceases to take life as it comes, and worries more about resources and the future. There is, indeed some evidence that this is the case - in so far as economic growth results from alertness in seeking out and seizing economic opportunities. It is only to be expected that it should be associated with less happiness than we find in societies where people are not so concerned with growth. There is evidence of much greater mental disturbance in the United States of America than there is in other countries, and even then allowance is made for differences in statistical reporting, it is at least plausible that the higher suicide rate is causally connected with the drive for greater success in an already rich community. We certainly cannot say that an increase in wealth makes people less happy, and even if we could say this, it would not be a decisive argument against economic

We do not know what the purpose of life is, but if it were happiness, then evolution could just as well have stopped a long time ago, since there is no reason to believe that men are happier than pigs, or than fishes. What distinguishes men from pigs is that men have greater control over their environment, or that they are more happy. And on this test, economic growth is greatly to be desired.

But the case for economic growth is that it gives man greater control over his environment, and thereby increases his freedom.

TASK 1

Skim the passage above for main ideas.

TASK 2

Scan through the passage as rapidly as possible.

Answer the comprehension questions which follow, indicating whether the statement is true or false. Do not refer to the passage to answer the questions.

- (a) There are no disadvantages to economic growth.
- (b) The advantage of economic growth is that it increases wealth which increases happiness.
- (c) Wealth increases happiness because it increases resources.
- (d) There is no evidence that the rich are happier than the poor.
- (e) Wealth can decrease happiness.
- (f) An increase in wealth actually makes people less happy.
- (g) There is evidence that mental disturbances and high suicide rate are related to economic growth.
- (h) Happiness is the only good thing in life.
- (i) There is reason to believe that men are happier than pigs.
- (j) Economic growth increases man's control over his environment but decreases his freedom.

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TOPIC: THE VOCABULARY OF ENGLISH: Word Formation, Meaning and Spelling

INTRODUCTION

A good store of vocabulary items is an asset for passing examinations. It also enables you to express yourself in all meaningful contexts. It is an asset in helping you to express yourself exactly, vividly and fluently without being lost for words and without having to repeat weak forms and expressions. Besides, comprehension is impossible without a good store of vocabulary. A strong vocabulary is an important tool of effective communication, both in the writing and reading media.

The English language, like any other, is a set of symbols or signs. It is made up of two types of substance: sound or mark that we produce in a speech act can be said to have a meaning. To produce a message, the sounds or marks of English are usually patterned in various ways:- the words, the sentence and the paragraph. The word is the smallest of these three, and in the written medium, it is usually found between two spaces.

OBJECTIVES

At the end of this lecture, you should be able to

- (i) use prefixes and suffixes in the formation of words;
- (ii) use the dictionary effectively;
- (iii) discuss some spelling rules; and
- (iv) also use these rules as a guide.

MAIN TEXT

Formation of words

The most interesting thing to know about the forms words take in the English language is that words can be made from three principal parts. The parts are called *morphemes*. There is the core part, which is called the *stem* or *root* or *base*. It is this core part that can form meaningful word on its own. When all three parts are not present, (that is, if only two are found) then, the core part may either be at the beginning or at the end. For example, in the words *educate*, *education*, *educational*, *uneducationally* and *educator*.

called affixes. Affixes are of two kinds: those that come before (such as *in* in our example), are called prefixes and those that come after, (such as *-ion/al*) are called suffixes.

An English word may therefore be made up of just the base form e.g. *the*, *not*, *on* and *cheap*. Some other words have base forms plus prefixes e.g. *Intake*, *re-educate*, *re-sit*, *relearn* and *dismember* etc, others have base form plus suffixes e.g. *education*, *educates*, *educating* and *educated*. Each of these parts in a morpheme.

You should note that an English word can be made up of more than one base form and more than one suffix, e.g. *in* + *take* = *intake* (2 base) *educate* + *ion* + *al* + *ly* = *educationally*

Perhaps it is easier to see the possibility of having more than one prefix or more than one suffix than it is to see more than one base form. It is true to say that the multiplicity of base forms within a single word is rarer than the multiplicity of either prefixes or suffixes. In this regard therefore, the multiplicity of base forms is more interesting and deserves further comments. This occurs only when we have what is usually referred to as a compound word, that is the bringing together of two base forms to form a new one e.g. *Headmaster*, *blackboard* etc. Compounding is a common characteristic of the English language, and it is one of the most productive ways of increasing the vocabulary of the language in order to meet new demands, particularly in Science and Technology.

One interesting thing to note about prefixes and suffixes is that while they may not change the class of the base form in some cases, they do change it in others. For example the class of the word *educate* (base form) does not change in either *re-educate* or *educates*, whereas the class of the word *list* is changed in *enlist* or *listing*. Thus we need to learn the function of the part of a word whenever we learn such a word in order to avoid the mistake of giving a wrong interpretation to the parts. For instance, the suffix *less* suggests absence of what the base form means, in *meaning less* and *useless* (which mean *without meaning* and *without use*, respectively) whereas *priceless* does not mean *without price or value*. Nor does *invaluable* mean *without value*. Check your dictionary for what *priceless* and *changeless* mean. Do they have the same notion as in *valueless*, *pointless*; etc?

Let us now consider the most common prefixes and suffixes which we have to master and use correctly. Many English words contain one or more prefixes, mostly derived from *prepositions* in Latin or Greek. It is helpful to know these prefixes both in order to spell words correctly and in order

of the most useful prefixes is given below. Note that in some cases the prefix has many variants due to the influence of the first letter of the word base to which it is joined. This process is called *assimilation*.

Prefix	Meaning	Examples
a-, a-, aha-	away from	avert, absolves, abstract
ad-, ac-, a-	to	adhere, accept, arrive
ante-	before	antecedent, anteroom
bi-, bis	two, twice	bicycle, bisect, <u>biscuit</u> <i>more than one</i>
circum-	round	circumference, circumvent
con-, com	with, together	connect, communicate
contra-	against	contrary, contraband
de-	down	depress, descend, decline
dais-	apart, not	disagree, disappear
ex-	out of	exhale, export, extract
fore-	before, in advance	foretell, forecast
hydro-	water	hydrant, hydraulic
i-, in-	(a) in, into	inhale, include, insert
in-	(b) not	inappropriate, invalid
inter-	between	international, intercede
mis-	wrong	misdeed, misjudge
ob-	against	object, obstruction
post-	after	postpone, post-war
pre-	before	predict, prepare
pro-	forth	proceed, produce
psycho-	the mind	psychology, psychoanalysis
re-	back, again	return, retrace, retake
sub	under	submarine, subway
trans-	across	transfer, transport, transpose
un-	not, without	unfit, unknown, unpaid
vice-	instead	vice-captain, viceroy
-able-ible (verbal suffix)	Capable of being	movable, eatable, incredible
-ain-an (noun suffix)	one connected	chaplain, publican
-ance, -ence (noun suffix)	state of	repentance, existence
-ant (noun suffix)	one who	assistant, servant
-el, et, -ette (noun suffix)	little	satch, locket, cigarette
-er, -eer, -ier (noun suffix)	one who	baker, engineer, ferrier
-ess (noun suffix)	the female	goddess, princess, waitress

-less (adjectival suffix)	without	careless, quittance, <u>merciless</u>
-ling (noun suffix)	little	codling, gosling, darling
-ment (abstract noun suffix)	state of being	merriment, enjoyment
-ock (noun suffix)	little	hill-lock
-ory (noun suffix)	a place for	dormitory, factory
-ous (adjectival suffix)	full of	famous, glorious
-ly (adverbial suffix)	in a manner	happily, quickly
-ful (adjectival suffix)	full of	beautiful, powerful
-ian (noun suffix)	to do with	Egyptian, Italian
-ician (noun suffix)	referring to, one skilled in	magician, politician

The most useful verbal suffixes are -s and -d. The first one -s has three main functions in English, namely, to indicate plural: *boys*; to show agreement between subject and verb: *I kick - he kicks*; and to show possession: *the boy's book*. -d on its own has many forms in spelling as well as in pronunciation. It is spelt -d, -t, and d, and it is also pronounced as -d, -t, and id.

The addition of a prefix or suffix to a root or parent word can create a large family of words, and obviously, if we know the meaning of the root, we can arrive at the approximate meaning of more difficult words derived from it.

Exercise 1

- Underline the prefixes and suffixes in the following words and give their meanings:- Circumference, forenoon, anteroom, polysyllabic, persuade, heiress, attendant, duckling, quiltless, dormitory.
- Use your knowledge of prefixes and suffixes to find the meaning of 10 unfamiliar words in your field of study. Write the words and their meanings.

(b) Meaning of Words

We may note three important properties concerning the meaning of words. We may note three important properties concerning the meaning of words. We may note three important properties concerning the meaning of words. This

indeed is called other names in other languages. In fact, the same language may refer to the same object by different names at different times in the history of its speakers. It would be interesting and rewarding if you can look for such words in English and in your own language, and see why the changes have taken place.

Secondly, all words and their meanings, whether such words are technical or everyday ones, are arrived at through a sort of common agreement by all people using the language. The agreement is not conscious, all people just accept what others - fathers, mothers, brothers, sisters, friends etc say. That is why language is said to be conventional. As could be seen from the lack of logical relationship between words and their meanings, the convention is not based on the inherent nature of objects referred to by the words. The pig is not so called because it is dirty. Of course, there are certain words, the sounds of which may be suggestive of their meanings, but even such words do not break the general rule. Such words are said to be onomatopoeic.

From the conventional nature of language arises a further property. Language changes, and the meanings of words, therefore, change. The meaning we attach to words is comparable to the value we ascribe to fashion, but we all know that fashions do change and sometimes rapidly too. In our own limited experience, we can recall for example, the different kinds of trousers and dresses that have come into, and gone out of fashion. Similarly, we can find out from the *Oxford English Dictionary* that words such as *silly*, *break*, and *broadcast* once had meanings that have gone out of fashion. Meanings of words may shrink, expand or even be completely replaced.

The dictionary is a kind of authority to which we can turn for information on the meanings of words. Without necessarily repeating what will be discussed later, let us illustrate the use of the dictionary by taking the sentence: "The place of stylistics in the undergraduate curriculum is secure." Suppose we want information on *place* as it occurs in the quotation. If we turn to the *Advanced Learner's Dictionary of Current English*, we will find different kinds of information given in the entries. First, we find the information concerning pronunciation. This comes in two ways: the word is written entirely without an interrupting space (compare this with the entry for *placate* which is written in two parts (*placate*) to give information that it can be pronounced without interruption as a single syllable, and details of the sounds are given in special symbols within brackets. Then there is some information concerning grammar (how the word is used in a sentence). In this regard the two references to *place* are marked respectively as 'n' and 'v.t'. This means that the first entry is for *place* as a noun and the other as a transitive verb.

about the meaning of the word *place*. We find that there are fourteen different meanings for it as a noun, and eight for it as a verb. Thus, in relation to the original *place*, it is our own knowledge of the English Language that will lead us to determine that we must look through the first set of fourteen possibilities in order to identify the right one. Then, we have got to use the context of the original sentence to pin-point which of the fourteen meanings to choose. Subsequently, we find information concerning the various usages of the word and the various expressions and idioms in which it can occur. Thus, we find that the *Advanced Learner's Dictionary* gives the spelling, pronunciation, grammatical properties and usage of the word in addition to suggesting its possible meanings.

Not every dictionary performs all of these functions and there are others performed by bigger dictionaries which are not performed by the *Advanced Learner's Dictionary*. On the other hand, some special dictionaries may concentrate on one or more of those functions and therefore go into more detail than the *Advanced Learner's Dictionary* chooses to. Similarly, we have dictionaries such as the *Oxford English Dictionary*, which gives information on etymology and the history of words. You must choose your dictionary carefully as one will be better suited to a particular need than another, and it is necessary for us to be acquainted with the various dictionaries and their special features.

The most complete and scholarly dictionary of the English language is the *Oxford English Dictionary* (OED) also known as the *New English Dictionary* (NED).

Lecture 4 will discuss in detail the use of the dictionary. But do you know that by examining the context of an unfamiliar word, you can often figure out its meaning and get an idea of how to use the word in your own writing. Let us consider these famous lines by the American poet E. A. Robinson.

Whenever Richard Cory went down town,
We people on the pavement looked at him:

He was a gentleman from "sole to crown—" Robinson's use of the word *town* may be unfamiliar to you but the context gives you a strong clue to the word's meaning. Since "Crown" is mentioned along with "Sole", you can figure out that *crown* in this quotation must mean "head".

Exercise 2

Below are some quotations containing underlined words that may be unfamiliar to you. Following each quotation are four possible meanings for the underlined word. Determine the meaning by examining the word's context. Then write the underlined words and its meaning.

- A. The smith, a mighty man is he
with large and sinewy hands,
And the muscles of his brawny arms
Are strong as iron bands - Henry Wadsworth Longfellow

- (a) skinny (c) muscular
(b) small (d) weak

- B. When I was a boy, there was but one permanent ambition among my comrades — That was, to be a steamboatman. We had transient ambitions of other sorts, but — these ambitions faded out, each in its turn but the ambition to be a steamboatman always remained.

- Mark Twain.

- (a) Wonder (c) permanent
(b) Important (d) Passing.

c) Spelling

Good spelling is expected of every writer. Spelling mistakes in essays or short stories are certain to jar your readers and may prejudice readers against what you have to say. The English language as any foreign student who tries to learn it soon finds out, is notorious for the inconsistency of its spelling and pronunciation. Many words which have exactly the same pronunciation are spelt differently e.g. *pair, pare, pear* or *vain, vein*. But in spite of the general inconsistency of English spelling, there are some rules and suggestions that can help you to improve your spelling. Here are some of them:

- (i) Syllables: English words are built up from syllables. Many long words are easier to spell if you break them down into their syllables rather than try to remember the whole word e.g. a multisyllable word like "immediately" is easier to deal with if you break it down into five syllables.
Im/me/di/ate/ly.

You will recollect that we have discussed this earlier on in this lecture. Go back and re-read that section of the lecture.

- (iii) Suffixes: Many English words have suffixes (syllables tacked on at the end), and certain rules apply here too. One of the most common suffixes is "ful" which is really a shortened form of the word "full".

So, if someone is "full of care" they could be described as 'careful'. Other adjectives like this are: beautiful, bashful, graceful, hopeful etc all with one 'f' at the end. But when an adjective is formed from the adjective by adding another suffix 'ly' then these words become carefully, beautifully, bashfully, hopefully etc. Another rule about suffixes is that when a suffix is added to a word which ends in 'y' the 'y' is changed to 'i' e.g. beauty - beautiful, jolly - jollily. Another group of words are those ending in 'our' where the 'u' is dropped when a suffix is added e.g. vigour - vigorous, humour - humorous.

Other suffixes to notice are those where the suffix begins with the same letter as that which ends the word, so the letter is doubled: Keeness, evenness, usually, soulless etc. Words ending in -cede, -ceed and -sede often cause difficulty. Only one word in common use ends in -sede: Supersede. Three words in common use end in -ceed: exceed, proceed (but not procedure), succeed. All the others end in -cede: accede, concede, intercede, precede. Also, notice those words where the last letter is doubled before the suffix is added: beginning, Jeweller, occurrence, robber, sinning, woollen etc. This is usually done to keep the sound of the last syllable of the words short. For example, if 'robber' did not have double 'b', it would be pronounced 'rober' which is a different kind of person. But, there are a few words, where the last syllable is not doubled, even though the sound of the last syllable is kept short: benefited, paralleled.

The rules for suffixes are not entirely consistent. However, when you become aware of the usual practice, and take special note of the exceptions, you are more likely to spell correctly e.g. parallel, unparalleled, civil - civilize, natural - naturalist, devil - devilish.

- iv) Words ending in 'y' The letter 'y' causes special difficulties with spelling because it sometimes stays as a 'y' and sometimes changes to an 'i'. In the plurals of nouns ending in 'y' if the 'y' follows a consonant, then the 'y' is changed to 'i' and 'es' is added: lady - ladies, baby - babies. When the 'y' comes after a vowel, it is not changed, and only 's' is added: boy - boys, day - days, monkey - monkeys. The same rule applies to most words ending in 'y' when

word is retained, otherwise there would be two 'T's e.g. carrying, copying.

Verbs ending in 'y', 'ie' or 'ye'. The verbs ending in 'y', 'ie' or 'ye', should be given special attention because some of them are irregular: *die, died, dying, dye, dyeing, play, played, playing, pay, paid, paying* etc. 'ie' and 'ei'. These combinations of letters are the cause of much confusion. But there are some useful rules. When the sound is 'e', 'i' comes before (e) except after 'c' e.g. achieve, believe, brief, grief, thief, yield (exceptional seize). When the sound is 'a' or 'I', 'e' comes before 'i': freight, height, neighbour, reign, vein, weight etc. There are however, several words which don't fit the rules and must be learned individually e.g. fiery, friend, heir, hurricane, leisure, piece, protein, weird.

- (vi) **Noun and Verb forms.** There are several words in English where the noun form is spelt with 'a' 'c', the verb form with an 's', and these are frequently misspelt e.g. advice (noun) advise (verb) licence (noun), license (verb) practice (noun), practise (verb). However, there are also many common words where the noun and verb forms are spelt in the same way: notice (noun) notice (verb), rise (noun), rise (verb).

Joined and unjoined words: confusion often arises with these words which sound as if they are joined together but are not: a lot (which is confused with the verb allot), all right (although alright is now acceptable) in between, in spite of. There are many words which are formed by joining two words together e.g. into, sometimes, tonight, whenever. Special note should be taken of which words are joined and which are not.

- (viii) **Words Ending in silent-e** drop the -e when a syllable beginning with a vowel is added e.g. dance - dancing, fate - fatal, increase - increasing, noise - noisy, suitable - suitably. When the -e is not silent, it is retained e.g. agree - agreeable. (viii) **Plurals of words ending in -f (not -ff)** These normally change -f to ves e.g. knife - knives, myself - chiefs, belief - beliefs.

- (ix) **Plurals of words ending in -o** Add -es.

Words ending in -o	Plurals
hero	heroes
cargo	cargoes

potato	potatoes
tomato	
volcano	
motto	

Did you complete the table?

Is the last word acceptable as mottoes? Check in your dictionary -n: autumn, solemn, column, condemn, hymn, government. -t: often, listen, glisten, fasten, hasten, soften, whistle, hustle. -w: wrong, write, wreck, wretched, wrestle, wrap, wrist, sword.

- (x) **Silent consonants**

Notice the following groups of words in which certain consonants are written but not pronounced.

- b : lamb, comb, climb, thumb, debt, doubt
- g : foreign, resign, campaign, sign
- k : know, knife, knot, knock
- l : half, chalk, calf, palm, fold, could
- n : autumn, solemn, condemn, hymn, government
- t : often, listen, glisten, fasten, whistle
- w : wrong, write, wreck, wretched, sword

can you add to each list?

- (xi) **Words of special difficulty.** There remains many difficulty words to which no rules apply. There is no alternative but to learn them, if they give you difficulty. However it is sometimes possible to invent your own mnemonics to help you remember how to spell some of these words e.g. caricature, hypocrisy, satellite, supersede, exaggerate, accelerate, manoeuvre etc.

But the best aid for spelling is a dictionary and if you haven't one of your own, you should buy one, you can then look up the meanings of any word you don't know and also check the spelling of any word you are doubtful about. You should then write it in your vocabulary book, in a special section for words that you find difficulty. It is a waste of time to look up a word, then forget it, and have to look it up again.

- (xii) **Finally,** differences in spelling between British and American English are few. The main differences are given below.

British	American
-our	-or
honour	honor
	color

theatre	theater
centre	center
kilometre	kilometer

SUMMARY

A strong vocabulary knowledge is an important tool for effective communication. The more words you know and the more you understand distinctions between similar words the more clearly you will be able to express yourself, and receive messages from speakers and books read. Perhaps the most natural way of building up your vocabulary is by reading extensively. When you read, you are likely to come across many new words. Often you understand the meanings of these new words through the context in which they appear or by checking up for their meanings in the dictionary.

English words can be made up of at most three principal parts - core parts, prefix and suffix. You need to know the basic prefixes and suffixes and these would go a long way in making meanings of words clear. They also help in the spelling of words. The dictionary is an indispensable companion if you are to be good in spelling.

SELF ASSESSMENT EXERCISE (SAE)

Write each of the following sentences by replacing the awkward italicised phrase or clause with a single word that contains an appropriate prefix.

- (i) Susan Anthony was a leader in the movement *that* was in favour of suffrage.
- (ii) Harriet Tubman was an important figure in the movement *against* slavery of the nineteenth century.
- (iii) The Federal Government handles issues involving commerce *that* occur between the States.
- (iv) In very different ways both Dickinson and Thoreau were *not* conformists.
- (v) The general ordered *an attack* going against the previous attack by the enemy.

Correct those of the following words that are wrongly spelt: emigration, unnatural, sufficient, collapse, innocent, deceitful, grievance, reign, feindish.

3.6 REFERENCES

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LECTURE 4

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- (b) meaning
- (c) Style and usage

SUMMARY

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4.0 TOPIC : THE USE OF DICTIONARY

4.1. INTRODUCTION

A good dictionary is one of the best reference books for the University student. The dictionary may not be a final authority but it is a reliable authority on the use of language. Since language is used to express ideas, we need to express ourselves competently. This competence comes through acquiring a large and varied vocabulary (the words known to and used by a person). It is not enough to just acquire vocabulary, it will almost be useless to us unless we can use it competently. And the dictionary is indispensable to our acquisition and competent use of vocabulary. We need a knowledge of how to read and interpret the information given in a dictionary so as to get the best out of it and this is the focus in this lecture.

4.2 OBJECTIVES

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

- a) Look up a word in a dictionary; and
- b) Use the dictionary to help you use a word in the appropriate sense.

4.3 MAIN TEXT

There are many dictionaries available and they differ in the information and the presentation (of the information) they give. There are the large, unabridged dictionaries placed in the library, some of which run into volumes. Such large editions are complete and are good for reference purposes. They do not only give meanings of words but also the origin, history, development and samples of usage. Pages are devoted to a single word.

Examples of such dictionaries include

Webster, A.M. Webster's Third New International Dictionary of the English Language (Unabridged) London: G. Bell & Sons. 1961. and

student. For practical purposes, there are shorter dictionaries which the student can buy. The ones that are common include:

Oxford Advanced Learner's Dictionary
The Concise Oxford Dictionary
Chamber's 20th Century Dictionary; and
Longman Advanced Learner's Dictionary.

These have their strengths. For instance, Longman *Advanced Learner's Dictionary* has pictures for illustration.

However, when buying a dictionary, be sure to buy the most recent edition available. This is because dictionaries, especially the shorter ones, are often revised and the latest edition includes more information than the older one. Often however, the teacher helps by recommending a dictionary for students to buy.

Apart from these listed dictionaries, there are other specialized ones. Such dictionaries give technical and specialized information in specific fields. Examples include *Concise Dictionary of Physics*, *Dictionary of Psychology*, *Dictionary of Education*, *Dictionary of World Literature* among others. But for this lecture, we are going to focus on the common, shorter dictionary.

When you come across a new dictionary, it will be worthwhile to read the introduction, this will explain the plan, the entries, the style, it will indicate pronunciation, the meaning of abbreviations and symbols used. All these will help you in making good use of the dictionary.

In a dictionary, you will not only find the meanings of words, but also indications of how words are pronounced, spelt, derived and idiomatically used. Let us now consider these.

Spelling and Pronunciation

Apart from using the dictionary to know the meaning of a word, we can also use it to check the spelling of a word. It could be difficult locating a word, however, if you do not know the first and second letters of the word. What to do in this case is to try different possible ways of spelling the word. For instance you could try 'ryme' or 'rhyme'; is it 'wine' or 'whine'. In the first pair 'ryme' is wrong, there is no word like that entered in the dictionary. 'Rhyme' is the correct spelling. In the second pair, both spellings are correct but they mean different things. 'Wine' is an alcoholic drink, while 'whine' is

the meanings and choose the one which is appropriate to the context. There are other examples you can try. Try 'whistle' or 'wistle', 'waste' or 'waiste', 'pucka' or 'pukka'. Use your dictionary.

Two spellings may be given for a word as variants. For instance, when you check 'pucka', the spelling 'pukka' is given as a variant spelling, variant is abbreviated 'var'. In *The Concise Oxford Dictionary* (hereafter referred to as COD), it is entered as: pucka (Var. of PUKKA). In *Advanced Learner's Dictionary* (hereafter referred to as ALD) it is entered as: pucka, pukka and the meaning is entered. Sometimes the variant spellings are labelled. Very often it is the second spelling that is labelled as 'US' or in COD an asterisk (*) is used to mean 'US'. Such labelled spellings are the ones used in the United States of America and are not the standard spellings. The first spellings are the British ones and are the standard ones in Nigeria. Some other examples of such words with US variant spellings are flavour - flavor; colour - color; theatre - theater.

It is the British spellings, the ones written first, that are more acceptable in Nigeria; however being consistent in your spelling is very important.

The words entered in dictionaries are also divided in line with the syllables of the word. This is done by the use of gaps or small dots in between syllables. Let us look at some examples:

Cut lass, Di as po ra, com pre hen sion or de port; do-min-ion, hor-ti-cul-ture. The division is according to the spoken syllables. The division helps us to detect any mistake in our spelling. It also helps us to divide words properly at the end of a line. For instance, you now know that you can divide the word 'hor.ti.cul.ture' at the end of a line in any one of the three places.

Remember that some words may not have more than one syllable and such words are not divided, they are written in the normal way. Examples are:
slum, food, glue, grate

A syllable is that part of a word which contains a vowel

vowel sound will have only one syllable. A word with one vowel representation can have more than one vowel sound, that is more than one syllable. For instance, the word 'slummy' has only one vowel 'letter' 'u' but when pronounced it has two syllables thus:
slum my
smith-y, di-a-ry

There is a system of symbols to indicate how words are pronounced in a dictionary. Immediately after the word entered in the dictionary, we have the pronunciation entered in square brackets [] or in some dictionaries, between two slant bars / /. This system of putting down the symbols is called transcription. Let us study some examples of transcriptions from the dictionary.

come /k/ʌm/

judge /dʒ/ʌdʒ/

hit /hɪt/

When using a dictionary, get familiar with the sound represented by the symbols. The three transcriptions above show how the words are to be pronounced. The sound represented by the symbols is usually given in the introduction to the dictionary. It is also possible to see two transcriptions entered for a word, in which case the two pronunciations are correct. Here are some examples:

canine /keɪnain, k'ɛnain/

director /direkt, dairekt/

The syllables to be stressed are also indicated by a heavy stress mark ('). See this example:

con form [kɒn 'fɔrm]

The stress mark on the second syllable indicates that syllable is to be stressed.

Some dictionaries may have different ways of indicating pronunciation, therefore observe and learn the method in your dictionary.

(b) Meaning

The dictionary is most popularly known for giving meanings of words. Words entered in a dictionary are arranged in alphabetical order, written in bold type, and referred to as headwords. After the bold type the pronunciation, the part of speech and then the meaning is given. You should know that dictionaries do not give grammatical rules for word usage, they only record the ways words are used.

Some words - headwords - have the same spelling but different meanings. Such words are entered separately and numbered. The numbering could come immediately before or after the word. One example is the word 'die'. It is entered twice, numbered 1 and 2. It is first defined as a noun, it is the singular form of the word 'dice'. It is then entered again and defined as a verb which means 'cease to live'. Apart from having different meanings, the word 'die' is used as two different parts of speech - as a noun and as a verb. These are abbreviated as (n) and (v) immediately after the transcription. Check this up in your dictionary.

If you have a noun word to look up in the dictionary, it is the singular form that is entered as headword. The plural forms could be indicated after the headword only if the word does not take -s or -es to form plural. For instance, after the headword 'ox' you will find in front of it the plural form 'oxen' because it is an irregular plural form. Another example is 'dice' which is the plural of 'die'. The plural form is irregular and is therefore entered in brackets.

If it is a verb you want to look up, the past tense or past participle is not entered as headwords. It is the simple present forms of verbs that are entered as headwords. Examples are:

'break', not 'broke' or 'broken'

'come', not 'came'

However, these other forms - broke, broken, came will be indicated in brackets as past tense and past participle because they are not regular ways of forming past tense. The same thing goes for the comparative and superlative forms of adjectives. Look for the adjective and not the comparative or superlative. For instance, look for 'tall', not 'taller'.

After the headwords, the meanings are given. Sometimes a

murmur /'mɜ:mə/.

low, continuous, indistinct sound, rising and falling very little in pitch:
the ~ of bees in the garden; the ~ of a distant brook.
softly spoken word(s): a ~ of conversation from the next room.
subdued expression of feeling: a ~ of delight. They paid
the higher taxes without a ~, i.e. without complaining.

There are three meanings entered here for 'murmur'.
Some words have much more than that. What you will do is to
read through all the meanings and choose the one best for the
context.

Sometimes a meaning entered is obsolete, that is, it is no
longer in use. In this case, you should choose the modern meaning.

Examples of phrases and sentences are given to help you
decide which of the numbered definitions is the right choice.
Example:

care [keə] n.

1. /u/ serious attention
or thought; watchfulness; pains: You should give more
to your work. This is made of glass, so take
not to break it.
2. /u/ protection; charge;
responsibility; The child was left in its sister's ~.
The library is under the ~ of Mr. Grey.
3. /u/ sorrow; anxiety; troubled state of mind caused by doubt or
fear: free from care. Care had made him look ten years older.
4. /C/ (usu. pl.) cause of sorrow and anxiety: He was
rich and free from ~s of every kind.

These are just some of the examples of phrases and sentences on
'care'.

Exercise 1

Using your dictionary, what is the best definition for the
underlined word in each of these sentences?

1. At ten he became a printer's devil.
2. His fellowship expired at the end of the year.
3. James objected to the sale of indulgences.
4. The entrance fee was fixed at ten naira.

after the meaning of 'morgue' has been entered, you will see in
brackets (cf. mortuary). This means that you should compare the
word with mortuary which is a synonym of morgue.

Derivatives of words are also given in the entries. A
derivative is the word we have when an ending or suffix is added
to a headword. Examples of suffixes are -able, -ance, -ly, -
ment. If a headword, 'light' has a suffix -ness or -ly added
to it, we will have 'lightness' and 'lightly' as derivatives.
Derivatives are printed in bold type and are listed
alphabetically. They may be written out fully for example
lightness, or they are written beginning with a tilde (~) and
followed by the suffix as in: ~ness, ~ly. The tilde in this
case represents the headword at the beginning of the entry. The
part of speech of the derivative is also given in abbreviated
form: ~ly adv.

Sometimes the addition of a suffix changes the spelling of a
headword and therefore it will be written out fully. Examples
include magnify - magnification. And a derivative may have its
own entry (that is, it becomes a headword too) because the
spelling is very different or because the meaning is very
different. Examples are:

scarce - scarcely
scant - scantily
adhere - adherent, adhesive, adhesion.

Look up these words in the dictionary to see the differences in
meaning.

Exercise 2

What usage or status label - if any - follows each
of the following words?

enthuse	pate	essential
hunch	petrol	humorous
dilly - dally	nigh	jalopy
harangue		

(c) Style and usage

Give examples of phrases showing how headwords

read the example above in the entry under 'care', we have the sentence 'He was rich and free from cares of every kind'. The sample phrases are to help us choose the appropriate meaning and usage of a word.

Some words and meanings are labelled as archaic, technical, poetic, slang or colloquial. These labels indicate levels of usage, they indicate whether a word is put to any special use. Be sure you are using the right style in a particular context. Let us briefly look at what these labels mean.

A word labelled 'archaic' implies that it is out of date; it is no longer used. It was current sometime ago and was the vocabulary of some great writers but it is no more used. An example of such a word is 'methinks'. It is entered as:

methinks (arch.) 'It seems to me'

Above, the word 'archaic' is abbreviated and the meaning of 'methinks' is given. Some words are not archaic but one or more of its meanings may be out of use and such are labelled as archaic. Here is an example of a word that is not labelled, but a couple of its meanings are:

- impose v.t (arch.) Place (thing) upon. 2. (Print.) Lay (pages of type) in proper order and secure them in a CHASE.
3. Lay (tax, duty, charge, obligation, on or upon); compel compliance with. 4. Palm off (thing upon person); force (oneself) on attention etc. of (person).
5. v.i. Exert influence (on person) by impressive character or appearance.
6. Practise deception (on or upon); take advantage of.

The first and second meanings of 'impose' are labelled. In the first one, the label 'archaic' implies that the use of the word 'impose' to mean 'place a thing upon' is no longer in use. In the second one, the use of 'impose' to mean 'laying pages of type in proper order' is a technical term in printing.

The other four meanings are not labelled and that means they are

Phar. (Pharmacy). Words so labelled are commonly used in the specified field. The word 'supertonic' for instance is labelled Mus. (music) and that means it is used in music. A word can have more than one label. An example is 'Suture' which is labelled Anat. (anatomy, Surg. (surgery), Bot. (botany) and Zoo. (Zoology). Look up the word in the dictionary to see the different meanings. Some are labelled 'poetic' which implies that their use is limited to poetry. An example is 'off' which is archaic and is now limited to poetry.

Words labelled colloquial are more appropriate for speech; not formal writing. Closely related to colloquial is slang. Slang is more restricted than colloquial. While colloquial is speech language, slang could be limited to just a community or locality. Examples are: 'dilly', 'cutie'. Look up these words in the dictionary.

Some foreign words entered can be labelled as French, Italian, Latin. 'Donga' is labelled S. Afr. (South Africa) 'bonny' is labelled Sc. & N. Engl. (Scotland and North of England).

Other words that are not labelled, and they are in the majority, belong to the general vocabulary; they are standard and can be used when appropriate to the context, either in speech or in writing.

But even in standard usage we still have formal words. For instance, it is formal to say 'the erudite man' and informal to say 'the learned man' even though they both mean 'the man has great knowledge'. Always choose your words to suit the occasion. Consider the way you will speak at a seminar, where participants are experts in the field and the way you will speak to a market woman. One is formal, the other is not. For the purpose of academic work, it is the standard English that you need. It is, therefore, imperative to improve your vocabulary.

Exercise 3

Look up the following words. Notice the stress in each. Where you have more than one pronunciation listed, pronounce both. Which of the two pronunciations do you normally use?

SUMMARY

The dictionary is used in finding the meanings of words. We, also learn the pronunciation of words and receive information on style and usage through a dictionary. Apart from giving us definitions of words, the dictionary helps us make the right choice of words for specific occasions.

SELF-ASSESSMENT EXERCISE (SAE)

- (a) What is the origin of each of the following?
Use your dictionary.

sang-froid	banjo
mosquito	calico
prairie	

- (b) What is the past participle of *shear*?

What is the past tense of *bear* in the sense of *carry*?

What does *feign* mean when used intransitively?

What is the plural of *ghetto*?

What does *gull* mean when followed by a direct object?

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LECTURE 5**TABLE OF CONTENTS****5.0 TOPIC: FINDING MEANINGS OF WORDS IN CONTEXT.****5.1 INTRODUCTION****5.2 OBJECTIVES****5.3 MAIN TEXT**

- (a) Word Attack
- (b) By searching round the passage
- (c) By using your past experience
- (d) By turning to the Dictionary or Teacher
- (e) Things to Note while trying to guess meaning from the context.

5.4 SUMMARY**5.5 SELF ASSESSMENT EXERCISE****5.6 REFERENCES**

TOPIC: FINDING MEANINGS OF WORDS

INTRODUCTION

Do you still turn to a Dictionary every second? Yes the dictionary is a good student companion as you have learnt in the last lecture but it is not an end in itself. It is the last resort after all other attempts to deduce the meaning of the word have failed. One way to enhance your reading ability and increase your word power is to guess the meaning of a word or expression from the context. Any words whose meaning you are able to figure out your own without turning to a dictionary or asking a colleague, you will never forget.

In this lecture, you are exposed to a number of ways by which you can deduce meaning from the context. You need an exercise book, a pen or pencil and a dictionary in this lecture. As much as possible, do not turn to the Dictionary for the meanings of the words. First deduce their meaning from the context and then use your dictionary to confirm such meanings.

OBJECTIVES

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

1. list the number of ways by which you can deduce meaning from a context;
2. actually deduce meaning of words from passages; and
3. apply the techniques of deducing meaning in context to your intensive and extensive reading activities.

MAIN TEXT

There are a number of ways meanings can be deduced from context. Some of these ways are: *Through Word attack, Searching round the passage, Using past experience and turning to the dictionary or asking a colleague and teacher*

I will try to explain all these ways in the subsequent sections of the lecture.

By Word Attack

As you have learnt in previous lectures, words are made up of prefixes, suffixes and infixes. They are in most cases like a structure which can be

(attachment before the root word), and suffixes (attachment after the root of the word. Not all words can be broken down into these component parts, but a great majority can.

Exercise 1

Read the short passage below and use word attack technique to find out the meanings of the italicised words. Do not turn to your dictionary until the meaning has been deduced. Use your dictionary to confirm your deduction.

Many *aggrieved* person are known to have taken the law into their own hands by resorting to violence to chase away anybody they feel is committing an act of *trespass* or *illegally* occupying their lands rather than to go to Court and seek redress.

Now that you have completed the above exercise in your exercise book, let us discuss it.

By word attack you can unfold the meaning of the words *aggrieved*, *trespass*, and *redress*. Before you attack the words, you must first of all decide the function of the word in the passage. From the context of the above passage, we know the word *aggrieved* is acting as an adjective describing the manners also be an adjective that will fit into the context. With word attack, the word is broken down into the following parts:

ag	grieve	ed
↓	↓	↓
one	sad	past
who		

(One who is sad)

The clues given by the knocked down parts now enable us to look for a synonym that will be an adjective and that will suggest the meaning *One who is sad*. Words like *upset*, *angry* *sad* can all fit into the passage.

The meaning of the word *trespass* can also be deduced through word attack. We know the root word *pass* (which means *go beyond*). From this deduction, we may assume *trespass* is an act of *going beyond the bound*.

So also, the meaning of *redress* can be deduced through word attack:

re	dress
↓	
Again	Correct/repair

and when applied to the passage, meanings like *correction* or *justice* emerge.

(b) By Searching Round the Passage

If you look at the environment in which a word occurs in a passage, you may be able to find words and expressions which are similar in meaning to the actual words in question, word and expressions that are opposite in meaning, or a related idea which suggests the meaning of the word in question. All these can give clues to the meaning of the word.

Let us look again at the words *resorting* and *trespass* in the passage in Exercise 1. By looking at the surrounding of the word *resorting* we are able to deduce that the word is related to *violence*, to *chase away anybody*. We can then deduce that the word *resorting* must be related to the act of *violence to chase away anybody* thus suggesting *asking or turning to violence in chasing anybody*.

Note that the meaning of the word fits into the passage.

Also the word *trespass* was re-expressed or re-phrased as *illegally occupying*, thus indirectly explaining the meaning of *trespass* as *illegal occupation*.

c. By Using Your Past Experience

Sometimes your experience of the idea being discussed in the passage or your experience of the actual word or part of the word in another context not quite similar to the context at hand, may give you clues to the meaning of the word in question. You should be careful, however, not to impose the meaning of a word in another context on the meaning of the word in the context at hand. Words continue to change meaning in different contexts.

Exercise 1

Read this short passage and guess the meaning of the italicised words in context, using your own word or past experience. It may be possible to deduce the meaning of the words through other means. There are *many* factors which *millinate* against the *decongestion* of courts in the country. These include *delay* in court proceedings.

Now that you have completed the exercise, let's discuss it. Using a common experience of the word *military* (especially how that Nigeria has experienced many military regimes), you can guess the word *millinate*. *Military* suggests *force that stands against an enemy*. *Millinate* which is an action (for a verb), should mean *stand or go against*.

Your common experience of *congestion* (*packed full*) should also make you guess the meaning of *decongestion* in the context to mean *depopulation*.

d. By Turning to the Dictionary or Asking your Teacher

This is, infact, the last resort and a last student's approach. In extensive reading, you cannot always turn to your dictionary. But by all means, when all other suggestions made in this lecture fail, please feel free to turn to your dictionary. A good dictionary will never fail you. But do not rush into it, try to deduce the meaning of the word in the context first. Words are always in context and the meaning of a word in this context is not always the meaning of the same word in another context. That's why the dictionary itself gives many different meanings to the same word.

(e) Things to Note while Trying to Guess Meanings of Words in Context

When you come across a word whose meaning you do not know, always try to pause to deduce the meaning.

These are additional suggestions you could use while pondering on the word.

- (i) Look at the function of the word in the context. See whether the word is playing the role of a noun, a verb, an adjective, an adverb, and so on. See whether the word is shedding light on another word in its surrounding or whether another word or expressions in the surrounding can shed light on the word.
- (ii) Look for its grammatical form. Is the word in a past, present or future tense? Is it in -ing form (ending in -ly, -on or -ry)?
- (iii) Use all clues available in the context to determine the meaning of the word.
- (iv) Relate the meaning of the word to the context so that the meaning fits into the passage structurally and grammatically.
- (v) Insist on only one meaning of the word that fits into the passage rather than listing different meanings, all of them guess-work, thinking one of them will be correct.
- (vi) When reading a novel or reading extensively, complete a whole passage or paragraph before trying to deduce the meaning of an unfamiliar word. The wider the context in which you look at the word, the better.

Do not think that you have to get the meaning of every word in a context before you understand the passage. You may not need to know the meaning of some words in a passage before you understand the entire passage.

Read this passage and guess the meanings of the italicised words in their context. Do not turn to your dictionary until the meaning is deduced. *Staring* makes the soul thine for it *invigorates* the soul and *enlivens* it from *lethargic* state, while *excessive* eating makes it blind and dark.

SUMMARY

In this lecture, three ways were suggested for deducing the meanings of words from their context. These are by word attack, by look at the surrounding of the words for related ideas, word and expressions, and by using your world experience of the word or idea being discussed around it. When all other clues fail, you are advised to turn to your dictionary.

SELF ASSESSMENT EXERCISE

Try to guess the meaning of the italicised words in the context of the passage below, using the suggestions offered in this lecture. Do not turn to your dictionary as you carry out this exercise.

Setting the crates to the staling proved a more *formidable* task than had been expected. The family car was not big enough. The five-mile journey usually took two hours but it took two days before anyone could catch the *alley* - a common cause of *procrastination* those days. The delay was *fruitless* and not *pre-planned*.

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LECTURE 6

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TOPIC: NOTE TAKING AND SUMMARIZATION IN ACADEMIC CONTEXTS.

INTRODUCTION

Summarization and note-taking are exercises that are useful in Use of English. Note taking is jotting some points down while reading textbooks. The student is able to put down these points only after he has read and understood the textbook. It is the major points raised in a textbook that are jotted down and this becomes the summary of what has been read. The University student spends more time reading textbooks than he spends listening to lectures. His success at the university depends much on how he can successfully read the textbooks. You can now see the importance of the present topic to your success at the university since over 90% of your teaching is done through correspondence materials.

OBJECTIVES

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

- (i) differentiate between note-taking and summarization;
- (ii) make useful notes from textbooks; and
- (iii) summarize a given passage.

MAIN TEXT

(a) Note-Taking

Note-taking is the act of writing down the major points that we read from books or that we listen to during lectures. This lecture is on note-taking in academic contexts, that is, taking notes from textbooks. In this lecture, therefore, we are going to discuss note-taking and summarization using given texts. We do not mean Use of the English texts only but texts from different fields as you will come across in the university. This is more true for the correspondence student like you who will read his lectures mostly and read textbooks too. Your success depends on how well you can read and take useful notes. Let us now consider the purpose and usefulness of note-taking.

- (i) our topic. While reading we gather material or data, that is, we write down the points or ideas that we think are relevant to the topic;
- (ii) examination purposes: here we prepare for an examination by reading relevant books. During the course of reading, we put down the major points and try to retain the major points of the subject or topic that we read. We all know the value of a good note at the time of examination. With a good note, we have a smooth revision.

Whether for examination or for research purpose, notes are useful for future references. After leaving school, we may have the need to go back to school notes to solve a number of problems.

Apart from all these, note-taking aids our learning process. This is because before one can take notes one has to understand the given material. And because you want to understand, you concentrate very well while reading. One becomes actively involved in the learning process. The reader puts question marks in places in the book, makes references to authors who share similar or different ideas with the present author and cross checks or reads other books to make some points clearer. All these raise the reader's level of comprehension. We thus move from being passive to being active, and the more actively involved we are the better understanding of the material we have. You should remember that the notes you take should be mostly in your own words. The more you are able to do this, the more you can prove that you understand what you are reading. How then do you prove you have gained an idea if you cannot say it in your own words? By saying it the way you understand it, you make the knowledge a part of you.

Exercise 1

Enumerate briefly the importance of taking notes.

(b) How to take notes

Note-taking is a skill that can be learnt and like all learnt skills, it can be perfected with time. There are two major ways of taking notes: in an outline form or in a series of connected sentences, what we shall refer to as summary as we shall see later. In either of the two, we are putting down the major points raised in the book which is what note-taking is about.

(i) The Outline

An outline is a vivid representation of the content and structure of a given piece of writing. The outline is useful in more ways than one. As you will see in this course, the outline is very useful also in writing, reading and summarization. It is a detailed statement of the content and structure of a piece of writing (whether spoken as in a lecture or written as in a book). It is detailed because all the important ideas are noted down. In an outline we have only the basic ideas plus the secondary ideas that are essential to our understanding of a piece of writing (which is also referred to as the original material). These basic or major ideas and the supporting ones are arranged in such a way that the relationship or the structure is shown vividly at a glance. That is why the outline is described as being graphic or visual and because the outline is very graphic, it makes reading and revision fast and effective. Let us remember that the content and structure of an outline must reflect the original material, and it is constructed according to rules. Let us now look at the form an outline takes.

(ii) The Form of an Outline

Before you can construct an outline, you need to understand the ideas presented and the style of presentation, that is, the structure of the material. Your understanding of the content and structure will help you in identifying the relevant points. You will differentiate the major points from the secondary ones that explain or make clear the major ones. These two categories of points are again different from the examples and illustrations of the points. In note-taking, the illustrations are often omitted. The different levels or ideas, that is, the major ideas and secondary ones are written and arranged at different levels and are noted using different sets of symbols. For instance, the major ideas are noted with roman numerals (I, II and so on) and the sub-divisions of the major ideas referred to as secondary ideas are noted with capital letters, starting from A, B and so on. If these secondary ideas are further broken down into details, the set of ideas will be indicated with the arabic numerals 1, 2, 3. A sub-division of this level of ideas could be noted with small letters thus: a, b, c.

This can be illustrated as this:

1 major points

A, B, sub-division of I

1, 2, sub-divisions of A, B

a, b, c, - sub-divisions of 1, 2

An alternative way is to use arabic numerals throughout as in:

1.0 main ideas

1.1 subdivisions of 1

2. second subdivision of 1

1.2.1 subdivisions of 1.2

1.01 major main ideas

2.1 subdivision of 2

2.1.1 subdivision of 2.1

You can see that each level of ideas is indented further into the page. This indentation shows the different levels of points even where there is no notation. In note-taking from books you may not have to put down the minute details of the levels notated as a, b, c.

(iii) What to do when constructing an outline

You will first read through the material noting down the major points as I, or 1.0. Note how these points are explained and note them down as the secondary points using A, B, C, or 1.1. If you consider certain illustrations important and necessary to your understanding, then note them down as 1.2, 3 or 1.1.1

In note-taking using the outline method, you do not have to use full sentences. You can use phrases but meaningful ones.

You can borrow some of the key words or phrases from the original materials but do not copy large chunks in the name of note-taking. Try using your own words to express what you understand from the material. Write only the major ideas and be as brief, clear and accurate as possible remembering that you still have to make sense in your points.

Be systematic in your organization and consistent in your notations.

Here is an example of a short passage and the note made in the form of an outline.

Modern Japan's Young People

The young, educated people of modern Japan seem confused and plagued by a deep inner fear. They seem to be reaching out for some values or standard to guide them, but they find none. As aptly described by Peter F. Drucker as the "baffled young men of Japan," these young people represent the wide gap which has been created between the old generation and the new.

Symptoms of fear and confusion are seen in several aspects of Japanese life. For example, consider the reading material of the young generation. Its literary taste leans heavily towards novels which express depression, homelessness, and self-pity. Characteristics of such novels are the early works of Hermann Hesse, German Swiss Nobel Prize winner, who is one of the more popular authors in present day Japan. To appreciate the importance of this literary tendency, we should recognize the significance of literature in Japanese life. Partly because of tradition and partly because of Japanese temperament, the daily life of the Japanese is inseparably bound up with art, poetry, novels, and plays. To the Japanese, these art

Modern Japan's Young People

I. Symptoms of deep inner fear and confusion are seen in several aspects of Japanese life.

- A. The younger generation prefer pessimistic reading material.
1. One of the more popular authors is Hermann Hesse.
 2. The unique position of literature in Japanese life should be recognised.

Note that the outline form above reflects the content and structure of the original material.

Exercise 2

Read the following paragraphs which naturally followed the two example paragraphs given above and write your note in the form of an outline.

Another example of unrest is reflected in the growing influence of two religious sects, "Ten Rikyo", the Japanese Seventh Day Adventists, and "Soka Gakkai", a schismatic Buddhist sect. Both sects are concerned with the "ethical, moral, and spiritual values of politics." In fact, "Soka Gakkai" may be translated as "creation of values." The "Ten Rikyo" sect thought it does not actively participate in politics, stresses voting for what is right; "Soka Gakkai", on the other hand is directly active and polled four million votes in the July Senate elections of 1962. The "Soka Gakkai" has been criticized for being "fanatical and dangerous", for seeking world domination, and for playing upon human desires for material wealth and fame. The Japanese Government and the major political parties are uneasy about its growing power. Nonetheless, the strong appeal of these sects suggests a yearning for values, guidance, and direction. Japan's high suicide rate is another manifestation of confusion and depression. Rooted in her traditional mores, suicide is an inextricable part of the Japanese way of life. However, there is no denying the fact that Japan's suicide rate is the highest in the world for young people. It is the largest cause of death among the young Japanese between the ages of fifteen and twenty-four. (Sources:)

(c) How to Take Notes from Lectures

There are a number of things to consider and to get ready before you can take useful notes. Let us first look at the things you need to take along to

not have the problem of looking for a misplaced sheet. It may not give you the freedom of reorganising and rearranging your lectures or adding information at convenient points. If you choose to use loose sheets of paper kept in a folder you can have freedom to add more information and file it at a convenient point, that is, close to the relevant topic. But you have to be careful not to lose any of the sheets. You can also change folder when it becomes old.

Another alternative is to use file cards cut to size to suit your taste; you could use 3 x 5, 4 x 6 or 5 x 8 in size. It is better to write on only one side of the card. Again, the cards can be shuffled when you are adding more information. But file cards soon become bulky.

You know the materials you can use, you know the advantages and disadvantages of each. It is left to you to make your choice. You will take these materials along to the lecture.

In the lecture room, you need to check yourself and make sure you are ready for the lecture. You need to concentrate on what the teacher is saying. Do not go in to hear the teacher but go in to listen. If you are listening you will be attentive and be interested in the lecture. There should be no distraction which can be in the form of noise. You can also distract yourself by thinking or worrying about some other issues. If you have some issues other than the lecture occupying your mind, your attention will be divided and you will have problem following the lecture. Make sure also that your eyes and ears are functioning. You cannot take good notes if your eyes and ears are bad. If they are, see your doctor for assistance. Your ability to understand what is being said also counts in note-taking. This is because you cannot write what you don't understand. Your background knowledge could be useful in this case. Go into the lecture room early. When you go late you will likely miss some important parts of the lecture and find it difficult to follow the rest of the lecture which may likely depend on what has gone before. Your attitude to the teacher also counts. If your attitude is negative you are not likely to gain much from what he is saying. Try and be positive in your attitude.

(ii) Listening before writing

Do not start writing as soon as the teacher opens his mouth to speak. First write the topic of the lecture. For instance, the topic of this lecture is "Note-taking from Lectures". Note how this was written with the first

lecture topic. A lecture usually starts with some introduction before it begins properly. Listen at that stage; it could help you in your anticipation of what follows.

After the preamble you can begin to write down your notes. Remember that you are not taking dictation; remember also that you are not a tape recorder. Therefore, do not attempt to take down everything the teacher says. Concentrate on understanding what the teacher says, follow his thought and argument, the way he explains and illustrates them. If you follow and understand the teacher, you will be able to differentiate the major points from the secondary details and illustrations. It is only the major points plus the important details that you should write down. Try as much as possible to write using your own words. This could help you determine whether you have really understood the lecture.

Do not write all of the time. You should wait at intervals and listen to the teacher to develop an idea fully. It is then you can pick what to write, write it and then listen again. While you are writing you do not switch off your ear. You should at the same time be listening so as not to miss some important points being made. To help you listen properly, you need functioning ears and the ability to concentrate and understand what you are listening to. Look at the teacher, think along with him and do not think of anything other than what you are listening to.

Picking the important points could be made easy if the teacher uses cue words or phrases. It is common during lectures to hear words and phrases like 'similarly, in another way, consequently, furthermore, on the one hand, on the other hand, however, in addition' and so on. These signal shift in thoughts and new ideas being introduced and they can be very helpful in getting a good, organized note. See section b for some hints on how to organize your notes.

Summarization

Summary writing is the next issue that we are looking at. And we shall start by giving the definition of summary. We can define summarization as the art of saying or writing in a clear, accurate and shorter form what has been said or read in a longer text. From this definition, we can see that before we talk of summary, there must be the material to be summarized. In the context of this lecture, the material to summarize are the textbooks and other materials you will have to read in your field.

A good reader jots down points while reading. These points put down are the major points which become the summary of the given material. A summary exercise can be given for each

to read as a university student. A summary is different from a precis which is reducing the length of a passage to say about a half or third of the original length. In a precis, one is concerned with reducing the length without necessarily thinking about which points are the major ones. In summary however, it is the major points that are extracted and a few secondary points brought in only as they relate to the major ones. Let us now consider the purposes and usefulness of summarization.

e. How to write a summary

Before reading a book, you have to know why you are reading it, that is, the purpose of reading the book.

It could be for the purpose of writing an assignment, having more information on a topic or preparing for an examination. The purpose for which you are reading will help you determine what is relevant and what is not.

purpose will
define what
you read

Having decided which points are relevant or major, you then proceed to write them down. Do not copy large chunks from the book. But be brief and at the same time accurate.

As much as possible, make your summary in your own words. In fact, using your own words is a major quality of a good summary. When you write in your own words, it shows you have a good knowledge of what you read. If you find yourself copying from a text, check whether or not you have really comprehended the material.

In summary writing, you write in a series of connected sentences and you do not number them. You use complete sentences, not phrases, and connect them in a continuous form. What you then have is a shorter, paraphrased version of the original material written in your own words. However, you can borrow some key words from the material.

Let your summary be complete. You can use abbreviations if the summary is in a note form but be sure that the symbols will be easily read in future. There are some standard abbreviations you can use (examples will be given later) and you can also create your own.

Include information about the book you are reading, write down the author, title, place of publication, publisher and date of publication, write the pages also. These will help you trace the book in future in case you need more information.

If you are given a passage to summarize for evaluative purposes, like in an examination, what to do is to read and re-read the passage, taking note of the major points and how they are explained. Then try connecting the ideas together to make a paragraph or paragraphs. Remember to put the ideas in your own words. Read through to make necessary connections. Very often, instructions are given for specific answers. Follow the instructions.

Here is an example of abbreviations that could be useful in note-making:

i.e.	-	that is
e.g.	-	for example
etc.	-	and so on
cf.	-	compare
viz.	-	namely
p or pp	-	page(s)
bk, bks	-	book(s)
U	-	lines
no.	-	number

These are just a few examples of standard abbreviations. You too can have your own by formulating some. The only thing is to make sure that you will have no problem reading them in future.

Examples of personalised ones:

c	- with
\bar{c}	
w	- which
w	- when
\bar{w}	- where
plp	- people
defn-	- definition
govt	- government
dev.	- development

Another point to remember is to be consistent so that wherever you write a

symbol, you will recognize what it means. Say, if you use (\bar{c}) for 'with' then let it be so always. The use of abbreviations saves a lot of time. However, do not form the habit of using these abbreviations in formal writing.

Here is an example of how to write a summary. Read the passage carefully.

A fourth sign of stress is the participation of Japanese young people in the recent anti-American riots. In the demonstrations of 1960, staged in opposition to the defense treaty with the United States, observers such as the late John D Rockefeller IV noted that the participants were often not really anti-American. Their reasons for taking part in the riots reflected their fear and insecurity. Many took part just for the sake of being in a crowd. In answer to questions posed by opinion pollers as to why they participated in the riots, many gave no better reason than that it made them feel good. For others, participation gave vent to unrest and inner frustrations. As George Packard recognised, "Zengakuren" the Marxist student organisation, attracts students more as an "outlet for emotions" than

and comradeship in a divided and confused society." Probably, participants in other demonstrations, such as the recent one outside the U.S. Air Force base in Yakota, in which 50,000 "leftist" protested the U.S. plan to have jet fighter bombers there, are similarly attracted. Here is the summary of this long paragraph.

Another sign of stress is student participation in anti-American demonstrations. Observers such as the late John D Rockefeller IV note that participants were often not really anti-American. Many took part for the sake of being in a crowd while others participated in order to give vent to inner frustrations.

You can see that the summary is very brief but it contains the important points. Other points in the original text which are missing in the summary are secondary ideas and examples that explain and illustrate these major points. Go over the paragraph again and see.

Exercise 3

Go back to Exercise 2 and write a summary of the two paragraphs in four sentences.

6.4 SUMMARY

In this lecture, we have discussed note-taking and the two major ways of taking notes. We discussed the advantages of each method and how to take note using the two methods. We have also seen the rules to observe in the constructions of both the outline and summarization. There is an emphasis on the use of your own words in note-taking.

6.5 SELF - ASSESSMENT EXERCISE (SAE)

Read a short chapter from one of your prescribed texts and take notes as you read using summarization method.

6.6 REFERENCES

Department of English. The Use of English: A Text
Ife: University of Ife Press, 1975.

Kierzek, John M. & Gibson Walker. The Macmillan Handbook

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LECTURE 7

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- (d) How fast should you read and how much should you comprehend
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4 SUMMARY

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7.0 TOPIC: READING FOR SPEED

7.1 INTRODUCTION

Reading has been described by some educationalist as the core of the curriculum. It is a vital form of communication through which we derive most of the information we require in the teaching/learning situation and in our everyday life. For a distance learner like you, reading is your main tool for success. Therefore, the faster and the better you read, the more chances you have of succeeding in the whole programme no matter what your major subject is.

7.2 OBJECTIVES

The lecture aims at directing students on how to improve their reading speed and at the same time making meaning from the written text. At the end of the lecture, you therefore should be able to:-

- (i) read faster than when you started the course;
- (ii) test your speed and establish the number of words you can read per minute;
- (iii) compare your reading speed and comprehension rate;
- (iv) practise the different approaches to improving reading speed on your own e.g. skimming, scanning, use of cardboard mask, phrase reading technique, etc. and
- (v) eliminate any faulty reading habits you may have.

7.3 MAIN TEXT

(a) The Importance of Reading Faster

It is important that you realize the importance of reading faster. Reading is one of the fastest methods of receiving information. For example, native speakers of English speak it at about 150 words per minute (wpm) while on the average they can read it 250 wpm. So this means that an average person can read almost twice as much as he can listen or speak.

Reading faster also enables you to cover more ground and gain more information. For instance, a fast reading student of language will be able to finish the class texts as well as supplementary ones. In other subjects, such a student will not restrict himself to only the few prescribed

b) Eye Movement and Sense of Group

To be a good reader, you should not read a text word by word. You should make fewer eye movements; your eye should take in several words at a time. You should chunk the text into sense units, each consisting several words and each taken in by one fixation of your eyes. For example, the good old man/raised his hand/in blessing. You might even read it in only two fixations but definitely not chunk the sentence this way: the good/old man/raised his/hand in/blessing or read in word by word. This results in slower reading.

It is quicker to take in the sense of two or three chunks and fit them together than to do the same with a larger number of smaller chunks. So the larger the sense groups you can take in the more easily you will turn them into coherent messages.

A difficult text is not easy to chunk and slows down your reading speed. So practise with easy texts, e.g. texts already divided into sense groups and set out in narrow columns with only one per line. You should therefore use one eye fixation to reach each line.

In this way
it is hoped
he will accustom himself
to taking in
increasingly long chunks of text
at a single eye fixation

You can also prepare some flash cards with one sense group of a text shown on each. Then practise reading each card in one eye fixation. You should speed up the rate of presentation as your ability to take in a sense group improves. This trains you to read faster as time goes on till your reading rate significantly improves.

c) How to Find your Reading Speed and Comprehension Rate

It is important that you know how fast you can read so that you can measure your improvement. To do this, use an unfamiliar text that is not difficult (if possible no new words). Count the number of words in the

1 2 3 4 5 6	(1 minute)
7 8 9 10 11 12	(2 minutes)
13 14 15 16 17 18	(3 minutes)

These represent 10 second intervals i.e. 10 seconds between 1 and 2 and at the end of 6, you write 1 minute. At the end of the reading, make note of

the time you finished and calculate the reading rate thus $\frac{x}{y} \times 6 = z$

Here x stands for the number of words in a text; y = the number of 10 second intervals used in completing the text; 6 is the number of 10 second intervals in a minute; while z represents the reading speed in words per minute (wpm). For example, if the text contains 250 wpm and the time taken to read it is 80 seconds i.e. 8 - ten-second intervals, the number of wpm will be $(250 \text{ over } 8) \times 6 = 187 \text{ wpm}$. or simply divide the number of words by the number of seconds you spent reading and multiply by 60.

At the end of this rapid reading you should turn to the back of the text and answer about ten multiple choice questions without looking back at the text. Comprehension questions are not timed but should not take long. Normal comprehension rate is 70%. You should record your reading speed and comprehension rate each week, e.g. 175/60; 220/80; 250/60, etc, so as to monitor your progress.

(d) How fast should you Read and How much should you comprehend

Students who learn English as a second language (ESL) may read at 120-150 words per minute before training, but university students like you may read at 200-250 words per minute before doing this course. At the end of about 10 weeks training using the materials and suggestions in this lecture, you are expected to double your reading speed, or at least increase the speed by 50%.

With regard to comprehension, reading speed is worthless unless the reader understood what he has read, so you must also measure your comprehension rate. This should be done as objectively as possible using multiple choice or true/false questions. These tests objective facts or literal meaning available in the passage. There should also be some subjective questions to test generalisation, mood or tone, logical assumptions that is, inferential meaning. You should aim at a score of 70% or above. If you score 90% or 100% in comprehension, it may mean that you are paying

Exercise 1

What are the gains of reading fast?

As a second language learner, what should be your reading speed and comprehension rate? What is your actual reading rate?

(e) Techniques to Improve Reading Speed and Comprehension Rate

Reading at great speed has value but nothing is gained unless you are able to comprehend at this speed. Speed reading is related to the difficulty of the passage and the type of materials it contains as well as the reader's ability. We recommend that the material you should use for practice should be simple rather than dense i.e. below your present reading standard so as to allow for growth of wider span of perception which increases speed.

As for the training for speed reading, since the sophisticated machines, and slides and overhead projector which have been designed to force students to read at a given rate without regressions by exposing briefly only a bit of the text at a time, are not available for now, we can fall back on other techniques such as:

(i) Use of cardboard card

Here you use a piece of cardboard the same width as the page you are going to read. Place the cardboard above each line you read so that it does not interrupt the sweep of the eye from the end of one line to the beginning of the next as the one below may do. Such a card above also conceals the preceding text so that regressions are not possible.

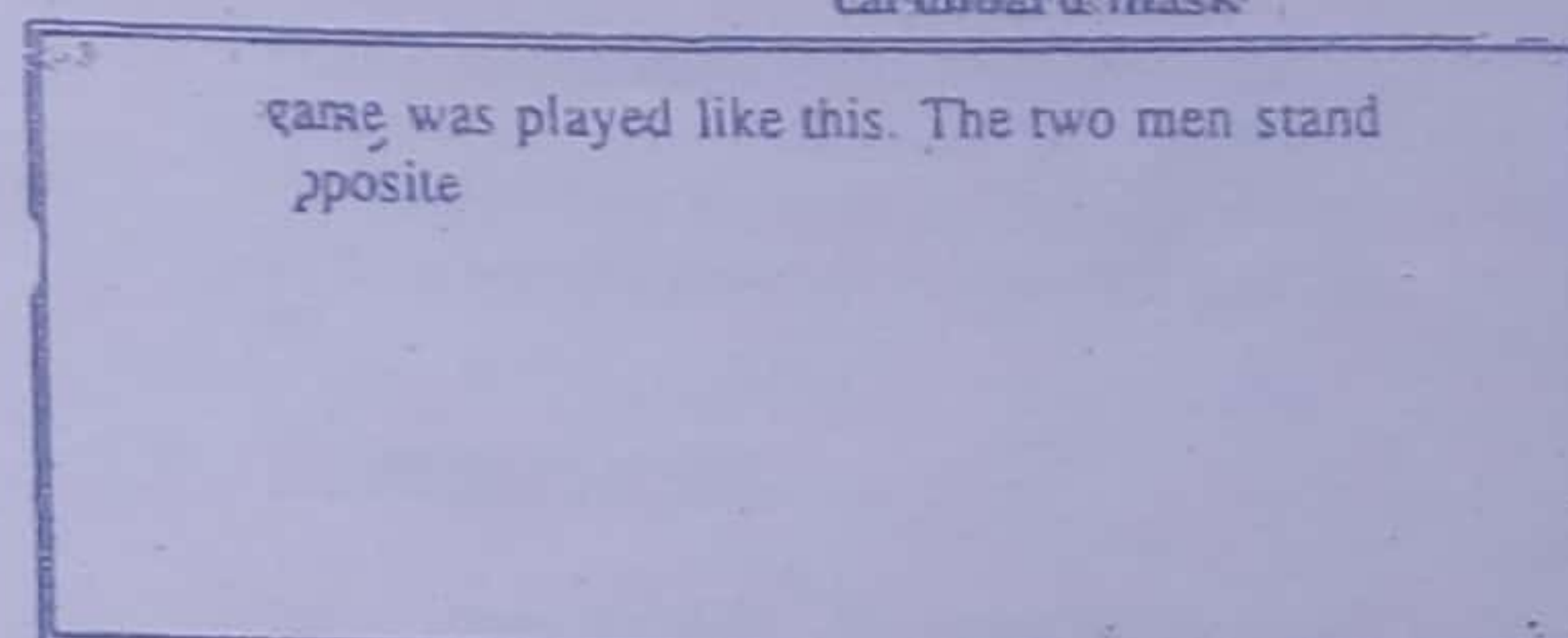
Cardboard Card



(ii) Cardboard mask. Instead of a card, you can use a cut-

the eye to travel uninterrupted from one line to the next and prevents regression. For example, in the sketch below, only the section where the words are within are exposed. Other parts of the page are concealed. If you can keep to this technique religiously as you practise speed reading it will force your speed up.

cardboard mask



(iii) Phrase Reading

Meaning emerges through units or groups of words within the sentence as shown earlier under (b). In phrase reading technique, you use slashes to divide or to break up the sentences according to meaning units i.e. according to natural word groupings so that the meaning emerges clearly. For example:

The impact of transport and communication on Nigerian modern development has been pervasive. As local transport networks develop, linking localities, communities begin to redefine themselves and their relationship with other communities.

When you look at these meaning units or phrases more carefully, you see that each contains one or two words (underlined) which make important contributions to the total meaning of the sentence. The other words in the unit contribute less to meaning than the key words underlined.

You are supposed to fix your eyes at these meaning packed units at a time, in order to recognise and process each unit quickly and in this way both your rate of reading and level of comprehension will increase considerably. This phrase reading discourages the ineffective habit of reading word by word but encourages the habit of looking for the concept or ideas represented by words.

To develop this habit, you should select several short passages and begin reading sessions by dividing the sentences of the first few paragraphs into

poor vocabulary, lack of concentration or lack of confidence. Regression slows down reading speed considerably. You should force yourself to move forward constantly as you read, e.g. by the use of cardboard card or cardboard mask discussed earlier in the lecture. However, if the regression is done when you want to review an unfamiliar phrase or word, it can be justified but bear in mind that good readers make only a few number of regressions while a bad reader regresses a lot.

Exercise 3

List some faulty reading habits and suggest how to overcome them

7.5 SUMMARY

In this lecture, we have discussed the gains of reading faster, how you should move your eyes to ensure speed reading, the technique of finding out your reading speed, the need to comprehend as fast as you read; techniques for improving reading speed and comprehension rate. We also discussed some habits that slow down your reading speed and how you should eliminate them.

7.6 SELF-ASSESSMENT EXERCISES (SAE)

(i) Practice the following exercises using phrase reading techniques. What was your speed for this exercise?

(a) Life as we know it/occurs on earth/in a bewildering number of different forms/all united together/in common ancestors. How these ancestors came into existence/is a question to which no one/has as yet found/a very satisfactory answer/However, of the many theories put forward/the most plausible/is that life was derived from non-living materials/already present/when the earth was formed/some millions of years ago/. This is the theory of evolution./

(b) Man/is not unique/because he does science or art/but because science and art are expressions/ of his marvellous plasticity of mind/. And in the words. St. Augustine made/well over 1500 year ago/: 'Man wonders/over the restless sea/ the flowing water/, the sight of the sky,/and forgets/ that of all wonders/ man himself is the most wonderful. Man is truly a remarkable machine,/highly complex/and still not too well understood as a biological organism./

From J. C. Ezigbo, 'Man's Position in the Plant and Animal Kingdoms', Natural Science Lecture Series, University of Nigeria, Nsukka, 1978.

thought by many/that there is literally nothing man might not achieve/if only his efforts are suitably directed and applied/. The great advances of modern technology/ depend on the collaboration/of many minds and hands/ and to those whose task it is to initiate new schemes/it must, indeed, appear/that their own powers are without limit/. That all these projects involve human effort/and should serve human ends/is apt to be forgotten./In this sphere/our own world/is fairly threatening to overstep the measures./

From Bertrand Russell. *Wisdom of the West*.

(ii) Describe the faulty habits that slow down reading speed. Which one of them are you guilty of and how far have you gone in trying to eliminate it?

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- (a) Fry, E. 1963. *Teaching Faster Reading. A Manual* Cambridge University Press.
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- (c) Nuttal, C. 1988. *Teaching Reading Skills in a Foreign Language. Practical Language Teaching (Series)* Geddes, M and Sturridge G. Eds.

- (c) advantages of extensive reading ability; and
(d) making extensive reading a life-long activity.

(a) Extensive Reading

Extensive reading involves reading for pleasure and not for specific information as is the case with intensive reading and literary reading in which the reader is expected to digest all details. In extensive reading you are expected to skim, scan and read very fast, only getting the tone and the gist of the materials being read. In extensive reading you are:

- (i) exposed to many reading materials: novels, poems, plays, magazines, newspapers, cartoons, bulletins, as possible;
- (ii) motivated to read anything that comes your way either from print media (books) or non-print media (e.g. electronic media like T.V, Computer, etc.);
- (iii) made to love reading at all times;
- (iv) trained to keep reading records in order to determine the progress you have made;
- (v) encouraged to keep a reading library of your own, where materials of all fields, not necessarily the ones in your field of study are kept; and
- (vi) encouraged to visit daily all school and public libraries in your area to read as many materials as possible.

Extensive reading ability enables you to improve all aspects of language skills; reading itself, writing, speaking and listening. A student who does not read widely will normally not have anything to discuss. He suffers from poverty of ideas.

Exercise 1

Rate your extensive reading ability as accurately as possible, using the questions below as your guide:

- (a) I am exposed to _____ number of books per day _____ per week _____ per month and _____ per year, clearly apart from books in my subject area.
- (b) The first thing I do when I visit the following areas is to read the notices I find there:
 - (i) When I visit a supermarket store / / Yes / / No
 - (ii) When I visit an office / / Yes / / No
 - (iii) When I visit a railway station or an airport / / Yes / / No
- (c) I have the following extensive reading requirements:
 - (a) Personal library / / Yes / / No
 - (b) A personal reading diary / / Yes / / No
 - (c) A personal computer / / Yes / / No
- (d) How many times do I visit a library?
a day / / a week / /
month / / a year / / not at all / /

Your earnest answers to these questions will tell you your extensive reading ability. If it is low, there is urgent need for improvement and this is what the next section of this lecture is all about.

(b) How to Develop Extensive Reading Ability

The first thing to note in this section is that no extensive reading can take place without materials to read. You should throw yourself inside books and be willing and ready to read them when they come your way. As pointed out before, you need to visit the library regularly, form your own private library and read anything that comes your way. The following are guidelines to assist you in developing these desirable extensive reading habits. These are suggested in the form of Five major steps: PREVIEW SELECT READ FAST RECORD AND REPORT. Each of these steps

9.0 TOPIC INTENSIVE READING FOR SPECIFIC INFORMATION

9.1 INTRODUCTION

Reading is a practical way of absorbing information from the pages of a book. The mechanical and conceptual nature of reading involves specific techniques that can contribute to faster reading speeds.

When a student reads, his eyes make tiny jerks across the page. Reading takes place only during the stops or fixations. Fixations last for fractions of a second. Regressions come about when the student's eyes move backward to re-read one or more words. While fixation, regressions, and the smooth return sweep from the end of the line over to the beginning of the next are normal characteristics of the mechanical activity of reading, some readers make longer fixations, regress more frequently and, inevitably, take a longer time to process meaning from print. The techniques of phrase reading, active anticipation, and skimming and scanning which we will examine later in this lecture will help you to improve your speed.

9.2 OBJECTIVES

By the time you have gone through this lecture, you should be able to:

- highlight the importance of intensive reading for specific information.
- examine techniques of intensive reading.

9.3 MAIN TEXT

(a) Techniques for Intensive Reading

There are different techniques for intensive reading for specific information. You need to improve reading techniques as you grow older in age, advance in class and classwork or test loads. Intensive reading will help you to:

- read faster.
- acquire more materials and information in a short time and

(b) Phrase Reading

You recollect from lecture 3 that we said that this is a technique in which the sentence is broken down by the use of strokes. When this is done, new meaning is given to the sentence, and this allows the student to anticipate or read the sentence better. For example:

What, finally, did you learn from the piece?
Did it change your attitudes/your time well
spent reading it?/What specifically makes you
feel that it was or was not worth while?

When you look at these meaning units or phrases more carefully, you will see that each contains two or four words which make important contributions to the total meaning of the sentence. The other words in the unit contribute less to the meaning than the key words themselves. Let us look at the passage again placing the strokes at the wrong places. You will see that the meaning changes. This is what happens with your reading when wrong fixations are used.

What, finally, did you learn from the piece?
Did it change your attitudes/your time well
spent reading it?/What specifically makes you
feel that it was or was not worth while?

If at the eyes fixated at points on the line, the... meaning packet units are recognized and processed, both rate of reading and level of comprehension would increase considerably. Phrase reading encourages the habit of looking for the concept or idea and meanings of words.

In order to become skilled in phrase reading, you must learn to take several short passages and try dividing the first few paragraphs into meaning units.

Exercise 1

Practice with the following passage. Put the strokes at the appropriate place and see how this highlights meaning.
Many times you can pinpoint your audience by defining them according to areas of specialization or attitudes and beliefs. Finding your common ground with these specialized audience may be easier when you know what they believe in, how they act, or what they expect from you.

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You recollect from lecture 3 that we said that this is a technique in which the sentence is broken down by the use of strokes. When this is done, new meaning is given to the sentence, and this allows the student to assimilate or read the sentence better. For example:

~~What, finally, did you learn from the piece?~~

Did it change your attitudes/your time well spent reading it?/what specifically makes you feel/that it was/or was not/worth while/

When you look at these meaning units or phrases more carefully, you will see that each contains two to four words which make important contributions to the total meaning of the sentence. The other words in the unit contribute less to the meaning than the key words themselves. Let us look at the paragraph again placing the strokes at the wrong places, you will see that the meaning changes. This is what happens with your reading when wrong fixation are used.

~~What, finally, did you learn from the piece?~~

Did it change your attitudes/your time well spent/reading it?/ What specifically/makes you feel/that it was or was not/worthwhile/.

If as the eyes fixated at points on the line, these meaning-packed units are recognised and processed, both rate of reading and level of comprehension would increase considerably. Phrase reading encourages the habit of looking for the concept or ideas and meanings of words.

In order to become skilled in phrase reading, you must learn to take several short passages and try dividing the first few paragraphs into meaning units.

Exercise 1

Practice with the following passage. Put the strokes at the appropriate place and see how this highlights meaning.

Many times you can pinpoint your audience by defining them according to areas of specialisation or attitudes and beliefs. Finding your common ground with these specialized audience may be easier when you know what they believe in, how they act, or what they expect from you.

give more meaning and sense to the passage. For example see if this was what you did:

Many times you can pinpoint your audience by defining them according to areas of specialization or attitudes and beliefs. Finding your common ground with those you know what they believe in how they act, or what they expect from you!

Active Anticipation

Looking forward to something

This is another way to quicken reading ability. Active anticipation is a way in which you pre-read the material and from the clues gathered, or tone of the discussion, you can guess the direction the essay will take. Then you use anticipation into the reading intent of the writer to confirm or negate the assumptions you have made.

As ideas and their implications become clearer, you will realize whether your expectations are correctly placed. But the student must be aware that the more he reads, the more he can master the skill of handling the active anticipation of intensive reading.

Exercise 1

Pre-read the following passage quickly. Then read it again and answer the questions which follow.

The increase in road transport and its general improvement in efficiency has meant a great increase in competition with the rail system and road transport has taken much traffic from the railways. Particularly in Southern Nigeria where living standards have tended to rise more rapidly than in the North, road transport has become more economical than the railway, not simply for the carriage and distribution of imported goods but for carriage of major export crops such as cocoa, coffee and palm kernels. This state also is true of a good deal of produce from the Northern region. For instance, anybody who has covered the Ibadan-Ilorin road would come across a 20-ton lorry loaded with groundnuts from the North.

Section

- 1 Pick out all the words in the first sentence that are associated with efficiency with road transport.
- 2 What is the implication of the high living standards in the South?

What was your experience with the passage? If you followed the passage, you should have realised how many elements trigger the anticipation instinct at several levels.

Thus with the use of words such as 'increase', 'competition with', 'rail system', 'traffic' one can anticipate the argumentative intension of the passage.

The second question means that with the high cost of living standards in the South, 'road transport has become more economical than the railway'. Things need to get to their destinations on time for consumer's distribution.

The third question shows the extent, the distance and the tiredness which the traveller suffers in a long trip as the one described in the passage.

How many of the questions did you get right? Take another passage and try and work out questions that provide you with an exercise for active participation and anticipation.

(d) Pressing On

This is another technique to improve intensive reading. It is a technique in which you read a section of a passage before making any protracted stop, you pause to understand concepts or ideas of the writer in order to have a grasp of the writer's line of development. You should also pause to establish that sense links are in order. This technique will help you find out that ideas are interrelated in a number of ways, and that ideas mentioned early are likely to recur even if in a slightly altered form.

when you are not sure, you want to continue

Use 3

Read the following passage through without stopping. Calculate your reading speed in words per minute. Answer questions that follow it.

Formerly Nigeria's roads were classified into three groups: 'trunk 'A' roads, the Federal Government was financially responsible for construction and maintenance; 'Trunk B roads' came under the Regional Governments; and the third group of roads (Trunk C roads) came under Local Authorities, within each region.

Questions

1. Which of the roads were maintained financially by the Regional Governments?
 - (a) Trunk A roads
 - (b) Trunk B roads
 - (c) Trunk C roads
 - (d) The third group of roads.
2. How many categories were Nigerian roads formerly classified into?
 - (a) 4 groups
 - (b) 2 groups
 - (c) 3 groups
 - (d) 5 groups

Summarization

Summary is another way of improving your intensive reading skill. In summary you read a passage and write out the central idea; what the passage is mainly concerned with. You can only perfect the art of summary writing through practice.

Read the following passage and then write, in one sentence, the most important recent improvement in Nigeria's road transport system.

Expansion of the road system has naturally had important effects on the growth of Nigeria's economy. New roads, or more efficient roads, inevitably increase trade and the growth of roads has meant a remarkable increase in the number of motor vehicles and in the industry set up to

Read the passage again. Write your summary on a piece of paper before checking the answer below.

Was what you wrote like this?

The expansion of road transport system resulted in increased trading activities, the number of vehicles on the road and road accidents.

See if you can even make this sentence shorter. Now go on to longer passages searching constantly for the main ideas in the passages.

9.4 SUMMARY

It is important to conclude that this lecture and the one before it can only be effective if you practice on your own with other passages. The lectures have pointed out that intensive reading is an important activity that you must always engage in. It helps to speed up reading ability and cover a variety of reading materials which you are the student confronted with in your academic career.

9.5 SELF-ASSESSMENT EXERCISE

Attempt a summary of the passage below:

But the growth in Nigeria's road system and its use presents a problem to planners. While there is still need for extensions to the system, there are grounds for believing that greater attention should now be paid to efficient maintenance and to measures for the effective 'control' of highway users. Not only accidents, a serious problem in Nigeria, but the 20-ton lorry rapidly takes its toll of expensively constructed roads and bridges.

9.6 REFERENCES

1. OLUIKPE, B.O.A., (ed.) (1988) The Use of English for Higher Education, Africana, Fep. Publishers Ltd., (especially Mrs. T. Y. Obah's chapters on Reading.)

LECTURE 10

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10.0 TOPIC: READING FOR CRITICAL ANALYSIS

10.1 INTRODUCTION

Reading is an important activity that you always do at the University. You read for gist, main idea, specific information and details from time to time. In this lecture you are trained to read for critical analysis. You need a note-book, writing implements and a dictionary for the lecture.

10.2 OBJECTIVES

By the end of the lecture, you should be able to:

- (a) state the differences between types of reading;
- (b) state the difference and similarity between extensive and intensive reading; *detailed reading* *wide reading*
- (c) identify factors that facilitate intensive reading for critical analysis; and
- (d) identify and analyse questions that require critical thinking.

10.3 MAIN TEXT

It is important that you establish at the beginning that reading of any text can be done at three different levels, namely, literal, interpretative and utilitarian.

The first one is simply reading to understand what the printed words mean but the second level goes beyond plain sense reading. It attempts to give interpretation and as many implied meanings as possible to the printed words. The utilitarian level brings the reading to the level of manipulating the reading the reader has done as may be required by his purpose. While one agrees with Smith (1971) that "comprehension is extracting of meaning from a text, it is not always enough for the reader to simply understand the text. You as a reader may want to see the relationship of ideas and this will be made possible if you understand the syntactical arrangement of the text. This of course indirectly or directly makes it possible for you to do a thorough evaluation and appreciation of the ideas contained in the text.

In our English programme at the post primary and tertiary institutions, there is the need to emphasize intensive and extensive reading. The reasons are obvious. English is the medium of instruction at these institutions and at the moment English is the official language. For these reasons, every

your vocabulary scope and it is an aid to faster reading. Intensive reading on the other hand involves content study reading and linguistic study reading. Intensive reading involves the task of understanding the language - the syntax and the lexical items. The knowledge and understanding of which you as a reader require in order to decode messages are considered important. Close examination of any reading material must be done before one can do any critical analysis, this is achieved through intensive reading.

Exercise 1

- (1) Mention the three levels of reading that a reader can do.
- (2) State one of the benefits to be derived from extensive reading.
- (3) Of what relevance is the linguistic study reading to intensive reading?

(a) Objectives of Intensive Reading

Reading with diligence and attention

As an efficient reader, you do not only understand and select from what you have read, but you should also be able to judge what is read. This implies that intensive reading of any material will make it possible for you to pass your judgment on what the writer has written. Intensive reading involves reading the text for specific purposes. When a question like "will you think the decision taken by the hunter not to kill the lion a reasonable one?" is asked, the answer given will depend on the reader's assessment of the situation presented in the text. Bacons in Billows (1961:212) says, "some few books are to be read with diligence and attention". This statement is in line with what intensive reading involves.

(b) How do you undertake effective intensive reading?

- (i) Begin with proper mental posture, make sure that you are not overtly thinking about anything other than the reading you are about to start. This right mental posture will facilitate concentration and assimilation of ideas.
- (ii) Enter the writer's world of ideas, this involves being prepared to comprehend at factual, inferential and utilitarian levels.
- (iii) Base your analysis of the materials on the factual materials presented in the text.

text is understood.

These conditions make it possible for the reader to read effectively and understand as much of the text as required by the reader's purpose.

Exercise 2

Why is it possible to achieve understanding and interpretation of the text when intensive reading is done?

(c) Intensive Reading for Critical Analysis

Critical reading is the reading that requires evaluation of materials, comparing what is read with known standards and norms and concluding or acting upon judgment. This statement means that the words used in the text, the arrangement and the meaning of these words are required by the reader for full understanding of the text. Both the syntax and the semantics are required for any effective critical analysis to be done. One of the characteristics of intensive reading for critical analysis is careful examination of details and close retention of facts. The communicative competence that is thus achieved ensures that the reader can critically analyse the text read. For any critical analysis of a text, the reader needs to be in a position to draw generalisations on any issue revised in the reading material.

A question one may ask is, "why criticize at all?" which put simply means "why do we need to read critically?" The answer is simple. Criticism is as inevitable as breathing. Readers who can talk or write intelligently about what they read are ones who get the most out of it.

Having established the fact that intensive reading involves close examination of the text, one can say that a careful reader who reads between and beyond the lines can evaluate the writer's points and pass judgment is able to draw some conclusion based on information derived from the text.

It is important to remember that the purpose of intensive reading is not to widen the reader's vocabulary, though this could be achieved as well. When familiar words are meaning packed, the reader is trained or helped to acquire the skill of getting many meanings out of a particular word. This in a way helps vocabulary development. It is through this type of practice that the reader is built up to read critically and reflexively transfer what is read to other academic exercises. When a reader is able to differentiate between

Exercise 3

Read the passage carefully and answer the questions that follow:

STOPPING IN AN EMERGENCY

A good and safe driver should never have to brake really hard, still less to make a 'crash stop'. But emergencies do sometimes arise - for instance, a child may run into the road in front of you - so you must know how to stop quickly.

The main thing to remember is that although you must brake hard you should still follow the rule of progressive braking - that is, pushing the brake pedal harder as you slow down. Here are some points about emergency braking:

- Keep both hands on the steering wheel - you need the greatest possible control over steering.
- Avoid braking so hard that you lock any of the wheels - even if you don't skid sideways, a wheel sliding along the road is doing very little, if anything, to help stopping.
- Leave the clutch pedal alone until just before you stop, this will give some help to your braking, and usually to stability as well.
- Leave the handbrake alone - most handbrakes operate on the back wheels only, and if you put extra braking on them you stand more chance of locking them and skidding.

(Of course, if your footbrake fails to work, you will have to use the handbrake). If you are not moving on again straightaway after stopping, put the handbrake on and the gear lever in neutral, just as you would after a normal stop.

Many learner drivers tend to put too much pressure on the footbrake and so lock the wheels. It certainly needs practice to get the right amount of brake pressure to stop the car without locking the wheels. If it is firm and dry, you can apply very firm pressure. If it is wet or loose, your tyres will have less grip and the wheels will lock more easily, so you cannot use as much pressure.

Finally, don't bother to give signal if you are having to stop in an emergency. As we have said, you need both hands on the steering wheel. No need you make a special point of using the mirror before starting to brake. If you have been using the mirror properly, you should have a pretty good idea of what is behind you anyway. The most important thing, when you are faced with a real emergency, is to stop as quickly as you possibly can, with your car under full control. 300 words

Moody, K.W. Maley A & Mason M.P. "Story from
Driving: The Department of Environment of Manual"

2. To what extent has the writer of this passage assisted a driver?
3. How does the writer prove to us that stopping in an emergency is not an easy task? Are you convinced?

10.4 SUMMARY

Reading and understanding of any material requires understanding of the plain sense, as well as seeing relationship of ideas. Studying requires close examination of various texts and this is another fact that emphasizes the relevance of effective and efficient reading in any academic pursuit. One of the objectives of intensive reading is development of ability to pass judgment on the material read after a careful reading and understanding of it.

Even when the objectives are known, it is also important that the reader is mentally prepared to read. This will definitely aid critical reading. A specific type of questions on reading passages can train students in reading for critical analysis. Practice will help readers to develop a critical reading attitude. This is the surest way to becoming an efficient and effective reader.

10.5 SELF ASSESSMENT EXERCISE

Read passages B and answer the 5 questions in complete sentences.

Passage B: How it works: a solar water heater

As the population of the world grows, and the number of machines increases every day, so we need more and more power. We need power for lighting, heating, transport, factories and many other things. At the moment, we rely mainly on oil, coal, natural gas and radioactive elements for this power, but the earth's supplies of the first three fuels are limited and eventually they must run out. When that time comes, we must rely on atomic power and power from the sun.

How can we get power from the sun? From the huge amount of sunlight which reaches the earth each day. So great is the energy of sunlight that every two days the energy of the sunlight striking the earth is equal to all the known reserves of oil, coal and gas! FREE FUEL.

One of the ways in which we are already tapping the sun's power is with solar (which means 'sun') water heaters. And one of these can supply the hot water for a whole family everyday with absolutely 'free' fuel!

The following questions are based on the passage.

inside, raising the air temperature. The sunlight striking the coiled pipe and the hot air inside the box both heat up the water in the pipes. As water rises when it is hot, the water rises right up through the coil, getting hotter all the time. It flows back into the top of the storage tank where it remains, kept hot for a long time by insulating material around the tank, until drawn off by a tap when needed, or it falls to the bottom when it cools.

WATER FLOWS IN A CONTINUOUS CYCLE

Because hot water rises and cold water sinks, the water in the solar heater flows round in a continuous cycle, and no pumps are needed. Fresh cold water is fed into the bottom of the storage tank whenever hot water is drawn from the top, and a one-way valve makes sure that warm water doesn't flow out into the water supply.

Just three hours of free sunshine is enough to heat up the whole 120 litre tank of water.

(410 words)

(from Orbit: the Magazine for Young Zambians)

From Organised Reading 5 by Moody K.W.)

Maley, A.) (1975)

Mason, M.P)

Questions

1. Will one be right to say that the writer is optimistic about the world population being better off in power supply when solar energy is fully utilized?
2. What distinguishes solar source of power from other sources?
3. Can the solar source of power be fully tapped in every part of the world?
4. What are the limitation(s) that man can face in relying too heavily on solar energy?
5. What generalisation about energy supply can one make from the facts available in this extract.

When these questions are carefully examined, one discovers that the reader is required to examine critically the facts stated in the text before he can give the correct answer.

Taking the first question one can see that the reader will need to consider facts available about other sources of energy and compare them with that of solar energy.

By now we should understand what intensive reading for critical analysis requires. Let us try another SAE (Students Assessment Exerciser) so that you can later continue to practise on your own.

Passage C: The diamond

This is part of a short story. Read it carefully, more than once if you wish, before doing the exercises

There was a man called Ephraim who lived in Johannesburg. His father was to do with diamonds, as had been his father. The family were immigrants. This is still true of all people from Johannesburg, a city a century old. Ephraim was a middle son, not brilliant or stupid, not good or bad. He was nothing in particular. His brothers became diamond merchants, but Ephraim was not cut out for anything immediately obvious, and so at last he was apprenticed to an uncle to learn the trade of diamond-cutting.

To cut a diamond perfectly is an act like a samurai's sword thrust, or a master archer's centred arrow. When an important diamond is shaped a man may spend a week, or even weeks, studying it, accumulating powers of attention, memory, intuition, till he has reached that moment when he finally knows that a tap, no more, at just that point of tension in the stone will split it exactly so.

While Ephraim learned to do this, he lived at home in a Johannesburg suburb; and his brothers and sisters married and had families. He was the son who took his time about getting married, and about whom the family first joked, saying that he was choosy; and then they remained silent when other talked of him with that edge on their voices, irritated, a little malicious, even frightened, which is caused by those men and women who refuse to fulfil the ordinary purposes of nature. The kind ones said he was a good son, working nicely under his uncle Ben, and living respectably at home, and on Sunday nights playing poker with bachelor friends. He was twenty-five, then thirty, thirty-five, forty. His parents became old and died, and he lived alone in the family house. People stopped noticing him. Nothing was expected of him. Then a senior person became ill, and Ephraim was asked to fly in his stead to Alexandria for a special job. A certain rich merchant of Alexandria had purchased an uncut diamond as a present for his daughter, who was to be married shortly. He wished only the best for the diamond. Ephraim, revealed by this happening as one of the world's master diamond-cutters, flew to Egypt, spent some days in communion with the stone in a quiet room in the merchant's house, and then caused it to fall apart in the merchant's house, and then caused it to fall apart into three lovely pieces. These were for a ring and earrings. Now he should have flown home again; but the merchant asked him to dinner. An odd chance that - unusual. Not many people got inside that rich closed world. But perhaps the merchant had become infected by the week of rising tension while Ephraim became one with the diamond in a quiet room. At dinner Ephraim met the girl for whom the jewels were destined.

From Authentic Reading: A course in reading skills for upper-intermediate students by Walter (at home, 1989)

Questions - Passage C

In this story, the author communicates opinions and feelings - her own and her character's by telling the reader what the characters did. This exercise will help you think about those ideas and feelings. Match each phrase in Column A with its best description in Column B. There are some

WITHIN LECTURE EXERCISE

LECTURE 1

All the Exercises relate to personal experiences. Try and relate them properly. Read the lecture again and try and relate how you understand a lecture to what is discussed in this lecture and any other reference book you may use.

LECTURE 2

Exercise 1.

Students should include things like these: telephone directory - to find a name or address; label on medicine bottle - to get information about instruction for use; Street map - to find direction; time-table - to get information about time;

Notices - to get information;

Letters - to get information;

Instruction leaflet - to get information;

Legal document - to get details of information;

Newspaper - to get the main headlines of news.

Exercise 2.

Scanning - is the processing of large quantities of material for the purpose of locating particular facts or details. It is fairly fast reading with instant rejection of all irrelevant data, perhaps most of the text.

Skimming - is lancing rapidly through a text to determine its gist and locate the main ideas.

Exercise 3.

The topic sentence is: For long, the Negro Peoples of Africa South of the Sahara have been sadly misrepresented in much European-oriented history.

They have been presented as a race without a history or civilization

Exercise 4

The acceptable answers are:

- The pigeon flew from Garage A to Garage B in three minutes
- Garage A is only five miles from Garage B.
- Garage A is in Silbury.

Exercise 5.

The Exercise on Dress Making

A. Factory

B. Cutting room

C. Sewing room

D. Another room

E. Examiner room

F. Other towns.

LECTURE 3

Exercise 1.

Vocabulary and Use of Dictionary

Word	Prefix/Suffix	Meanings.
Circumference	Circum-	round
Forenoon	fore-	before, in advance
anteroom	ante-	before
Polysyllabic	poly-	many
Persuade	pher-	through
heiress	-ess	female
attendant	-ant	one who
duckling	-ling	little
quiltless	-less	without
dormitory	-ory	a place for

Exercise 2.

Sinewy - muscular

transient - passing

LECTURE 4

Exercise 1

- printer's devil - errand-boy in a printing office.
- fellowship - membership
- indulgences - something one enjoys having
- fixed fee - fee decided
- catholic tastes - liberal; general; including many or most things.

Exercise 2

enthuse (colloquial) pate (arch. or collo.)
hunch - unlabelled petrol - unlabelled
dilly-dally (colloquial) nigh - (arch. or literary)
harangue - unlabelled essential - unlabelled
humorous - unlabelled jalopy - unlabelled

Exercise 3

Use your dictionary. The stress in each word is indicated by a mark (') in the transcription.

Examples:

adult - a'dult

the stress is on the last part

escort - 'escort

used as a noun, the stress is on the first syllable

escort - es'cort

used as a verb, the stress is on the second syllable

LECTURE 5

Exercises 1

Solutions have been given in the body of the lecture

Exercises 2

Solutions have been given in the body of the lecture

Exercise 3

- Invigorates deduced by word attack in-vigour - rate
Inside enliven Verb from meaning enlivens
- Enlivens is deduced by looking at the surrounding of the passage; the word is related to invigorates; by word attack too the meaning can be deduced:

en live -s

make lively -very form
meaning makes lively

- Lethargic: dangerous - deduced
from the surrounding
- excessive - deduced by word attack
excess -ive

much adj.
to mean too much

LECTURE 6

Exercise 1

The importance of note-taking:

- to gather data for research papers
- for record purposes in an examination situation or for future use.

Exercise 2

Your outline should include these points and be arranged properly:

- A: Growing political influence of two religious sects reflects unrest.
- Both are linked with ethical and moral values.
 - Their strong appeal suggests a yearning for such values
Japan's high rate of suicide among the youths is another manifestation of confusion and frustration.

Exercise 3

Your answer should include the points in your answer to exercise 2 b written in a series of connected sentences.

LECTURE 7

Exercise 1

- Fast reading enables you to cover much ground. It also enables you to acquire a more balanced and richer information on given topics. It leads to better success in life.
- 400-500 w.p.m. and 70% or above
- You should work this out yourself.

Exercise 2

Go over the lecture again and if you have not practised any, begin to do so now.

Exercise 3

Faults	Remedies
1. Head movement	Keep head steady, if necessary hold it between the hands
2. Pointing/Counting the words	Discipline self not to point at words. Use bold face prints.
3. Vocalisation	Keep lips tightly closed
4. Sub-vocalization	Practice fast but meaningful eye movement
5. Regression	Consciously be determined not to go back over the passage except it is highly essential.

