

COURSE CODE: GEDS 132:

COURSE TITLE: Communication in English 2

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SCHOOL: School of Education and Humanities

DEPARTMENT: Department of Languages and Literary Studies

COURSE DESCRIPTION: Communication in English 2 emphasises the principles of cultivating effective writing and speaking skills as tools of communication. The course is not only theoretical, but also comprises accurate application of such knowledge in real, day to day instances of both formal and informal communication. It is designed to improve writing and speaking skills of students in English in order to communicate effectively using English language in diverse social and academic settings.

COURSE PRE-REQUISITE: GEDS 131: Communication in English 1

COURSE TEXTS:

a. Osisanwo Wale (eds) (2009) *Communication Skills in English for Undergraduates*, Department of Languages and Literary Studies, Babcock University, Ilisan- Remo

b. Mabekoje Ola (2009) *Comprehensive Language and Communication Studies*, Tunigraphic Prints, Ijebu-Ode

NEWS FORUM: Each student is required to belong in a group, participate actively in all group assignments, and also take part in the final oral presentation.

CONTENT MODULES AND UNITS

TIME TO COMPLETE MODULE: There are four modules in all. You are expected to spend four weeks on each module. You are advised to spend a minimum of two hours per week on the course. Extra time should be spent for exercises and assignments.

MODULE OVERVIEW

Let me again welcome you to the course titled GEDS 132 - Communication Skills in English II. I hope you enjoyed studying the first course GEDS 131. I believe you must have learnt quite a lot in the course. I promise greater enjoyment and reward as you study the second component of Communication Skills in English.

This portion gives you an overview of this course. It provides vital information regarding the structure and the demand of the course.

GEDS I 32 - Communication Skills in English II is a two-credit unit course. GEDS 131 is a pre-requisite to taking GEDS 132. The course is for all I 00 level students across programmes.

The course comprises of four (4) modules. You are expected to complete each module within four weeks. You are required to read and study each unit and go through the exercises in each unit. Remember the exercises are not meant to test you, but to enable you learn. Also, you will be required to submit an assignment at the end of each module for continuous assessment. The assignments will be graded. You will also be required to participate in an oral presentation. At the end of the course, you will be required to write a final examination.

COURSE OBJECTIVES:

The overall objective of the course is to improve and enhance student's writing and speaking skills.

The specific objectives are to:

- i. recognize and write topic sentences and attain coherence in written English;
- ii. develop paragraphs in a logical and coherent manner ;
- iii. develop outlines and create supporting sentences
- iv. write various forms of essays (narrative, descriptive, expository and argumentative/persuasive);
- v. recognize and produce as accurately as possible, the English vowels and consonants;
- vi. deliver an effective public speech;

COURSE OUTLINE

MODULE

TOPIC

MODULE 1

WRITING SKILLS

MODULE 1 UNIT 1

1.1

UNDERSTANDING WRITING SKILLS

1.1.1

Effective Writing Skills

1.1.2

The process of writing

1.1.3

Qualities of a good writing

Exercises

MODULE1 UNIT 2

1.2.

THE PARAGRAPH

1.2.1

Developing Paragraph

1.2.2

Structuring the Paragraph

1.2.3

The Topic Sentence

1.2.4

Writing Effective Paragraphs

Exercises

MODULE1 UNIT 3

1.3

OUTLINING

1.3.1

Writing an Outline

1.3.2

Components of an Outline

1.3.3

Sample Outlines

Exercises

Tutor Marked Assessment

MODULE 2

ESSAY WRITING 1 (NARRATIVE & DESCRIPTIVE)

MODULE 2 UNIT 1

2.1

THE NARRATIVE ESSAY

2.1.1

The Essay/Types of Essay

2.1.2

Narrative Essay

2.1.3

Guidelines for Effective narration

2.1.4

Sample Narrative Essay

Exercises

Exercises and Practice sessions

MODULE 4 UNIT 2

EFFECTIVE SPEECH MAKING

- 4.2.1 Basic definition of the term “Speaking”
- 4.2.2 Types of Speech
- 4.2.3 Strategies for effective speaking
- 4.2.4 Steps to follow before speaking
- 4.2.5 Practice Session

Tutor Marked Assessment- Oral Presentations

FINAL EXAMINATIONS

GRADING: The grading comprises of continuous assessment which is forty marks. There are four tutor marked assessment. Each of these assessments comprises ten marks each making 40 marks. The final examination will be 60 marks. This makes a total of 100 marks.

MEET THE FACILITATOR:

Mobolanle Ebunoluwa Sotunsa PhD

B.A English.

M.A English (Literature Emphasis)

Ph.D. English (Oral Literature)

I am a Professor of English (Gender and African Oral Literature) in the Department of Languages and Literary Studies, Babcock University, Nigeria. I hold a Doctorate Degree from the Department of English, University



Studies

of Ibadan, Nigeria. My areas of specializations are African Literature, African Oral Literatures and African Women Writings.

My work experience as a lecturer started in Babcock University in the department of languages and literary Studies in 2001 where I was teaching Communication in English 1 and 11, alongside other courses in English studies and literature. I love to serve God and mentor students while teaching.

I hope that this course will help you improve and sharpen your communication skills in English, especially speaking and writing skills. I am happily married to John Obafemi Sotunsa, a pastor and medical doctor. We are blessed with three children, two of whom are university students like you.

The online educational environment is providing the freedom for those students who choose their time for study. That is why I consider it as an answer to many of the needs of students and teachers. It is my hope that you will find this course interesting and you will work diligently and interact with your colleagues, tutors/facilitators.

I look forward to a productive interaction with you.

Mobolanle Ebunoluwa Sotunsa (Ph.D.)

E-LEARNER'S SELF-INTRODUCTION

Please introduce yourself. Include your age, educational background, your country of origin and other helpful information about yourself which you would like to tell the class.

In a few lines, tell why you are taking this online course and what you expect from it.

You may also answer one of the following questions:

- 1) Why do you need to improve your communication skills?
- 2) What are your special challenges (If any) with writing or speaking skills in English

3) What is the origin of communication in your view?

This introduction should be (100 – 150 words). React to at least two of your classmates' introductions.

Updating profile

Because we would like to know how you look, please update your file by adding your passport-type photo and add any important information you would like us to know about you in your profile. Please be advised that your classmates can see most of the content you put in your profile. Be sure you are keeping track of the schedule of forums and assignments. If you have any problems, do not hesitate to email me so that your work will not be hindered. My email is sotunsam@babcock.edu.ng or sotunsabola@gmail.com

MODULE 1

WRITING SKILLS

MODULE 1 UNIT 1

UNDERSTANDING WRITING SKILLS

1.1.1 Effective Writing Skills

1.1.2 The process of writing

1.1.3 Qualities of a good writing

Exercises

MODULE 1: UNDERSTANDING WRITING SKILLS

1.1.1 EFFECTIVE WRITING SKILLS

Writing can be defined as the act of putting down on paper one's ideas, feelings, and emotions using symbols (These symbols can be written or printed). This means that writing is a way of communication. It is considered as one of the expressive skills. Speaking is the other expressive skill, while listening and reading (which you learnt about in Communication skills 1) are receptive skills. Writing involves not just a graphic representation of speech (i.e. use of symbols), but the development and presentation of thoughts, feelings, ideas and emotions in a **structured** manner.

Writers always have a reason for dealing with words. They have an *aim*, a purpose, something they want to accomplish. All writing has one of these four basic aims or some combination of them: to inform, to persuade, to express, to be creative.

To Inform: **Some writers want to give facts and other kinds of information or explain something to their readers**

To Persuade: **Sometimes writers want to persuade other people to change their minds about something or to act in a certain way.**

To Express Themselves: **sometimes writers simply want to express their own feelings and thoughts**

To Be Creative: **some writers create stories, poems, songs, and plays.**

Practice, they say, makes for perfection. Learners become better writers through practice. Budding writers should learn to read a variety of materials. They must also learn how to choose topics, write about issues that are important in their own lives and through receiving support from teachers.

A good writing must have unity and must be seen to be coherent. Achieving unity in writing means that the essay discusses one main idea and that each paragraph or section of the essay contributes to the development of an aspect of that main idea. Coherence in writing means that sentences are properly linked to one another by means of appropriate linking words, and the ideas are linked across sentences in a logical and sequential manner. We shall learn more about building coherent paragraphs in subsequent units.

Writing is used to inform, narrate, describe, persuade, to establish a fact, to warn or admonish among other reasons. These reasons can be successfully achieved using the right kind of expressions, vocabularies and sentence patterns that has logical and cohesive flow. Usage, sentence structure, and mechanics are crucial to communicating successful with others in writing. However, these features of writing are not enough. A written composition may present accurate usage, contain no errors in mechanics, have well-structured, complete sentences, and say nothing. Good writing must say something- convey an explanation, present an opinion with logical and accurate support, or describe someone or something.

To become a good writer requires thinking, creating, criticizing, picturing, patience and the ability to hear the reader's questions and proffer answers in sequence of paragraphs. The writer's attitude towards his subject is always revealed through his voice, tone and choice of words. To attain this height, a writer must conscientiously develop his talent through training, experience, commitment and determination. In other words, one cannot just be a good writer without these qualities.

Here are some of the skills involved in writing:

- Use the spelling, punctuation and other orthography conventions correctly.
- Use the correct forms of words that express the right tense, case or gender.
- Put words together in correct word order.
- Use vocabulary correctly.
- Use the style appropriate to the genre and audience.
- Make the main ideas distinct from supporting ideas or information.
- Make the text coherent and logical, so that the readers can follow the development of the ideas.

Rules involving grammar, spelling and punctuation have been treated in Communication in English 1. We shall elaborate on coherence and developments of paragraphs later on.

1.1.2 THE PROCESS OF WRITING

The process of writing has been compared to that of exercise. We all know that we should exercise- working our bodies build strong muscles and keeps healthy. Similarly, a writing “workout” is an exercise program for our minds, helping us to clarify our thoughts and getting them on paper for our readers.

Exercise for the body and exercise for the mind are similar in the following ways:

TUTOR MARKED ASSESSMENT (TMA)

Exercise for the body

1. **Plan.** Arrange a time and place to exercise
2. **Warm up.** By stretching your muscles.
3. **Organize your exercises.** Sit-ups, then jogging, etc.
4. **Use those muscles!** Keep moving! Don't give up!
5. **Cool down.** You've worked hard; relax your muscles.

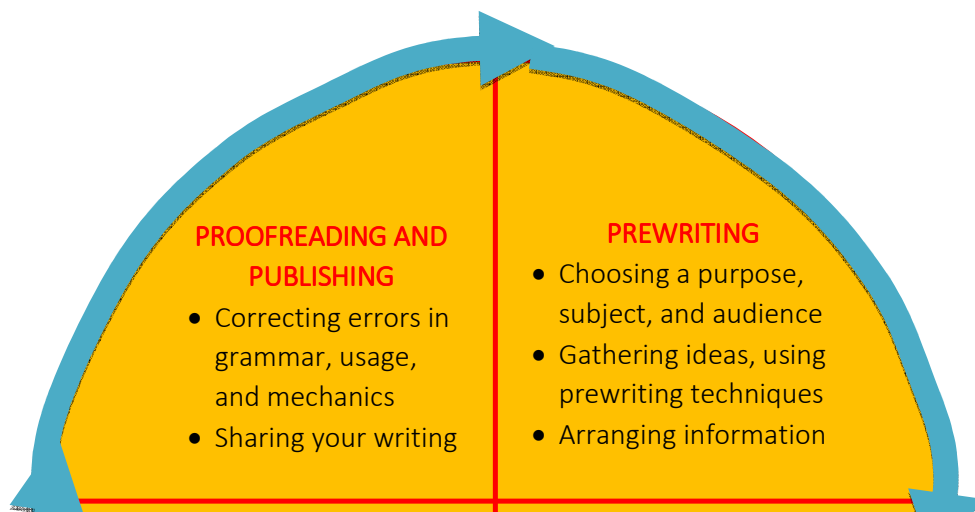
Exercise for the Mind

1. **Plan.** Decide on a topic and a deadline.

As you can see, a good writing workout follows a series of steps. These steps are: planning, drafting, revising and editing. These writing steps will be very useful to you not only for this course, but through all your courses and beyond, so be sure to practice each one fully and carefully.

Writing often involves the process of prewriting, drafting, revision and evaluation well as proofreading, editing and publishing for various contexts, purposes and audiences. Drafting, revision and editing are necessary processes to make the written material clear, lucid, logical and free of error. This makes a written material enjoyable. In the early stages of the writing process, a writer should concentrate on discovering, creating and clarifying ideas. During the revision and editing stages, conventions such as spelling and punctuation are emphasized.

The diagram below shows the stages that usually take place during the writing process. As the diagram shows, at any point in the process, you can go back to an earlier stage or even start all over again.



In the process of writing, it is important to know your topic, audience, and purpose

The **topic** is the subject of your writing- what you are writing about. If you write a letter to a landlord, the topic may be “High Rent” “Longer Lease” or “Broken Appliance”. If you are writing an essay on marriage for a class, the topic may be “Some Reasons Why Most Teenage Marriages Fail”, Trust in a Marriage or Second marriages.

Once you have a topic, you need to determine your **purpose**. The purpose is why you are writing or what point you intend to make. The purpose of your writing may be to narrate a story, or to describe, or to inform, or to persuade. You may also write to state your opinion and support it.

Your purpose also depends on who is reading your writing- the **audience**. While diaries and journals are personal, most other types of writing are meant to be read. For example, you might write a letter of application to a personnel director, a note to the newspaper carrier, a report to a club or class, or an essay for an instructor to grade. An essay is usually meant for “general readership” it is written so that anyone reading it can understand it. Most of us write reports or essays with the idea that “someone out there will be reading it. Keeping your readers in mind will help you make good word choices and use appropriate support for your idea.

In addition to knowing your topic, purpose and audience, you must be able to recognize your **limitations**. You may be assigned a topic with a limit to number of words or lines or pages. In this case, the length of your essay should determine how much details you need to build into each part of the write-up (the introduction, the body and the conclusion). Where you have very limited number of words or pages, important points should be made without much colourful details, illustrations or examples. On the other hand, an essay that gives the writer opportunity to write extensively will require that points are detailed with illustration, examples, information, experiences, facts and opinions.

The power of communication comes from being able to convey ideas well. Writers do this with words. Good writers know that there is a general process they can use to develop their ideas and communicate them clearly in written language. It is called the **writing process**. Not all writers go through this process in exactly the same way, but they usually work through a series of stages or steps

Prewriting: Thinking and planning; choosing a subject, purpose, and audience; collecting ideas and details; making a plan for presenting ideas and details.

Writing: Writing a first draft- putting ideas into sentences and paragraphs; following a plan for presenting ideas.

Evaluating and Revising: Going over the draft to decide what works and what doesn't; making changes to make the draft better.

Proofreading and Publishing: Fixing mistakes; making a final copy and sharing it with an audience.

As you write your essays, do make efforts to practice the process. Good writing is often a product of **re-writing**. Do not submit just your first draft. Evaluate, revise, proofread and edit your essays and assignments in other courses.

1.1.3 QUALITIES OF A GOOD WRITING

The following are qualities of good writing:

a. Economy: A good essay possesses economy of words in the sense that it avoids **wordiness and verbosity**. Wordiness or verbosity in writing means filling up one's writing with redundant words and phrases which in turn makes meaning difficult. Economy in writing does not suggest that a writer should use short sentences or leave out details, but that every word and sentence should contribute to the intended information in the clearest language.

To illustrate this, take a look at the following sentences. Note that the first sentence in each illustration fails to achieve economy.

- a. (1). The length of the portion of the road that has been completed is about 100 kilometres long. (2). The portion of the road that has been completed is 100 kilometres long.
- b. (1). In spite of the fact that he came late to the exam, he did well. (2). In spite of his lateness to the exam, he did well.
- c. (1). If this programme is properly revised, one would realize and understand that it is not without less merit. (2). A revision of this programme will advance its merits.

d. (1). Upon all these things which could be brought to a country through lingua franca, Nigeria still hesitates to adopt one. (2). Despite the merits of lingua franca, Nigeria still hesitates to adopt one.

b. Simplicity: A good and effective writing is one that uses simple and concise expressions. Simple expressions are not series of monotonous short sentences; rather, they are sentences devoid of unnecessary complexity and pompous style.

c. Clarity: This means that a writer must know what he wants to say and does that effectively through the process of exposition and explanations in a clear and orderly manner. Technical or professional words or jargons should be avoided or given explanations except when writing to an audience who are in the specialised field.

d. Unity: Unity is an essential quality of a good writing. This must be approached from two levels: the first is at paragraph level where all the sentences that make up a paragraph must be constructed around the topic sentence or the main idea or point in a paragraph. These sentences, whether they are examples, details or illustrations, must be directly related to the idea expressed in the topic sentence. The topic sentence is the sentence that introduces the main or controlling idea in a paragraph. (We shall learn more about topic sentences in a subsequent unit)

The second level of unity is achieved at the level of the whole essay. Here, every idea or point developed in the different paragraphs must be built around the subject matter or topic of the write-up. The topic is usually introduced by the thesis statement. The thesis statement is contained most times in the first paragraph. It is a statement that introduces the writer's point of view. The points developed in the subsequent paragraphs must unite to give a comprehensive explanation of the thesis statement.

e. Coherence: coherence in writing means smooth progression of thoughts from sentence, paragraph and from one idea to another. This could be achieved through chronological or logical arrangement of materials. The appropriate use of transitional or linking words and phrases in paragraphs and between paragraphs helps to achieve coherence.

Transitional or linking words are referred to as connectives. Transitional words are sign posts that a writer can use to do any or some of the following while writing. Below are examples of transitional words that can be used to achieve various purposes:

| <i>Express sequence</i> | <i>emphasize point</i> | <i>Clarify a statement</i> | <i>Show similarity</i> | <i>Show contrast</i> |
|---|---|---|---|--|
| First, secondary, again, and, also, further-more | Chiefly, equally, admittedly, in fact, indeed, as a matter of fact, most importantly. Certainly | In other words, in particular, simply, but, that is. | Similarly likewise in like manner in the same way | However, but, by contrast, nevertheless, still, conversely, doubtless. |
| <i>Concede a point</i> | <i>Give example</i> | <i>Show location change</i> | <i>Indicate time shift</i> | <i>Sum-up/ to conclude</i> |
| Although, in spite of, granted that, it may be true that, surely, I admit, even though, though, naturally. | For example, for instance, specifically, such as, like, an illustration, | To the left, background, underneath, adjacent to, here. | Afterwards, next, then, as soon as, until, when at last, later. | In conclusion, therefore, finally, in short, summarily, consequently, as a result, hence, b to sum up. |

Adapted from Nwaugo G.O. *English Language Bricks for Communication*. pp. 115

TUTOR MARKED ASSESSMENT (TMA)

Exercise 1

Think of the kinds of writing you already do. Underline any of these that you have written in your daily life. Add other kinds of writing you do.

- a. Lists- grocery lists, meal planning or menu lists, errands lists “things to do” lists, gift lists,

- b. Notes- notes to family members, co-workers, children’s teachers; note inside of greeting cards; memos; postcards sent from vacation spots; _____

TUTOR MARKED ASSESSMENT (TMA)

1. Write a note to someone for a journal entry of four or five sentences.
2. Choose an article of at least five paragraphs in a newspaper or magazine, first read it to see what information you can learn from it. Then read carefully once again to see how the information is ordered and structure. Jot down, in note form, what the main idea is.

MODULE1 UNIT 2

| | |
|-------|------------------------------|
| 1.2 | THE PARAGRAPH |
| 1.2.1 | Developing a Paragraph |
| 1.2.2 | Structuring the Paragraph |
| 1.2.3 | The Topic Sentence |
| 1.2.4 | Writing Effective Paragraphs |
| | Exercises |

1.2.1 DEVELOPING A PARAGRAPH

A paragraph is a collection of related sentences that are built around an idea or a point. It contains a topic sentence which is the controlling idea in the paragraph in addition to other sentences that help to drive home the idea through specific details, examples, illustrations, reasons etc. A paragraph develops a point which must be part of the central idea or topic. Its purpose is to help the reader follow the organization of the writer's thoughts.

At the simplest, a paragraph may be considered a visual device to help the reader follow and understand the ideas of the writer. Mechanically, it is set off from the rest of the printed page by an indentation of its first sentence and perhaps by some extra space between it and the previous and succeeding paragraphs. For a paragraph to be well developed, it must have enough basic information to support the main or controlling idea contained in the topic sentence.

HOW TO DEVELOP THE PARAGRAPH

In developing a paragraph, you can use examples, illustrations, details and reasons. The following ways to develop a paragraph is adapted from *Eight edition GED: How to Prepare for the High School Equivalency Examination* by Murray Rockowitz, PhD; Samuel C. Brownstein, and Max Petersee

EIGHT WAYS TO DEVELOP PARAGRAPHS

1. **The paragraph may be developed by details.** The most frequent method of paragraph development is by the use of further details. In the paragraph which follows, details help to put together the picture of a famous adventurer.

Who is that short, sturdy, plainly dressed man who stands with legs a little apart, hands behind his back, looking up with keen grey eyes into the face of each speaker? His cap is in his hands, so you can see the bullet head of crisp brown hair and the wrinkled forehead, as well as the high cheekbones, the short square face, the broad temples, the thick lips, which are as firm as granite. A coarse plebeian stamp of a man: yet the

whole figure and attitude are that of boundless determination, self-possession, energy; and when at last he speaks a few blunt words, all eyes turn respectfully to him. He is Sir Francis Drake.

In a dozen and a half details, the author, Charles Kingsley, has created a paragraph word picture of the man who travelled around the globe in the sixteenth century and led the English fleet in its defeat of the Spanish Armada in 1588.

2. **The paragraph may be developed by illustration and example.** A paragraph's topic sentence may be developed by means of examples or typical instances. This is not only a relatively easy method of paragraph development, but it is also a delightful kind of paragraph to read if the examples are well chosen. Take this paragraph for example:

Even before the war, French had borrowed generously from English. It had adopted baby, bridge, club, sandwich, film and wagon. Then came such words as gangster, steak (used in place of the older loan-word bifteck), des shorts, un bikini, boyfriend, bestseller, groggy, racket, covergirl.

3. **The paragraph may be developed by events presented in time sequence.** Sometimes the events described in a paragraph must be listed in a certain order. This is important when you explain a process. For example, a paragraph dealing with a recipe for a particular dish would have words such as another, next, and so on. Here is an example of a typical recipe.

Recipe for Tuna Creole

Fry green pepper, onion, and celery in butter for about five minutes. Add flour and blend. Add tomatoes gradually while stirring constantly. Add salt, pepper, sugar, bay leaf and parsley; cook gently for 30 minutes. Remove bay leaf and parsley. Add tuna fish and heat. Prepare rice. Serve tuna creole over rice.

There are eight steps, and the paragraph presents them in chronological sequence. If the time order is violated, your recipe will end in disaster.

Time sequence is also important in paragraphs which narrate a series of events. In a story, certain events happen before others. To rearrange the sequence would destroy the logic of the story. Take this famous scene from *Robinson Crusoe* where Crusoe find a footprint on the sand on an island he believes is uninhabited:

It happened one day about noon, going towards my boat; I was exceedingly surprised with the print of a man's naked foot on the ... sand. I stood like one thunderstruck, or as if I had seen a ghost. I listened, I looked around me, but I could hear nothing, nor see anything. I went up to a rising ground to look further. I went up the shore and down the shore, but it was all one. I could see no other impression but than one.

Crusoe's actions are presented in time sequence: he saw the footprint; he stood amazed; he listened; he looked around; he climbed a rise; he went up and down the beach. The order is chronological and psychological. He acted just as anyone would who has been taken by surprise.

Often, such time sequence words as first, next, then, finally, meanwhile, later, afterward will be included to serve as chronological signposts. The skeleton of such paragraphs would look like this.

There were four people who influenced my life most. First, there were my parents. Next, when I got a job in my chosen profession, there was my boss. Last, and certainly not least, came my wife.

4. The paragraph may be developed by placing objects in space sequence.

Sometimes the events described in a paragraph must be listed in a certain order. Just as time sequence starts at one point in time and ends in another, so space sequence starts at one point in time and ends in another. You may begin at the right or at the left and work toward the opposite direction. You may start at a nearby point and end at a distant one, or you may reverse that procedure. Finally, you may start at the top and work your way down or vice versa. These space sequences are particularly important

in description. The important thing to remember is not to jump back and forth. The progression of the description should be logical in most instances.

What order do you find in the following passage?

Down below on the right are green slopes blooming with heather. Lower nearer the centre are cultivated (titled) fields; then, toward the left, some woods; and beyond, just in the picture, a glimpse of a tiny church, some cottages, and the ruin of a large house. Further off, but dominating the scene, is a long chalk cliff.

First you establish that the writer is looking down on the scene (down below, lower). Then you realize that he is looking through a window (just in the picture). The space sequence is indicated for you by the phrases on the right, nearer the centre, toward the left, beyond and further off. So the writer's eye is moving; first, from right to left, then, from near to far. Notice how important the place words are in setting the objects seen in a definite space order: to the right, to the left, in the centre, in front, beyond, nearby, above, below.

It would be illogical to violate these space sequences by moving from east to west and then back to centre. While the example is obviously simple, the principle is the same.

5. **The paragraph may be developed by defining or stating what something or some idea is.** A definition answers the question: What is meant by this? The paragraph which tries to define something explains what it is and what makes it different from other similar or different things.

How important is definition? It is really the basis for any discussion dealing with a challenging subject. How can you talk about democracy unless you define what it is? Here is one such definition.

The term democracy refers primarily to a form of government by the many as opposed to government by the one – government by the people as opposed to government by a dictator or an absolute monarch.

This general definition serves as a basis for a discussion. It tells what democracy is so that the reader understands at the starts, before the discussion begins.

6. **The paragraph may be developed by classifying persons or objects.** Once the terms to be used in discussion or a piece of writing have been logically defined, the writer frequently goes on to classify the terms involved. For example, after defining democracy, he may go on to describe different kinds of democracies. His topic sentence in the next paragraph might read: “There are three different kinds of democracies functioning today.” Or following the definition of leadership, there may be a paragraph beginning, “There are three different kinds of leaders – democratic, authoritarian, and laissez-faire.”

Classification is important because it groups ideas and makes them easier for the reader to grasp; people remember better if they can put things into categories or classifications. There are a number of things to keep in mind when classifying.

1. Select one basis for your classification. In the leadership example, the classification is by kind of leadership.
2. Make these bases for classification mutually exclusive. What falls into one category should not fall into another. A democratic leader cannot be confused with an autocratic (dictatorial) one.
3. Make these bases for classification complete. Try to fit all possible kinds of leaders into as few categories as possible. A leader involves the people he leads in deciding what to do (democratic), tells them what to do (authoritarian), or takes no part in the decision-making process leaving them to do as they choose (laissez-faire). These three bases include all leaders.

Another way to define classification is to say that it is a logical way of dividing persons or things into a complete system of categories that do not overlap.

Here is an example. A humorous piece of writing by a college student classifies a number of men that women should avoid on a date.

Type 1. The Party Boy. This one simply isn't himself until he gets outside of a little alcohol. Then he manages to be so much himself you are bored to death.

Type 2. The Lover. He is a ball of fire with women. He overwhelms you with attention.

Type 3. The Great Mind. You have to prepare ahead of time for a date with one of these. You sit down in a corner and solve world problems.

Type 4. The Artist. He knows he's a genius and dresses accordingly.

Type 5. The Dud. He isn't funny; he isn't interesting; he isn't clever.

Type 6. The Missing Link. Not that we object to muscles, but there is a type that has too much of a good thing.

The basis for classification is kinds of dates. The categories do not overlap and they cover the whole spectrum of men who date.

7. **The paragraph may be developed by comparison and contrast.** After two or more ideas have been defined and/or divided into subcategories, the writer might wish to compare or contrast them. In comparison, similarities between two or more things are pointed out. In contrast, differences between two or more things are noted.

Why do we compare or contrast?

We may want to compare an unknown idea or object with a known one in order to help the reader understand it better. In describing a new game of skill like Othello, the writer might compare it with checkers, with which most readers are more familiar.

1. We may want to help the reader understand some quality of two objects or two persons that is not known in relation to a well-known principle which applies to both. For example, we may not know much about family life in two societies in distant lands but we could learn about it by comparing and contrasting their family life with our own.

2. Finally, taking the second reason a step further, we may want to compare or contrast several ideas or persons to arrive at some general principle. For example, we can compare John Mikel Obi, Obafemi Martins and Ahmed Musa to determine the qualities that make an outstanding athlete.

Basically, there are two ways to organize a paragraph that compares or contrast two items. One is to describe the first item thoroughly and then turn to the second, indicating similarities and differences between them. The second is to move back and forth from one to the other, comparing or contrasting specific aspects of each.

Both methods are effective, but they have to be consistent.

8. **The paragraph may be developed by reasons and proof.** Very often we write not only to explain (by details, by example, by definition, by classification, by comparison and contrast), to describe (by space sequence), or to narrate (by time sequence), but also to persuade, to convince the reader of our point of view.

Daily we make statements of either fact or opinion which we have to justify. A child will try to convince his or her parents to let him or her stay up late. A worker will try to

persuade the boss to give him or her a raise. A wife or husband will try to convince a tired spouse to go out for the evening.

In argument, you try to win someone over to a belief or opinion; in persuasion, you present arguments to bring about some action you want someone to take. How do you do this?

In argument, you start with a proposition, something you will attempt to prove. How do you prove a proposition? Like a lawyer, you have to present evidence that will convince others of the validity of your proposition. You may cite facts; you may bring in the opinion of authorities; proof being a string of related reasons as to why some positions or proposition is true. Here are some propositions to be argued.

Women deserve equal rights with men.

Wealth does not bring happiness.

Education is essential in a democracy.

The United Nations has failed to prevent war.

Urban living is preferable to rural living.

In persuasion, you continue from the proposition you have established to an action you want to convince someone to take. Here are some actions which people might be persuaded to take:

All people should stop smoking cigarettes.

All citizens should vote in national and local elections.

Education, through the University, should be compulsory.

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In these instances, reasons must be given to persuade either positive or negative courses of actions: smoking is unhealthy; therefore, people should stop smoking; voting is important; therefore, people should vote. (Note that argument may lead to persuasion, but it is not necessary for this to happen.)

One special case deserves mention. A paragraph may attempt to establish the fact that one thing causes another, that one event is responsible for a certain effect. This involves giving cause, or why, whenever a certain cause is present, a certain effect must take place. This is a special kind of proof which is used by social scientists and scientists alike. Where poverty exists, life spans of people are shorter. Reasons would have to be given to show that poverty causes people to die sooner. Where alcoholism is present, disease of the liver results. Evidence would have to be given that liver disease is caused by excessive drinking.

1.2.2 STRUCTURING OF THE PARAGRAPH

Every composition has three basic parts or segments. These basic parts are: the introduction, the body and conclusion. Each of these parts is very essential in any kind of composition as lack of any would imply that a work is incomplete.

The introductory part

This part usually contains the writer's stand and usually presents the direction of the composition in a thesis statement. A thesis statement is a statement that introduces the author's stand point, the main idea of a composition or the central idea that the composition is out to explore. The introductory paragraph gives an overview on a subject. The ideas or points with which the whole composition is developed is mentioned or implied in this paragraph.

Depending on contexts, a writer may choose to start the introductory paragraph using anecdotes; a quotation, short story, definition of key terms, or a question. It could as well be stated using contrasting or parallel ideas. The introduction of a composition can be more than a paragraph depending on the length or the size of the subject or composition

The Body Part

The body of a composition is made up of different paragraphs. Each of these paragraphs contain a point or an idea stated in a topic sentence which in turn, support or builds into the main or central idea of the composition. The points in these paragraphs are developed using illustrations, explanations, examples, details and experiences.

The Concluding Part

This is the last part of the composition. A properly articulated concluding paragraph restates or summarizes the points already made in the composition and brings out clearly the writer's position, submission or judgement. Some kinds of compositions may require a writer to come up with recommendations or suggestions as part of the conclusion of the work.

Depending on the type of writing, a quotation that reinforces the introduction or an allusion can as well be used to end this part.

1.2.3 THE TOPIC SENTENCE

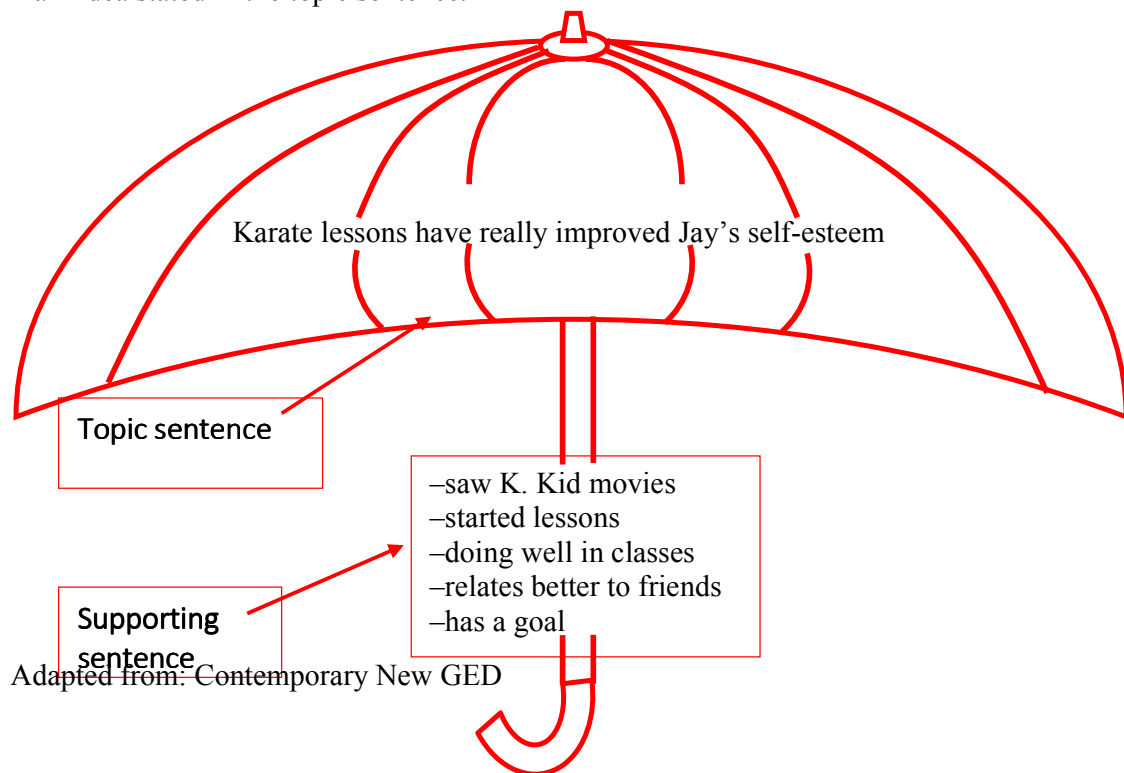
As we have said above, a paragraph is a group of sentences written about one topic or main idea. A paragraph has two very important components: a **topic sentence** and **supporting sentences**. The topic sentence states the main idea of the paragraph and often appears at the beginning. The supporting sentences back up and explain the main idea- giving evidence, examples and reasons.

In the following example, notice that the first sentence is the topic sentence, it “sets the stage” for the paragraph. The supporting sentences explain the main idea, and the concluding sentence summarizes without repeating.

EXAMPLE

Karate lessons have really improved Jay’s self-esteem. He is a small boy and not very athletically inclined, but after watching and loving the karate kid movies, he became interested in karate. He has taken lessons now for six months and feels very good about himself. As he advances in the classes, he gains confidence and seems to relate better to his friends. Jay is now more self-assured as he works toward his goal- a black belt!

The topic sentence is the most important sentence of paragraph. It is often the first sentence of the paragraph, and it states the purpose of your piece of writing. Think of the topic sentence as an “umbrella” sentence. The supporting sentences should all belong under the main idea stated in the topic sentence.



Make sure your topic sentence states not only the subject of your paragraph, but also the point you want to make about the subject. In the previous example, the subject of the paragraph is Jay's karate lessons. However, the writer also makes an important point in the topic sentence- that the lessons are improving Jay's self-esteem. When you are writing your own topic sentences, ask yourself these questions:

1. What is the topic?
2. What do I want to say about the topic?

Here are some examples of typical topic sentences:

1. Many television programs contain too much violence. (Which?)
2. There is a great deal of humour in everyday life (When and where?)
3. Jogging is a good way to keep fit. (Why?)
4. Sewing is quite different from knitting. (How?)
5. Thomas Jefferson was an all-round American. (In what ways?)

Each of these topics contains a main thought which can be developed in a suitable way to answer the question placed after it.

Where should the topic sentence be placed?

Most often, it should be at the *beginning* of the paragraph, but not necessarily so. The sentence, "Sewing is quite different from knitting" can come in the *middle of the paragraph* after sewing has been discussed and before knitting is described. Frequently, you may wish to hold off the topic sentence until the very *end of the paragraph* in order to create suspense or to hammer home your main idea. The following paragraph is a good example.

If you enjoy the strategy of games, tic-tac-toe, backgammon or poker; if you like to solve codes and ciphers or are interested in crossword puzzles; if you like to fool around with numbers—then you will enjoy logic. Those

who take up logic, you should be warned, join a fanatical sect. But they have a good time. Theirs is one of the most lasting, interesting, inexpensive pleasures. Logic is fun!

The brief *final* sentence of the paragraph is the topic sentence.

How can a topic sentence be created from the essay question?

Let us assume that you are asked to write an essay on computers indicating your views on the ways they have affected our lives.

The best way to turn the essay topic into a topic sentence is to make “computers” (or whatever subject is given to you) the subject of the topic sentence and make a general statement about it that tells how you feel about it. Here are some examples.

General: Computers have greatly affected our lives

More specific: Computers have had a positive (or negative) influence on our lives

Or if the essay assigned deals with nuclear energy, these topic sentences can be used

General: Nuclear energy has greatly affected our lives.

More specific: Nuclear energy has been a boon (or bane) to civilization.

These topic sentences give unity to the entire essay which will follow.

1.2.4 WRITING EFFECTIVE PARAGRAPHS

There are many ways to make your paragraphs interesting. Below are some ways of making your paragraphs interesting.

1. **Vary the types of sentences within the paragraph.** Use simple, compound, complex, and compound-complex sentences, mixing them according to the complexity of the ideas you wish to express.
2. **Vary the purposes of the sentences within the paragraph.** Ask questions. Use commands. Make exclamations. Do not hesitate to use direct quotations.

3. **Vary the elements which make up the sentences within the paragraph.** Use inversions. Precede the subject with appropriate words, phrases, or clauses. Introduce suitable phrases, clauses, and appositives between the subject and the verb which follows it.
4. **Vary the length of sentences within the paragraph.** Throw in a two- or three-word sentence to break up a series of longer ones, particularly if you have something you wish to emphasize.
5. **Organize the paragraph carefully to emphasize the most important idea.** You have a choice between starting the paragraph with a sentence that contains the main idea to be developed in the paragraph (the topic sentence) or building up to the main idea by using the technique for the suspenseful sentence. Either method can be effective.
6. **Since paragraphing is a convenience to the reader, break up pages of solid paragraphs by using dialogue where appropriate.** In writing dialogue, begin a new paragraph each time the speaker changes. Thus, each exchange of conversation requires two paragraphs and serves to make it easier for the reader to follow the conversation.

Note that a paragraph may have a summary sentence. Although the summary sentence may seem to be repetitive, it is more often better than not to have one. Summary sentences reinforce for the reader what you set out to do in your essay, what views you wanted to get across.

Practice

Develop the following into paragraphs as instructed:

1. (By illustration) Computers: Magicians or Monsters
2. (By details) My Idea of Sportsmanship

3. (By reasons and proof) The Changing Role of Women in the Family
4. (By definition) Genocide: Defined
5. (By reasons and proof) It Pays to Dress Well

Answers

Possible sample paragraphs are presented for each of the five topics given.

1. Computers: Magicians or Monsters

Computers are the latest and the most effective tool man has developed to make his world a better one. Consider how and where computers are used in our world. Our use of electricity is controlled by a computer. The type in our daily newspaper is set by computer. The automobile we drive is the product of computer machinery. Our banking services rely on the computer, and checks are issued and withdrawing and depositing money by using a plastic card.

Note: The above paragraph is developed by illustration.

2. My Idea of Sportsmanship

A good sport is a combination of hero, martyr, and humourist, with a deep sense of justice in acknowledging the rights of others at the cost of his own disadvantage and discomfort. He can smile when it rains on a picnic day, laugh at a joke about himself, shake hands with a man who mistakenly knocks him down with his car, forgive the friend who marries the girl he loves, and die on the battlefield for his country with a smile on his lips.

Note: The above paragraph is developed by detail.

3. The Changing Role of Women in the Family

The role of women in the family is changing rapidly in today's society. Many women are discovering great personal satisfaction in the wife-mother role in the family. This role is taking on greater economic significance as society begins to place dollar value on family functions such as caring for children and providing services for family members. The contribution by women is becoming more important and complex because of the information they need for decision making and the knowledge that the health and productivity of family members depend upon the quality of the choices they make.

Note: The above paragraph is developed by reasons and proof.

4. Genocide: Defined

The term "genocide" was coined in 1946 by the international legal scholar, Professor Raphael Lemkin. The mass murder of six million Jews by the Nazis is the most vivid, violent, and tragic example of genocide. But this century alone has seen other—Armenians, gypsies, Chinese, Slavs. Some twenty million people have been slaughtered because of their racial, religious or ethnic backgrounds. In the language of the United Nations Convention on the Prevention and Punishment of the Crime of Genocide, genocide means certain specifically defined acts "committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such."

Note: The above paragraph is developed by building a definition out of examples, word origin, and official language of a governmental body.

5. It Pays to Dress Well

At every stage of your life, clothes can help you establish your identity for yourself and for those with whom you interact. Many roles in life can't be carried off successfully

TUTOR MARKED ASSESSMENT (TMA)

Divide the following little story into paragraphs:

Tom Sawyer was not always as good a boy as he might have been. Sometimes when his aunt sent him off to school he would go part of the way and then turn aside and go to the river swimming or fishing instead. He likes this much better than sitting all the long summer's day on a hard desk in the classroom. One day when he had not

factor in developing your feelings of self-confidence and self-respect. When you look good, you feel good.

Note: The above paragraph is developed by reasons and proof.

From *Eight edition GED: How to Prepare for the High School Equivalency Examination* by Murray Rockowitz, PhD; Samuel C. Brownstein, and Max Petersee

EXERCISES

TUTOR MARKED ASSESSMENT (TMA)

Directions: write a topic sentence for a paragraph on each of the following topics.

Make sure your topic sentence tells what point you would make about the topic.

Remember, you need only write the topic sentence, not the whole paragraph.

1. Birthday parties
2. The president of Nigeria.
3. The kitchen in my new apartment
4. Noise pollution
5. Weather forecasting.

TUTOR MARKED ASSESSMENT (TMA)

Exercise 3

Directions: each of these paragraphs needs a good topic sentence. Read the supporting and

MODULE1 UNIT 3

1.3

OUTLINING

1.3.1

Writing an Outline

1.3.2

Components of an Outline

1.3.3

Sample Outlines

Exercises

Tutor Marked Assessment

13.1 WRITING AN OUTLINE

An outline is a frame of ideas on a given topic. An outline is a “blueprint” or “plan” for your essay. It helps you to organize your thoughts and arguments. It is a vital aspect of the organisation and planning process that should precede any form of writing. The purpose of an outline is to show at a glance both the ideas contained in a selection and the way in

which these ideas are related to one another. An outline can use either topics (words and phrases) or complete sentences for each item.

The following sub-topics are to be taken into consideration when writing out an outline.

a. Identifying the Ideas: this involves writing down of ideas that will be used to develop a topic. For example, given the topic ‘The Menace of Armed Robbery in Nigeria’; one might start by listing **general ideas** like:

- Causes of Armed Robbery in Nigeria
- Threats/dangers posed to the society
- How to curb this social ill

Each of the above general ideas can be delimited into **minute details**. The details for the first general idea- Causes of Armed Robbery in Nigeria’ might be:

- Unemployment
- Peer group influence
- Greed etc.

The same analysis can be done to other levels of details.

b. Organising ideas: this involves the organizing of ideas in logical order. Organization entails that you decide what idea to begin your essay, which idea to follow what and so on to the end.

c. Grouping ideas into paragraph units: each paragraph contains a **topic sentence** that forms the foundation for the rest of the sentences in the paragraph. Most writers use the topic sentence to introduce the idea in a paragraph. It summarizes the entire paragraph than any other sentence in the paragraph. For example, a sentence like this is a topic sentence -‘One of

the causes of armed robbery is unemployment'. Any other sentence written apart from this will be discussing the idea mentioned in the topic sentence.

d. Supportive sentence: A supportive sentence elucidates on the subject announced by the topic sentence, often developing its idea through the use of specific details. Supporting details may be in form of examples, illustrations, a chain of consequences etc.

1.3.2 COMPONENTS OF AN OUTLINE

Basically, your outline will constitute three main parts namely the Introduction, the Body and the Conclusion. Each of these will be discussed.

Introduction

The Introduction should contain your thesis statement. The thesis statement states the main idea of the entire essay and often appears at the beginning. The supporting paragraphs back up and explain the main idea- giving evidence, examples and reasons. (Note that each paragraph should contain its own topic sentence).

Body

The body of your outline will contain points which can again be subdivided into various paragraphs.

Conclusion

Conclusion is where you form a summary of all your arguments and state your final stand.

1.3.3 SAMPLE OUTLINES

Following are 3 sample outlines, from actual student papers. YOUR outline can be MORE detailed, or might be LESS detailed. Remember that a good outline makes writing easier and more efficient. They were culled from:

www.austincc.edu/tmthomas/sampleoutline1.htm

Sample Outline 1

Title: Frederick Douglass

Thesis statement: Frederick Douglass played a crucial role in securing the abolition of slavery and equality of African-American rights through his actions, ideas, and efforts as a lecturer, author/publisher, and politician

I. Introduction

- A. Thesis
- B. Roles/Arguments

II. Douglass as Lecturer

- A. History as slave and acquisition of education
 - 1) He “experienced slavery”
 - 2) Literacy allowed expression
- B. Early lectures, including initial speech before Garrison
 - 1) Success of initial speech
 - 2) Goals for future speeches
- C. Effect of lectures on society
 - 1) Open eyes
 - 2) Encourage activism

III. Douglass as Author/Publisher

- A. Narrative’s success and effect
 - 1) Springboard for paper
- B. Goals/hopes for paper
- C. Garrison set-back and significance
- D. Significance of Paper

IV. Douglass as Politician

- A. Key trait for success
- B. Goal of political activism
- C. Efforts for Republican party
 - 1) Significance of efforts
- D. Black soldier enlistment crusade
- E. Joining of Republican party
 - 1) Significance of efforts
- V. Conclusion
 - A. Summarize arguments and efforts

Sample Outline 2

Topic: Asbestos Poisoning

INTRODUCTION

Definition of Asbestos Poisoning

BODY

Symptoms of Asbestos Poisoning

Effects of Asbestos Poisoning

Treatments

CONCLUSION

Recommendations

How to Deal with Asbestos Hazards

Sample 3

Topic: Shakespeare Adapted from *AResearchGuide.com*.

Introduction

Body

Early Life

Family

Father

Mother

Marriage

Life of Anne Hathaway

Reference in Shakespeare's Poems

Works

Plays

Tragedies

Hamlet

Romeo and Juliet

Comedies

The Tempest

Much Ado About Nothing

Histories

King John

Richard III

Henry VIII

Sonnets

Other Poems

His Later Years

Last Two Plays

Retired to Stratford
Death
Burial
Conclusion
Analytical Summary
Thesis Reworded
Concluding Statement

END OF MODULE ASSESMENT (EMA)

1. Think of a memorable day in your life and write a few lines describing the day or event.
2. Write a paragraph on your role model. Your paragraph should have a topic sentence which you should underline.
3. Create an outline on the topic **Ebola Disease in Nigeria**

MODULE 2

ESSAY WRITING 1 (NARRATIVE & DESCRIPTIVE)

MODULE 2 UNIT 1

- | | |
|-------|------------------------------------|
| 2.1 | THE NARRATIVE ESSAY |
| 2.1.1 | The Essay/Types of Essays |
| 2.1.2 | Narrative Essay |
| 2.1.3 | Guidelines for Effective narration |
| 2.1.4 | Sample Narrative Essay |
| | Exercises |

2.1.1 THE ESSAY / TYPES OF ESSAYS

An essay is a patterned expression of a person's view on a particular subject. This form of writing is based on one topic. To write essays perfectly well, one needs to practice constantly. Students can develop or perfect this skill by reading exemplary works of notable writers and essayists and by making spirited effort to improve upon one's ability to write.

An essay has a three-level structure i.e. the **beginning**- where the topic is introduced; the **body** of the essay- where different ideas on the topic are developed, and lastly, the **concluding part**- where ideas are concluded.

Essay writing gives an opportunity to set down or make available one's view, opinion or idea on a subject to a reader. It is the most accurate method of assessing one's ability to communicate effectively, communication is a life event. It cuts across every discipline of life, whether business, politics, religion, sports, government, relationship etc. The ability to communicate clearly and concisely in any field of endeavour is of utmost importance; and this is the training essay writing opportunities provide for students or learners of any language, English language inclusive.

Although, it is not an easy ground to break through for most students, practice is an excellent way to achieve the needed breakthrough in essay writing. Practice will help to develop the needed fluency of expression, accuracy of usage and the organizational ability. Therefore, I encourage you to apply yourself to the exercises and assignments.

There are different types of essays such as narrative essay, descriptive essay, expository essay and argumentative essay. We shall deal with each of these types in detail and have exercises on each type in the subsequent units and modules.

2.1.2 NARRATIVE ESSAY:

Narrative writing takes the process of story- telling. It is an account of something that happened or that is going to happen. It requires a clear plan of events that present episodes in the correct sequence. A narrative is built around characters, actions and settings in the order of life that is chronological. It could be factual or fictional.

Writing a narrative essay is like writing a story. You should note the following points when writing a narrative essay:

1. Each paragraph in a story contains an incident.
2. A new paragraph shows a new turn, or some change in the story.
3. Transitional words are often used to connect the ideas of one sentence to those of the next.
4. Very often a whole story has a central idea that runs through the whole of its length.

2.1.3 GUIDELINES FOR EFFECTIVE NARRATION

For your narrative to be exciting, it should tell an interesting story in an effective manner. Elements of suspense will help to sustain the reader's interest in your story. Action verbs and the use of appropriate dialogue and flashbacks will enhance your story telling

Moreover, the story should be chronological. By being chronological, we do not mean it should only start from the beginning of the story, it can start from the end of the story, but the readers must be able to follow the sequence of events in whatever form you choose. The story can have a happy end or a tragic (sad end). It should be able to recreate an event by telling what, who, where, when, why and how of the event.

Elements such as character, setting, point of view and plot must be present. While your narrative can either be factual or imaginary, it should be built within the scope of reality. This will enable your readers to relate better to your story.

The purpose of narrative writing is to tell a story, usually in time order. If a story is not told in the correct sequence, the listener or reader will not understand the story. Read the following paragraph and notice that the narrator, a police officer, relates in time order the events of a typical domestic call.

One of the most difficult aspects of my job is answering the domestic dispute call. Many of these disputes involve violence, often a man beating a woman or children. When my partner and I arrive, we first check for weapons. Next we quickly decide which person is the aggressive one. We may then try to avoid arrest by counselling all members of the household. If necessary, my partner or I take one of the people outside to calm down. Because the victims are often too afraid to sign a complaint against the abusers, we may leave the home not knowing if the people living there are safe. For these reasons, the domestic call is one of the most frustrating for police officers.

Words that help you follow the sequence of ideas in a paragraph are transitions. The following words are helpful in narrative writing because they indicate time order.

| | | |
|-----------|---------|-------|
| After | before | then |
| During | finally | when |
| First | second | later |
| Meanwhile | next | now |

2.1.4 SAMPLE NARRATIVE ESSAY

Sample 1: Tale of the Rodent (by Roger Starr)

The startled movement of a young woman in one corner of the bus shelter indicated that something was wrong. She moved again, a gesture of discomfort, even fear. Then I saw what troubled her: an infant rodent- perhaps mouse, perhaps rat- a small band of brown cotton, with a toothpick for a tail. It had somehow crossed Seventh Avenue, climbed the curb and was moving through the shelter and across the sidewalk.

I say moving rather than running because the creature was too compact to reveal legs. Its speed was so erratic, and its direction so changeable, that it could have been a battery-driven toy riding on a hidden eccentric wheel. Another woman gasped at the sight of the little thing, children pointed, men went out their way to avoid it.

To me it seemed more incongruous than scary, not merely outnumbered by people but intimidated by the hardness of the world into which it had suddenly emerged. From where? In what soft place on the other side of this busiest highway had its mother gnawed a nest in a fortress of brick and concrete, glass and steel?

Between the legs of pedestrians, the animal darted to the door of a candy store. Its feeding instincts were sound, although it could not poke through the slit between the bottom of the glass door and the sill. The instinct that had taken it to that store made its adult role obvious. It abandoned the candy store for the adjacent entrance to a large office building. The superintendent, a bundle of keys hanging from his belt, was standing at the door. Rodent and superintendent vanished into the lobby, only to emerge moments later, animal first.

The superintendent kicked at it, driving the animal back to the sidewalk. Then he looked at me almost regretfully, whatever the rodent might sometime become, the keeper of the keys knew it was not yet a fair match for the guardian of an office building.

The superintendent's kick must have hurt the animal; its movements became even more erratic than before. But to my astonishment, it crossed the curb and darted into the street, the traffic light in its favour. Unthinkingly wishing it safe passage, I saw it disappear beneath each passing car, then emerge again and move erratically onward.

The game- if game it was- was not to last. The light changed, releasing torrent of cars across 44th street, and when they had gone, the animal was left motionless on the pavement. No blood, no gore, just a tiny dead thing, hardly bigger than a large beetle, in the middle of the avenue, invisible to any passing motorist. Moments later my bus came and took me home to my apartment house.

I felt I had witnessed something small, but supremely serious.

FROM: Kinneavy James L and Warriner John E. *3rd course (ND) Elements of Writing.*

Sample 2: My Mother's Shoes

For weeks I begged my mother to buy me the white leather running shoes in the window at Delphine's Shoe Emporium. I wanted those shoes more than anything else in the world, but my mom said they were too expensive. Finally, after I refused to go to Jennie's party in my old shoes, she gave in and bought me the running shoes.

The next week my school had its Open House. My whole family went and as usual, my mother wore her ugly beige shoes. "Those shoes look terrible," I said. "why do you always have to wear them? She didn't answer me. She just picked up my little sister, Elizabeth, and headed for the car.

Open House went okay, except that I was sure everyone was looking at the scuffed toes and floppy heels of my mother's shoes. "why can't I have a mother who has taste? I wondered. On the way home I asked her again why she didn't get rid of those shoes. "they embarrass me", I added.

When we got home, my mother and father immediately went to the kitchen to start dinner, and I took Elizabeth into my room. I could hear Dad's low voice, but I knew that it was Mom who was rattling pots and pans, opening and closing the refrigerator. Soon I could smell chicken frying, but I couldn't hear Mom singing. She always sing in the kitchen, and I was beginning to wonder if I'd really hurt her feelings. Then I heard a knock on my door. Elizabeth toddled over to open it, and Dad came in.

"Alice," he said, "don't you think your mother is sick of those shoes? Don't you think she knows they're ugly? How do you expect her to buy shoes for herself when you demand

shoes that cost three or four times what they ought to cost? We don't have that kind of money.”

He said a lot more, too, but he didn't need to. I realized that some things are just too much to ask.

FROM: Kinneavy James L and Warriner John E. *3rd course* (ND) Elements of Writing.
HOLT RINNEHART WINSTON (HBJ), Austin, pp 154-155

TUTOR MARKED ASSESSMENT (TMA)

EXERCISE

Directions: Choose one of the following topics and write a narrative paragraph. Be sure your paragraph has a topic sentence and presents events in correct time order.

Use transition words to help your reader follow the flow of your ideas.

1. Tell a story about an unusual experience in a supermarket. Write a true story or make one up.
2. Tell a story about an occasion you remember clearly from your childhood.

MODULE 2 UNIT 2

- 2.2 DESCRIPTIVE ESSAY
- 2.2.1 Definition of Descriptive Essay
- 2.2.2 Guidelines for effective description
- 2.2.3 Sample descriptive essays

Exercises

Tutor Marked Assessment

2.2.1 DEFINITION OF DESCRIPTIVE ESSAY:

This form essay attempts to describe objects, people and events vividly. This type of composition chiefly paints pictures with words. A descriptive writing uses details and humour to describe its object beyond the obvious. In other words, descriptive writing requires giving all the details about your subject to enable your reader see, smell, feel, touch, hear and taste what you are describing. Descriptive writing involves all the five senses.

Suppose you spent a day at a Chinese New Year's festival. You might observe many sensory details and make notes like these for a later journal entry.

Touch: Damp, chilly morning; cool breeze; warmth of sun when it come out about 11 o'clock; crisp, crunchy, fried won tons.

Sound: cymbals and drums as parade goes by; cheering of spectators; chatter of street vendors and their customers; gong and passing streetcar.

Smell: garlic and ginger cooking in hot oil; egg rolls frying; dumplings cooking in bamboo streamers.

Taste: tangy hot tea; salty soy sauce on steamed sumpling; spicy hot mustard and sweet plum sauce on egg roll.

Sight: dazzling light; many colours of merchandise in street vendors' carts; red and gold decorations on dragon in parade; banners with Chinese characters hanging across the streets.

For effective description, general words or expressions should be dropped for specific or particular ones. That is, instead of saying something is good, nice, or bad, picture a scenario that can take the place of word. On the other hand, some technical or scientific descriptions may focus squarely on the visible and verifiable aspects without personal paintings.

The following points should be noted when writing a descriptive essay:

- For a description to be effective, it must have a dominant impression and adequate details.
- There should be a good enough introduction that is capable of setting out what the writer intends to achieve.
- The description should contain such details that illuminate or throw light on the subject of description.
- It involves the use of descriptive words that are mainly adjectives and adverbial.

2.2.2 GUIDELINESS FOR EFFECTIVE DESCRIPTION

- Pay attention to details through observation
- Be creative in your choice of words and expressions

- Use figurative language to make your image or object more striking
- Use analogy to describe shapes, colour, qualities, size, attitude, sounds etc.
- Present your description clearly, logically, effectively and in a discernable pattern (left to right, inside to outside etc.).
- Establish a dominant impression about your topic in a thesis statement.
- Describe with words and expressions that are within the scope of reality.
- Start with an introductory paragraph and end with a concluding paragraph.

2.2.3 Sample Descriptive Essay

My Bedroom

My bedroom is a small but comfortable room facing east. It thus has the advantage of the early morning sun, though when the wind is in the east it is rather cold. The walls are painted blue, as my parents consider wallpaper to be both expensive and unhealthy. Apart from the bed the only furniture is a wardrobe, a small table, an easy chair and a small bookcase.

This easy chair is very convenient in every way. It has a gently sloping back, four stumpy legs, not too long, so that the chair is not too high off the ground, and broad, flat arms so that I can rest anything on them.

In my easy chair I sometimes sit during the winter months, watching the village team playing in the meadow nearby, for when I am not playing myself I like to see a game of football. At other times, especially on a summer's afternoon, I sit in the chair and read my books.

I would not change my room for my brother Tom's, for though mine is not as large as his, it is much more comfortable. (*From Preparatory English*, by S. C. Glassey)

SAMPLE 2: FROM CANAL STREET (by Ian Frazier)

Canal street, in lower Manhattan, is the shortest route from an East river crossing to a Hudson river crossing on the island. To the east, Canal street leads across the Manhattan Bridge, to Brooklyn; to the west, it leads into the Holland Tunnel, to New Jersey. Canal Street is actually an extension of Brooklyn's Flatbush Avenue of a number of roads in New Jersey laid through the crooked alleys of downtown. The traffic in Canal Street never stops. It is high-emerge current jumping constantly between the poles of Brooklyn and New Jersey. It hates to have its flow pinched in the density of Manhattan, hates to stop at intersections.

Along Canal street, it moans and screams. Worn brake shoes of semi trucks go "ooooohhh noooooohhh" at spotlights, and the sound echoes in the canyous of warehouses and Chinatown tenements. People lean on their horns from one end of canal Street to the other. They'll try different combinations: shave-and-a-haircut, long-long-long, short-short-short. Some people have musical car horns; a person purchasing a musical car horn seems to be limited to a choice of four tunes- "La Cucaracha," Theme from "The Godfather," "Dixie," and Hava Nagila". Eventually the flow of traffic knocks over everything upright along its route- mailboxes, fire hydrants, light poles, signs. Litter, fruit, rats, pigeons, and hats it flattens and pulverizes. Smaller pieces of metal it presses into the asphalt and makes two-dimensional.

House keys, safety pins, gaskets, pop tops, bottle caps, water gears, buckles, umbrella ribs alligator clips, and oil-paints tubes (many artists have studios nearby) shine dully in the pavement. When the traffic lets up a little- on the weekends, in the street with jackhammers

erect barricades and break up the asphalt and throw it and its collection of lost objects into dumpsters and carts it away.

ADAPTED FROM: Kinneavy James L and Warriner John E. *3rd course* (ND) Elements of Writing. HOLT RINNEHART WINSTON (HBJ), Austin, pp187-189.

Sample 3: My Family

When I think of my family, somehow I always picture us in the kitchen. The first thing you see is bright blue and white. The floor is scruffy linoleum that I made to look like Old Dutch tiles by drawing blue pictures and designs on white tiles and then pasting them down. Mom sewed a blue and white checked curtain for the window- to cheer herself up, she says. **The walls, as pale as egg yolks, are a sort if yellowing white.**

There's much to look at. The refrigerator next to the window is plastered with children's drawings and messages and newspaper articles and reminders hanging with funny magnets shaped like fruit. You can spend half a day reading our refrigerator. Next to the refrigerator is an ancient white oven, and next to that's the sink, overflowing as usual with dishes and pots. Hanging everywhere on the walls are travel posters that feature sunny skies and bright blue seas.

Right now my brother Larry is baking his **specialty**- herb bread. Larry insists it's healthful, but the smell seems wickedly delicious. There's a huge pot of Aunt Rosa's spaghetti sauce bubbling on the stove, so our apartment smells of oregano, basil, garlic and spicy tomato.

There's always music in the kitchen. Whoever does the cooking or cleaning up gets to choose the music, so right now Larry's blasting his tapes on the radio/cassette player by the sink.

So how do you like our kitchen? It's where we eat; share the events of the day, and laugh- a cheerful, special place to me.

ADAPTED FROM: Kinneavy James L and Warriner John E. *3rd course* (ND) Elements of Writing. HOLT RINNEHART WINSTON (HBJ) pg 190.

TUTOR MARKED ASSESSMENT (TMA)

EXERCISES

Exercise 1 on Sample Descriptive Essay (My Bedroom)

A. *Think about these questions:*

1. What kind of room was his bedroom?
2. What is the advantage and disadvantage of the way it faces?
3. What word connects the second sentence with the first?
4. What do the walls look like?
5. What furniture is there in the room?
6. In what order are the things mentioned?
7. What kind of easy chair has he got?
8. What does the second sentence of paragraph two tell us?
9. What does he do in his room?
10. How is this connected with what went before?

B. *Answer these questions in writing:*

1. Give the passage a descriptive title.
2. What is each of the first three paragraphs mainly about?
3. What word best shows the writer's opinion of his room?
4. In which paragraphs do we find general description of the room, and mention of the large objects?
5. In which paragraphs or parts of paragraphs do we find the details?
6. Why do you think he tells us what is in the room before what he does there?

*llowing. When you
the "general idea",*

TUTOR MARKED ASSESSMENT (TMA)

Exercise 3

Write on any two of the essays below:

1. The most pleasant room you have ever seen.
2. The dirtiest room you have ever seen.
3. A "sleeper" in a train, or a cabin in a boat.
4. A camp.
5. A small shop.
6. A very large shop.

IF YOU DO NOT KNOW GO AND LOOK. YOU WILL NEVER WRITE GOOD DESCRIPTIONS UNTIL YOU USE YOUR OWN EYES.

END OF MODULE ASSESSMENT (EMA)

Instructions: Answer questions 1 and 2

1. Write a descriptive essay on ONE of the following: A church, A mosque, a shrine or similar religious building found in your country.
2. Write a narrative essay on your most embarrassing experience in life.

MODULE 3

ESSAY WRITING II (ARGUMENTATIVE AND EXPOSITORY)

MODULE 3 UNIT 1

- 3.1 THE ARGUMENTATIVE/PERSUASIVE ESSAY
 - 3.1.1 Definition of Argumentative Essay
 - 3.1.2 Guideline for effective argument
 - 3.1.3 Sample Argumentative Essay I
 - 3.1.4 Sample Persuasive Essay II
- Exercises

3.1.1 DEFINITION OF ARGUMENTATIVE/ PERSUASIVE WRITING

The argumentative essay and persuasive essay will be treated together in this course.

However, you must know that both types of essays have some differences although they have

many similarities. The two have the same purpose which is to change a situation or a position. They both use reason and logic in their presentations.

However, they are different because while the persuasive writing uses emotion/feeling and reason to make its audience do something, the argumentative writing is a controversial discussion that makes its case through logic, reasoning, facts and evidence, among others. The reasoning process mostly involved in argumentative writing is deductive in approach, while the persuasive essay has to do with passionate appeal that woos the audience's emotion.

1.1.2 GUIDELINES FOR EFFECTIVE ARGUMENT

An argument must be presented logically. Such arguments must be grounded in facts, evidence with proof, illustration, statistics etc. to ensure that it convinces its audience or readers. When presenting an argument, it is best to avoid emotional language, personal attacks, oversimplification and generalization. If these abound in the argument, it leaves the audience to be doubtful and cynical.

In addition, in presenting an argument, the real issues should be addressed. Do not evade the issue or beg the question. You need to strike a balance in your presentation i.e. acknowledge the points that are against your view and counter them with stronger points. This will make your argument more credible.

Furthermore, in presenting an argument, your reasoning must be deductive, that is, from the general to the specific. Your essay must be well organized. Start with an introductory paragraph that has a thesis statement followed by other paragraphs that summarize the argument.

Finally, you need to avoid fallacies; do not assume but prove. The conclusion must be drawn from the evidence and facts presented in the paragraphs

3.1.3

Sample Argumentative Essay I

LOUD CAR STEREOS

Warm spring weather has arrived. You get in your car, roll down the windows, pop a tape in the stereo, turn up the volume, and head out for the lake. A great feeling and harmless fun, right? Some state senators don't think so. To them, extremely loud car stereos are a public nuisance and even dangerous. They've proposed a law that bans car speakers above a certain size and sets legal volume levels. Playing a loud car stereo shouldn't be a crime, and this legislation must be defeated.

A main reason for defeating the proposed law is that existing state laws already cover the problems the senators mention. According to Richard Tharpe, Hamilton County Sheriff, "right now we can arrest people for disturbing the peace, and state rules even set noise pollution levels". In addition, if a stereo does cause a traffic accident- which Tharpe notes is uncommon and hard to prove- the driver can be charged. Your good judgement will tell you that we do not need to duplicate laws.

A second reason is that singling out car stereos is a form of discrimination, because many other "public noises" are just as loud. Parades and rallies use high-volume sound trucks. Radio stations broadcast live from stores and parking lots. Loudspeakers, bands, and cheering crowds at football games can be heard for blocks. Sound from any of these events could infringe on the public's right to peace. But a law to eliminate these noises would be considered unfair and illogical. No one wants to go to a quiet football game. It would spoil the fun. Why should driving to the lake be different?

We all want our streets to be calm and safe, but the senator's approach is misguided. A law restricting the volume of car stereos is unnecessary and unfair, and each of us should write or call our legislators to say so.

ADAPTED FROM: Kinneavy James L and Warriner John E. *3rd course* (ND) Elements of Writing. HOLT RINNEHART WINSTON (HBJ), Austin, pp307-308

3.1.4 **Sample Persuasive Essay**

The essay below is an example of a persuasive essay that uses supporting material from online sources and that cites and documents the material correctly according to MLA standards.

The essay is not perfect (for example, the writer could more effectively address the opposing point of view). However, the essay does illustrate well how to use supporting evidence from sources (both paraphrases and quotations), how to cite the information from sources, and how to prepare the Works Cited page. Notice as well the types of sources used in the essay.

The Failure of Abstinence-Only Programs

Sex education is important, but many students finish sex education classes with a distorted view of sexuality and without a good understanding of contraception and safe-sex practices. Instead, children only learn that they should not have sex until they are married. Abstinence-only programs in public schools have become popular because of a law giving millions of dollars to schools that teach the programs. These programs have the good intention of persuading young people to wait until marriage before having sex, but abstinence-only programs are not achieving this goal and are flawed by the distorted and biased perspective that they promote.

In 1996, the United States government passed a law giving funding to states that offered abstinence-only programs in public schools. Since this time, over half of a billion dollars has been given to states to promote abstinence-only programs (Brody). To receive the money, schools must agree to follow a set of rules. The rules indicate that a school's abstinence-only

program must have "as its exclusive purpose teaching the social, psychological, and health gains to be realized by abstaining from sexual activity" ("Impacts"). Students must be taught that they are likely to suffer harmful effects if they have sex before marriage. They also must be taught that the "expected standard" is for school-age children not to engage in sexual activity and for adults to engage in sexual relations only within marriage ("Impacts"). Schools receiving the funds must teach students that they should "just say no" to sex until they are married. The schools are not allowed to teach students about safe sex and "may not mention contraception except to point out the failure rates of various methods" (Brody). Some states have refused the federal funds so that their schools can determine their own ways to teach sex education, but 43 states participate in the program. With millions of dollars from the government every year, many schools now promote abstinence. They offer abstinence-only programs with encouraging titles such as "ReCapturing the Vision," "Teens in Control," and "My Choice, My Future!" ("Impacts"). They encourage students to sign virginity pledges vowing not to have sex until marriage, to proudly wear their "purity rings," and to carry their ATM ("abstinence till marriage") cards (Kelly). These programs encourage students to develop a strong sense of self and to avoid the negative consequences that might result from sexual activity, but there is a problem: abstinence-only programs do not work.

Studies show that abstinence-only programs do not reduce sexual activity by young people. In 2007, the United States Department of Health and Human Services released a study of abstinence programs. This government-funded study involved more than 2000 students. The authors discovered that "findings from this study provide no evidence that abstinence programs implemented in upper elementary and middle schools are effective in reducing the rate of teen sexual activity" ("Impacts"). The authors concluded that "findings indicate that youth in the [abstinence-only] programs were no more likely" than students not in the programs "to have abstained from sex" ("Impacts"). In addition, "among those who

reported having had sex, they had similar numbers of sexual partners and had initiated sex at the same mean age" ("Impacts"). Apparently, students did not benefit from all of the effort and the millions of dollars that have gone into these programs. Another study by Peter Bearman of Columbia University shows that "88 percent of middle and high schoolers who pledge to stay virgins until marriage end up having premarital sex anyway" (Kelly). He adds that "the bad news is that they are less likely to use contraception the first time they have intercourse" (Kelly). Dr. S. Paige Hertweck, a doctor who contributed to an American Academy of Pediatrics report on teen sexual activity, states that "teaching abstinence but not birth control makes it more likely that once teenagers initiate sexual activity they will have unsafe sex and contract sexually transmitted diseases" ("Doctors Slam Abstinence"). In abstinence-only programs, students are taught to "just say no" to sex. They are not taught the information that they need to know about safe sex and contraception if they later choose to say "yes," as many of them are doing.

Abstinence-only programs also promote a distorted and biased view of sexuality. To receive funding, schools must follow the rules in the law for teaching abstinence-only programs. One of the rules is that students must be taught that the "expected standard of sexual activity" is a "monogamous relationship in the context of marriage" ("Impacts"). An estimated 88 to 99 percent of Americans have sex outside of marriage ("Many Who Pledge"), yet students must be taught that having sex only within marriage is "the expected standard." The rules also require that students be taught that having sex outside of marriage "is likely to have harmful psychological and physical effects" ("Impacts"). Approximately nine out of ten Americans have sexual relations outside of marriage. Do most of them suffer "harmful psychological and physical effects," as the government has determined that students must be taught? The law presents a distorted view of sexuality, along with a biased view. In 2006, the government updated the funding guidelines to state that, in abstinence-only programs, "the

term 'marriage' must be defined as 'only a legal union between one man and one woman as husband and wife'" (Waxman 4). Promoting the government's definition of marriage should not be a requirement for schools to receive funding for sex education programs. Senator Henry A. Waxman rightfully argues that "the benefits of abstinence from teenage sex should be taught in a way that does not further alienate gay and lesbian youth" (4). All students should benefit from sex education programs. Student Hunter Kincaid suggests how abstinence-only programs discriminate against gays and lesbians: "As a gay student, I thought [the abstinence-only class] was ridiculous,' he says. 'Abstinence until marriage for people who can't even get married'" (Kelly). A sex-education program should help all students make good decisions about sexual activity. It should not promote an unrealistic standard of behavior, should not promote a particular definition of marriage, and should not discriminate against some students.

Sexual activity by young people is an important concern. In an ideal world, maybe everyone would wait until marriage before having sex and would then remain in a single, monogamous relationship. But this is not the reality. It might be a good goal to try to convince young people to wait until marriage before having sex, but taking this approach alone to sex education is not working. After ten years and a half of a billion dollars in federal funding, abstinence-only programs have not had a positive impact on the sexual behavior of teenagers. The programs may even cause harm because of the distorted and biased views that they promote and because of the information about safe sex and contraception that they do not teach. It is time to put an end to abstinence-only programs and to give students more comprehensive sex-education programs that better prepare them for the future.

SOURCE: www.ivcc.edu/rambo/eng1001/sample_persuasive_essay.htm

MODULE 3 UNIT 2

3.2 EXPOSITORY ESSAYS

- 3.2.1 Definition of Expository Essay
- 3.2.2 Types of Expository Essays (With Samples)
- 3.2.3 Guidelines in Writing Expository Essays

Tutor Marked Assessment

3.2.1 DEFINITION OF EXPOSITORY ESSAY

Exposition means “setting out in order”. Expository writing tries to explain or give detailed information on a given topic or subject. It answers the reader’s basic question about a topic: who, what, where, when, why, and how. Things, ideas and processes are usually presented, analysed and constructed when writing this form of essay.

An expository essay demands a clear, logical communication of ideas in order to avoid a muddled presentation of facts. Expository essays provide information about an issue or subject in a logical manner, it may also tell the reader how to do something or show the similarities and differences between two subjects. The information appears in point-by-point pattern.

3.2.2 TYPES OF EXPOSITORY ESSAYS

There are different types of topics you might be given in an explanatory essay. There are four major kinds of explanatory topics and we shall analyse each of these in turn. One might be a process (example, How to Prepare a Budget); another might be a term to be defined (example, Being a Good Citizen). Still another might be a comparison, explaining similarities (example, Big Cities Are All Alike), or differences, explaining a

contrast (example, Urban and Suburban Ways of Life). Finally, the topic might call for classification (example, The Basic Four of a Good Diet).

1. **Explaining a Process.** This involves a series of steps each of which is a part of a total process. These steps must be presented in order so that an exact sequence is followed. For the explanation to be clear, each paragraph must be developed in a definite time sequence.

Note that the four steps of the budget process are presented in a definite order. All must be for time sequence words such as first, next, then, meanwhile, last and finally. Here is a simple essay which explains a process.

How to Prepare A Budget

Preparing a budget involves a definite series of steps. First, determine the total amount of money you have available to spend. It can be a single amount, money from a single wage earner, or it can be money earned by both husband and wife. It can include wages, dividends, and interest from bank accounts or investments.

After you have determined your income, list your necessary expenditures. These fall into several categories. Most important are food, rent, clothing, health care, transportation, entertainment, education, insurance, and miscellaneous. Some of these expenses are daily (carfare); weekly (food marketing); monthly (rent or mortgage payments); quarterly (income tax payments), or yearly (insurance premiums). The miscellaneous category includes extraordinary expenses such as unusual medical expenses or automobile repair bills.

The next step is to allocate the proper percentage to each category, for example, 25% for shelter. These allocations fall into two categories. They are either necessary or optional expenditures. Food and lodging are necessities. Entertainment is an optional expenditure. It is also important not to forget savings, an important part of every budget.

Finally, total the expenditures and compare them with your income to make certain the budget is balanced and you are not spending more than is available. If you are, you must go back and revise the allocations you have made.

These are the essential steps in preparing a budget.

2. **Defining a Term.** The best way to write an essay which defines a term is to list the component parts that make up the idea being defined and give an example of each. For example, good citizenship may be explained by a number of behaviours that make up a definition. A sample outline of this topic follows.

Being a Good Citizen

- 1) Every American wants to be a good citizen. But what is good citizenship?
- 2) A good citizen is well informed. To be a good citizen, one must read newspapers and magazine, listen to radio newscasts and telecasts, and keep in touch with public official.
- 3) A good citizen not only is well informed, but also acts on the information obtained. The good citizen votes and expresses his or her views to legislative representatives and the press.
- 4) A good citizen contributes his or her time, talents, and wealth to the public good. The good citizen is active in community organizations and contributes to worthy causes, thereby showing concern for fellow citizens.
- 5) A good citizen displays the personal qualities that make our democracy strong. Such a citizen is a good family member, law-abiding, and loyal to his or her country.
- 6) These are the qualities that make a good citizen. (Note this final summary sentence).

It would be easy to expand the outline of 148 words to 200 words by adding examples to outline items 2, 3, 4, and 5, e.g., expresses his or her views on ending legislation, does jury duty, pays his taxes, serves in the armed forces when called upon, and supports such local service organizations as the police, the fire-fighters, and the public library.

3. **Making A Comparison or a Contrast.** In a comparison, you discuss the similarities in two or more items. You can follow a simple outline such as this:

- 1) Topic sentence: Big cities are alike in many ways.
- 2) Similarity 1: Big cities are crowded (have a high population density).
- 3) Similarity 2: Big cities are burdened by traffic congestion.
- 4) Similarity 3: Big cities have higher crime rates
- 5) Closing summary sentence: These are some of the ways in which big cities are alike.

Sandwiched between a topic sentence and a closing summary sentence, the three paragraphs make up an essay that would, when expanded to 200 words, receive a passing grade.

In making a contrast between two ideas or objects, use the same plan, but point out the differences. Your topic sentence might read: Urban and suburban living differs in many ways. Then these paragraphs indicating differences can follow.

One difference between urban and suburban living is population density. Suburbia is less crowded and, therefore, tends to have fewer problems caused by inner city overcrowding. Although it certainly exists, occurs at a much lower rate than in a big city.

In addition, inhabitants of suburbia tend to have higher incomes. They have more money to spend. Housing is generally more luxurious. Unemployment and poverty levels are lower than those of urban areas.

Finally, suburbia usually has few of the problems that industry brings to the city. Air pollution is lower and problems of industrial waste are fewer.

It can safely be said that life in suburbia and in urban centers is vastly different.

Note: The final sentence is the concluding or summary sentence.

4. **Making A Classification.** Classification is an important mental process that groups ideas or objects making them easier for people to use. For example, we classify people according to personality types. The outgoing person is an extrovert; the shy, retiring person is an introvert. We also classify people according to their values. One who pursues money and acquires objects of worth is a materialist; one who is interested in things of the mind and heart is an idealist. Animals may be carnivorous (meat-eaters) or herbivorous (plant-eaters).

A sample essay dealing with the classification of food follows:

The four Groups of Foods

A balanced diet requires you to eat a carefully planned menu of varied foods that will provide your body with the four essentials: energy, repair materials, growth materials, and vitamins and other special substances. These foods fall into four main groups: dairy, fruits and vegetables, breads, and cereals, and proteins.

Dairy foods include milk and milk products such as cottage cheese, yogurt, chesses, butter and ice cream. These provide vitamins A, B₂, B₁₂, and D.

Fruits include citrus fruits as oranges and grapefruits, rich in vitamin C, and non-citrus fruits such as melons, berries, and peaches. Green leady and yellow vegetables include

lettuce, spinach, carrots and squash, excellent sources of vitamins A, B, and E. Potatoes, broccoli, and cauliflower contribute vitamin C.

Bread, cereals, and pasta provide us with B vitamins, iron, and carbohydrate among others. They are also sources of critically needed fibre.

Finally, the protein foods include meat, fish, and poultry, with fish and poultry containing less fat. Eggs and liver are nutritious, but they contain cholesterol. Protein-rich foods are essential for muscle building and the health of vital organs.

The important thing to remember is that, if you and your family eat one or more foods from each of these groups daily, you will be providing yourselves with a healthy, balanced diet.

Note: The first paragraph introduces the idea of a balanced diet and the four food groups. Paragraphs 2 through 5 describe the foods in the various groups, giving examples and the contribution each makes to good health. The final sentence returns to the idea of a balanced diet.

3..2.3 GUIDELINES IN WRITING EXPOSITORY ESSAY

When exposing or explaining how a particular object is made e.g. pot, mat, soap, etc., the following points must be borne in mind:

- Write out the material and its exact qualities.
- Explain the sequence of actions using command sentences.
- Use the specific words or register of such trade or vocation when writing on the subject matter.

Furthermore, you should have a checklist to revise your work and be sure you have written a good essay.

Checklist for Revision

Content

1. Are your ideas pertinent to the topic?
2. Are your ideas clearly stated?
3. Are they properly organized?
4. Are they logically developed? Have you used the proper connecting and transitional words?
5. Is the purpose of your essay achieved? If you had to make a judgment, did you do so? Did you explain the process? Did you define the term? Did you make the comparison or contrast? Did you make the proposer classification?

Organization

1. Does each paragraph have a good topic sentence?
2. Is each key idea developed in a separate paragraph?
3. Is each paragraph finished with a clear summary sentence?

Correctness (Review)

1. Is your essay free of sentence errors (run-on sentences and sentence fragments)?
2. Are agreement, case of pronouns, and verb forms correct?
3. Have you punctuated and capitalized correctly?
4. Have you chosen your words with proper usage in mind?
5. Have you spelled them correctly?

Only after you have read and revised your essay can you feel you have completed the essay.

END OF MODULE ASSESSMENT (EMA)

Answer questions 1 and 2

1. Write an argumentative/persuasive essay on **Tax Payment in Nigeria**.
You can either support payment of tax or be against payment of tax in Nigeria.
2. Write an expository essay on **Electronic Learning (E learning) Procedures or Education via Internet**.

MODULE 4 SPEAKING SKILLS

MODULE 4 UNIT 1

- 4.1 PRONUNCIATION
- 4.1.1 Pronunciation in language learning
 - 4.1.2 The vowel sounds
 - 4.1.3 Diphthongs
 - 4.1.4 Consonants
 - 4.1.5 Stress, Intonation and Accent
- Exercises and Practice sessions

4.1.1 PRONUNCIATION IN LANGUAGE LEARNING

Most language learners feel that pronunciation is a crucial part of language learning. Students believe the best way to improve their pronunciation is to practice, and many pronunciation experts agree that pronunciation teaching and learning must be situated in communicative contexts.

A major objective of the pronunciation segment of the course will be to improve your communicative competence by working on troublesome sound segments such as stress, rhythm and intonation. The goal is to help you make your speech clearer and more

comprehensible. To achieve this, you will engage practice sessions. Please listen to the pronunciation pattern of words, the intonation patterns and the stress patterns.

Before we engage in the practice sessions however you need to understand the sounds in English language. The sounds are broadly divided into consonant sounds and the vowel sounds. Each of these categories are treated in more detail in the following units.

4.1.2 THE VOWEL SOUNDS

A vowel can be defined as a sound during the production of which there is no form of obstruction to air stream. Thus, it is sound that is produced with free flow of the air expelled by the lungs. Vowels are generally voiced, having no noise component but rather a characteristic patterning of formants. The vowel phonemes are classified into major areas: monotonemes or pure vowels, and diphthongs.

Monophthongs: A monophthong is a vowel sound with a single nucleus and it is represented by a symbol. They are also referred to as **pure vowels**. **Below are phonetic symbols of monophthongs and examples of words in which they occur:**

Monophthongs

Examples

/i:/ sea, sheep, peak, deceive, tree, free

/i/ pit, sit, merit, pocket, colony, coffee

/e/ bed, head, many, dress, said, tense.

/æ/ acid, act, bag, pack, sack, back

/a:/ answer, pass, march, plait, heart.

/ɔ/ odd, office, cot, pot, melody, hostel.

/θ:/ court, caught, wont, record.

| | |
|------|--|
| /u/ | put, cook, would, full, took, wood. |
| /u:/ | food, moon, spoon, soup, woo, blue. |
| /ʌ/ | under, umbrella, cup, cut, son, come |
| /ɜ:/ | word, world, mercy, verse, first. |
| /ə/ | above, across, admit, better, teacher, colour. |

4.1.3 DIPHTHONGS:

Diphthongs are vowels with double sounds. Their productions involve glides from one vowel to another. A diphthong is one indivisible vowel sound that consists of two parts. The first part is the main strong component (the nucleus); the second part is short and weak (the glide). A diphthong is always stressed on its first component: [au], [ou]. A diphthong forms one syllable. Below are phonetic symbols of English vowels and examples of words in which they occur.

| <i>Diphthongs</i> | <i>examples</i> |
|-------------------|--|
| /ei/ | <u>a</u> id, <u>a</u> ge, <u>n</u> ame, <u>n</u> ail, <u>b</u> ake, <u>c</u> ake, <u>p</u> ar <u>a</u> de. |
| /əu/ | <u>o</u> ver, <u>o</u> vary, <u>g</u> oat, <u>p</u> ole, <u>c</u> oke, <u>s</u> low, <u>f</u> oll <u>o</u> . |
| /ai/ | <u>i</u> solate, <u>i</u> tem, <u>t</u> ime, <u>f</u> ive, <u>s</u> ty <u>l</u> e, <u>g</u> uid <u>e</u> . |
| /ɔi/ | <u>o</u> il, <u>b</u> oy, <u>s</u> oil, <u>v</u> oice, <u>n</u> oise, <u>t</u> oil. |
| /au/ | <u>o</u> ut, <u>s</u> ound, <u>m</u> outh, <u>t</u> own, <u>n</u> ow, <u>h</u> ouse. |
| /iə/ | <u>e</u> ar, <u>p</u> ear, <u>h</u> ere, <u>d</u> ear, <u>d</u> eer, <u>s</u> teer. |
| /eə/ | <u>sh</u> are, <u>b</u> are, <u>st</u> are, <u>ch</u> air, <u>sc</u> arce, <u>h</u> air. |
| /uə/ | <u>p</u> oor, <u>p</u> our, <u>t</u> our, <u>s</u> ure. |

4.1.4 THE CONSONANT SOUND

A consonant sound is a speech sound produced by a partial or complete obstruction of the air stream by any of various constructions of the speech organs, such as (p), (f), (r), (w), and (h). In other words, any speech sound in the production of which the speaker completely stops and then releases the air stream is a consonant.

A consonant is the result of audible friction, squeezing or stopping of the breath in some part of the mouth (or occasionally of the throat). The main distinction between vowels and consonants is, that while in the former the mouth configuration merely modifies the vocalized breath, which is therefore an essential element of the vowels, in consonants, the narrowing or stopping of the oral passage is the foundation of the sound, and the state of glottis is something secondary. Below are phonetic symbols of consonants and examples of words in which they occur:

CONSONANTS

Examples

[b] baby, best, buy, bring, blind, absent, about, number, labor, robber, tub

[s] center, cellar, cigarette, cinema, agency, notice;

[k] cake, come, cucumber, clean, cry, scratch, act, panic

[d] day, dear, die, door, duty, admire, hidden, lady, kind, ride, ended

[f] fast, female, five, forest, fund, fry, flight, often, deaf, cuff

[g] game, gap, get, go, gun, great, global, giggle, ago, begin, dog, egg;

[j] general, gin, giant, agent, suggest, Egypt, energy, huge, manage;

[zh] mirage, garage, beige, rouge

[h] hair, help, history, home, hotel, hunt, behind, inherit;

[-] hour, honor, honest, heir, vehicle, Sarah

[j] jam, Jane, jet, jelly, Jim, jingle, joke, John, June, just

[k] Kate, kind, kill, kilogram, sky, blanket, break, take, look

[l] late, let, live, alone, close, slim, please, old, nicely, table, file, all

[m] make, men, mind, mother, must, my, common, summer, name, form, team

[n] napkin, never, night, no, nuclear, funny, student, kindness, ton, sun

[p] paper, person, pick, pour, public, repair, apple, keep, top, crisp

[kw] quality, question, quite, quote, equal, require;

[k] unique, technique, antique, grotesque

[r] rain, red, rise, brief, grow, scream, truck, arrive, hurry, turn, more, car

[s] send, simple, song, system, street, lost, kiss, release;

[z] cause, present, reason, realism, advise, always, is, was

[t] task, tell, time, tone, tune, hotel, attentive, student, boat, rest

[v] vast, vein, vivid, voice, even, review, invest, give, move, active

[w] wall, war, way, west, wind, word, would, swear, swim, twenty, twist

[ks] exercise, exchange, expect, ex-wife, axis, fix, relax;

[gz] exam, exact, executive, exert, exist, exit, exult;

[z] Xenon, Xerox, xenophobia, xylophone

[z] zero, zoo, horizon, puzzle, crazy, organize, quiz, jazz;

[ts] pizza, Mozart, Nazi, waltz

4.1.5 STRESS, INTONATION AND ACCENT

Stress is the sound difference achieved by pronouncing one syllable more forcefully than another, for example, the difference between 'record (noun) and re'cord (verb). Thus, stress is the force with which a syllable is produced. It should be noted that syllables do not have the same force of articulation. There are two syllables- stressed and **unstressed** syllables.

MONOSYLLABIC WORDS: these are one-syllabic words and they are usually stressed, e.g. dog, run, sit, play, kind etc.

DISYLLABIC WORDS: the stress can be observed at the first or the second syllable.

- First syllable stressed- 'fe ver, 'tea cher, dri ver, 'mar ket, 'far mer etc.
- Second syllable stressed- be'hind, de'mand, re'deem, in'sist, I'dea.

They may also be stressed on the first, second and third syllables

- **First syllables stressed**, e.g. ‘ar ro gant, ‘for ti fy, ‘he sit ant, ‘mi ni ster, ‘cla ri fy, ‘chlo ro quine etc.
- **Second syllable stressed**, e.g. di vi sion, e lec tric, di rec tion, al lo wance, in tern al, ex ter nal, imp or tant, be lie ver, de co der, un ti dy etc.
- **Third syllable stressed**, de tain nee, in sin cere, ci ga rette, un der stand, re fe ree, gua ran tee, com man dant, ma ga zine etc.

Intonation refers to the rise and fall in the pitch of a speaker’s voice. Tone and pitch are usually observed during speech production. Pitch usually fluctuates in high and low directions. The variations created in these fluctuations that affect the meaning of words, are referred to as **tone**.

In [linguistics](#), **intonation** is variation of spoken [pitch](#) that is not used to distinguish words; instead it is used for a range of functions such as indicating the attitudes and emotions of the speaker, signalling the difference between statements and questions, and between different types of question, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction.

ACCENT: Accent refers to differences in pronunciations. It refers to the way words are pronounced, e.g. in the south of England, it is normal to pronounce the word path as p-ar-th, but in the Midlands and North, the phoneme ‘a’ is articulated as a short vowel and pronounced as in ‘cat’. In countries like Nigeria, where English is a second language, the accent known as ‘Received Pronunciation’ (RP) is considered as a prestige accent and is one frequently heard on television and radio news bulletins. RP is believed to be generally accepted. It is believed to be the language of the elite, of authority and power.

Accents are characterized by difference in the quality of the voice, pronunciation and distinction of vowels and consonants and stress.

PRACTICE SESSIONS

Learn more about the correct pronunciation of English sounds from the following videos. Go to www.youtube.com/watch?v=v8XkD9BbMZs

www.youtube.com/watch?v=0Te4Us8Tsv8

MODULE 4 UNIT 2

EFFECTIVE SPEECH MAKING

- 4.2.1 Basic definition of the term “Speaking”
- 4.2.2 Types of Speech
- 4.2.3 Strategies for effective speaking
- 4.2.4 Steps to follow before speaking
- 4.2.5 practice Session

Tutor Marked Assessment- Oral Presentations

4.2.1 BASIC DEFINITION OF THE TERM ‘SPEAKING’

Speech Making

According to R.W Emerson “speech is power”, “Speech is to persuade”, to convert, to compel”. Speech making is a talk, an address or any form of oral presentation, especially in a formal setting on a subject by a speaker and before an audience. Similarly, William Penn asserts “Speak properly, and in as few words as you can, but always plainly; for the end of speech is not ostentation, but to be understood”

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

In speech making, both linguistic and paralinguistic attitudes or choices are very crucial to meaning interpretation. This means that choice of words, body language, gestures,

postures, eye contact, touch, dressing and dress colours, voice modulation, must all be effective and appropriate to enhance understanding.

Speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. Therefore, effective speaking will include among their things, the following effective use of language, audience consideration, credibility- source and speaker, having a purpose, making audience see, hear or feel, encouraging or empowering them for action and helping them to remember.

The language of the speaker must remain clear, concrete, concise and sometimes colourful with imagery. Technical or professional jargons or words should be avoided except where the audience informed in the field of discourse or such words are broken down to the level of the audience. Thus, cacophonous, jaw-breaking or multisyllabic words should be sparingly used in order not to hinder clarity.

4.2.2 TYPES OF SPEECH

There are probably as many types of speech as there are speeches given, in the sense that every speech is unique, but we can categorize most speeches into four groups:

- Informative
- Demonstrative
- Persuasive
- Special Occasions

Informative Speeches

An informative speech is intended simply to inform your audience on some topic. As a student, you hear informative speeches all day long in your classes, as your teachers and professors stand up front and lecture on various subjects. Your teachers are trying to inform you, and their lectures are essentially informative speeches.

An informative speech is intended to provide information. You will leave it up to your audience to decide for themselves what to do with the information; you are not trying to persuade them to think as you do, nor are you specifically teaching them *how* to do

something. You are only concerned with providing information for your audience on a particular topic.

Informative speeches are useful as an introduction to some topic that is unfamiliar to your audience.

Demonstrative Speeches

The demonstrative speech is closely related to the informative speech because it centers on providing your audience with information. The main difference, however, is that the demonstrative speech is a "how-to" lecture. Rather than passing on raw information to your listeners, you are teaching them some very practical skills.

The best way to prepare a demonstrative speech is to ask yourself *how* and *why* questions. "How does a computer work?" "Why does ice float?" "How do I buy a new home?" "Why does electricity have positive and negative forces?" You would then answer those questions through a practical demonstration.

For example, if you wanted to explain how a computer works, you'd probably want to use a real-life computer to demonstrate. You'd also want visual aids, such as charts or diagrams, which explain the processes that can't be seen easily by the audience.

The key to a demonstrative speech is to focus on practical application, not on abstract facts and statistics. Your goal is to teach the audience *how to*, not to tell them *what is*—*how to* bake a chocolate cake, not *what* is a chocolate cake. Here are some topic ideas to get you brainstorming:

- How to make something
- How to repair something
- How *not* to make or repair something (using humor to teach *how to*)
- How something works
- How to play an instrument, paint a picture, write a book, raise a pet, etc.
- How to create a budget, save money, build a business, etc.
- How to raise children, choose a school, find a mate, plan a wedding, etc.
- How to read, write, speak a foreign language, etc.

What to Do

When giving a demonstrative speech, it is good to use visual aids! These are helpful in any speech, but they are the very backbone of a demonstrative speech. If you want to tell your audience how to fix a computer, you'll certainly need a computer to demonstrate on. The same holds true for things that are more abstract, such as planning a wedding or learning a language. The visual aids may not be as self-evident as in fixing a computer, but they are still vitally important in helping your audience visualize the practical steps you are teaching.

And practical is what a demonstrative speech is all about. Remember to keep it that way, focusing on *how to* rather than *what is*. Before you begin writing your speech, determine what practical skill you want your audience to gain. Then ask yourself what steps are

involved in accomplishing that skill—and you've got the major points of your speech all mapped out.

What to Avoid

Visual aids are critically important to your demonstrative speech, but you must also avoid letting them become a source of distraction. There are two groups who can be distracted by your visual aids: the audience, and *you*!

You want your audience to be paying primary attention to your words and actions, with a secondary focus on your visual aids. Remember that the visual aids are just that: aids. They are not the speaker, they are merely *aiding* the speaker. If you use diagrams and flow charts in your presentation, make sure they contain only what is necessary to illustrate your points. You want your audience to look at them as you speak, but you don't want them to be contemplating your lovely artwork rather than listening to your words.

Conversely, remember that you are speaking to an audience, not to a visual aid. I've seen many speakers who held up an object as an illustration but forgot to show it to the audience! One speaker recently recommended a book on his topic, then spent time looking at the cover of the book rather than showing it to his listeners. If you're telling the audience how to repair computers, don't bury your head inside the computer case and mumble into the hard drive; lift your head to face the audience and simply point to the objects that you're discussing.

As with too many facts in an informative speech, you can have too many visual aids. This will become a distraction to you as you fumble about moving objects around or searching for the right slide, and it will become overwhelming to the audience, leaving them with the same cotton-headed feeling they'd get from information overload.

Persuasive Speeches -

The persuasive speech is also related to the informative speech, except that you are doing more than simply providing information on your topic—you are also providing your own opinion on that topic and attempting to persuade your audience that your opinion is correct. And this element of opinion and persuasion is what makes the persuasive speech the most challenging of the four types.

The key to writing a persuasive speech is to begin by having an opinion—preferably an opinion that you feel strongly about. If you have no opinion on a topic, you won't be able to persuade anyone else to hold an opinion. You must first know *what* you believe and *why* you believe it. It isn't enough to say, "I believe that this toothpaste is better than that toothpaste, and I want you to believe it, too." Your audience will immediately ask you *why* you hold that belief.

So before you begin your speech, you must first ask yourself what you believe in strongly, and then ask yourself why you hold that belief. List the reasons why you believe that toothpaste A is better than toothpaste B—because it whitens, eliminates bad breath, and costs less. These reasons will become the major points in your speech with which you explain to your audience *why* toothpaste A is better than toothpaste B.

Special Occasions

This final category of speechmaking is quite broad and differs significantly from the others. You might be asked to "say a few words" at a special occasion, which could be as little as a one-minute toast or as lengthy as a 30-minute speech. Here are some examples:

- Toasting the bride and groom at a wedding
- Introducing the main speaker at a conference
- Summarizing your project status at a business meeting
- Eulogizing a friend at a funeral
- Presenting or accepting an award at a banquet

There are two subtypes of speeches within this category: the prepared speech, and the impromptu speech.

Making a Prepared Speech at a Special Occasion

If you're warned ahead of time that you'll be called upon to say a few words at some special occasion, you will follow all the same techniques that we've been discussing thus far. You'll want to think about your audience, considering who will be present when you speak and what they'll want to hear you say.

Your topic will be defined for you, to some extent. For example, if your boss wants you to summarize your projects, your topic will be the relevant projects on which you're currently working. If the bride and groom want you to open the wedding banquet with a toast or introductory remarks, your topic will be the happy couple. But what you say on those topics will still be up to you, and you will want to consider setting an appropriate tone.

The tone of a speech is defined as the mood you want to create. Humor is very appropriate at a wedding banquet, while sober thoughts on finances and marital hurdles might be out of place. The opposite is probably true at a business meeting with your boss and coworkers, where the audience is not expecting to be entertained with jokes but wants to hear about financial matters, project problems, expected completion dates, and so forth.

Tone will be as important as topic in most special occasion speeches. Humor is acceptable at a funeral; indeed, it is often very healing to those who are grieving. Yet you also don't want to be flippant, causing the mourners to feel as though you are making light of their grief and loss. Setting the right tone requires that you put yourself in the place of your audience, asking yourself what you would think appropriate or inappropriate if you were in their shoes. If there's any doubt, it's best to remember the famous line from a once-popular TV detective show: "Just the facts, ma'am." Stick to facts, and you won't go wrong.

Making an Impromptu Speech at a Special Occasion

There will be times when someone will ask you to say a few words without advance notice, asking you to stand up right there and then to address the audience. This can seem terribly

intimidating, but the same principles apply to an impromptu speech as to any other speech: Consider your audience, and speak about what you know.

This is another instance of the adage, "forewarned is fore-armed." If you are attending a special occasion where you might possibly be asked to speak, give some thought beforehand to what you would say. Better still, it is often good to take the bull by the horns and volunteer to say a few words. This prevents you from being caught off guard, makes you someone's hero who might otherwise have been asked to speak, and gives you practice at becoming a more confident speaker.

When you give a prepared speech, you will probably be working from a written speech or outline, and having your thoughts committed to paper gives you increased confidence. There is no reason for you not to use that same technique in an impromptu speech, even if you only have a few minutes to prepare. Ask yourself what the audience will want to hear, what tone is appropriate, and what basic facts you want to relate—then jot them down on a small piece of paper or napkin or whatever is handy. Having this cheat sheet in your hand or pocket will give you greater confidence as you get up to speak, because you'll already know what you're going to say.

One benefit of being asked to speak spontaneously is that you don't have a lot of time beforehand to get nervous! It also encourages you to be brief and to the point in your speech—which might be the very reason that people do it in the first place. Just remember that one of the most famous speeches in American history, Abraham Lincoln's *Gettysburg Address*, was very short and succinct, lasting only three minutes. You can move your audience just as effectively with a few words as you can with a lengthy prepared speech, so it's a good idea to keep impromptu words to a minimum.

What to Do

When making a speech at a special occasion, whether prepared or impromptu, the most important things are to be appropriate and stay focused. Remember that the whole reason for speaking is the occasion itself, so your thoughts should always remain centered on that occasion.

If you're speaking at a graduation ceremony, you'll probably be given at least 15 minutes in which to speak—but that is not an excuse to ramble around in your thoughts on a variety of topics. Most special occasion speeches will be shorter simply because the occasion calls for other activities besides listening to a speech. That's the point of special occasion speeches: Nobody came to the gathering in order to hear a speech, unlike other forums where you might be asked to speak. The audience is gathered to recognize a person or event, and you do not want your speech to interfere with that.

You will also want to speak clearly and loudly, topics that we'll discuss in detail in Lesson 13. On many special occasions, you will not have the luxury of a microphone or even visual aids. Your audience might be standing around in a drizzle by a grave side, or you might be addressing coworkers from the middle of a crowded hotel meeting room. You will want to be sure that everyone can hear you clearly and that everyone can see your face. If necessary, move to a prominent position, such as the front of the room or on a high point of land, so that everyone can see you and hear you.

What to Avoid

Be brief! As already mentioned, the audience has not gathered specifically to hear your speech. On most special occasions, your audience will welcome a few brief words from someone who has special knowledge about the person or event being commemorated, but the key word there is *brief*. As already stated, stay focused on your topic and keep your thoughts from rambling.

Avoid using humor that is inappropriate.

4.2.3 STRATEGIES FOR EFFECTIVE SPEAKING

Ten Strategies for Preparing an Effective Speech

Whether giving a speech for a presentation at work, a seminar, a wedding, or a classroom presentation, there are tips that all speakers can follow to ensure success. A good speech includes a number of components that make it interesting to its intended audience and a positive experience for the speaker.

Know the Topic

- Before giving a speech, it's important that the speaker is knowledgeable about the material he's presenting. The speech should be well prepared ahead of time and memorized by the speaker. Cue cards can be used as aids but shouldn't be relied on. The speaker should have attention directed at the audience and not on reading from a card or piece of paper.

Speak with a Purpose

- An effective speech is one with purpose in which the speaker has a point to make. According to the writing center at the University of North Carolina at Chapel Hill, a speaker should have a goal of the speech causing reaction from the audience. The reaction may cause the audience to think more seriously about the topic being presented, illicit emotions, or stir up an audience in a way that leads them to take action.

Be Interesting and Energetic

- If a speech is written in a boring way or if it's delivered by a speaker who's using a soft, monotone voice, it will be difficult for the audience to become engaged. For a speech to be effective, it must be written in a way that will cause an audience to take interest and want to hear more about the topic. Put energy into your voice, speak with enthusiasm and excitement, and display energetic body language.

Keep the Speech Simple

- A speech with long words that are difficult for others to understand are going to lead an audience to lose interest or feel as if they're being talked at rather than spoken to. When presenting a speech, it's best to use simple language and sentence structure.

Restate Important Points

- The important points of a speech don't need to be repeated over and over again, but they should be restated at least once. Restating a point helps to show the audience its importance.

Transition Effectively

- Transitioning well is an important part of an effective speech. Transitions help a speech move forward from one point to another. They also help to keep a speech organized and help the audience follow main speaking points. Effective transitions can include using words such as first, next, and finally.

Use Visual Aids

- Visual aids help an audience understand a topic by seeing it in addition to hearing content described. Visual aids can also make a speech more interesting. Visual aids for a speech can include PowerPoint presentations, projector images, charts, maps, or dry erase boards.

Incorporate Humor

- Adding a bit of humor to a speech on a serious subject can lighten up the mood of the audience and keep them interested. Humor can also help the audience better relate to the speaker and see her as a person they want to listen to.

Make Eye Contact

- Using eye contact helps a speaker in two ways. If a speaker is looking at his audience instead of at his notes, it tells the audience that he really knows what he's talking about. In addition, making eye contact with an audience tells them that the speaker cares about them and wants them to understand what he's saying.

Relax

- It's important for anyone giving a speech in any setting to relax. If a speaker is nervous, he's more likely to make a mistake, forget the key components to making an effective speech, and will be uncomfortable the entire time he's presenting.

Read more : http://www.ehow.com/info_12113285_ten-strategies-preparing-effective-speech.html

Researching and Delivering a Speech

The following steps should be followed strictly before any meaningful speech could be delivered.

4.2.4 STEPS TO FOLLOW BEFORE SPEAKING

- Ensure that you lower your anxiety
- Have a very deep breathing in order to calm down any anxiety
- Engage in positive self talk as a form or rehearsal
- Visualize yourself as succeeding. This will embolden and also encourage you.
- Employ relaxation techniques
- Feel prepared for the task ahead
- Prepare and plan for the task ahead
- Identify the goal and purpose of the task: what is it you are to learn or demonstrate in the exercise before you.
- It is advisable to ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do.
- Activate background knowledge that is what you already know about the situation or task.
- Relate the task to a similar situation; make association
- Predict what is going to happen, that is predict the vocabulary which will be needed. Also make word maps and grouping s. You can also predict the structures and grammar that you will need. Think of how you might circumlocute for vocabulary

you do not know. Think of synonyms, antonyms, explanations, or non-verbal communication that can substitute. Transfer sounds and structures from previously learned materials to the new situation. Finally, predict the difficulties you might encounter.

- Plan your responses and contributions: organize your thought; prepare a general outline; predict what the other party is going to say; rehearse; practise silently and record yourself and listen. Also, encourage yourself to speak out, even though you might make some mistakes.

4.2.5 PRACTICE SESSION-

. VIDEO STREAM WATCH 1 : www.youtube.com/watch?v=HRaPmO6TlaM

VIDEO STREAM WATCH 2 www.youtube.com/watch?v=WJa1mIZ3N34

VIDEO STREAM WATCH 3 www.youtube.ng/watch?v=EFJg1T2hMk8

END OF MODULE ASSESSMENT

Instruction. Please check the news forum to know your group. You will be divided into groups and you will present oral speeches on any one of the following:

1. As the Vice Chancellor of Babcock University, give a speech on the occasion of the matriculation of new students in your university.
2. Give the vote of thanks at your grandfather's 100th centenary birthday
3. Give a persuasive speech for or against gay marriages and homosexuality.
4. As a pastor, give a sermon titled Life is full of Ifs and Buts
5. As a politician, give a speech titled Can Terrorism be justified?
6. As a Women's activist leader, give a speech at a rally on Female Trafficking in Africa
7. As the class representative, and a recipient of an award, give a graduation speech and acceptance speech on behalf of recipients of awards at the graduation ceremony
8. As the founder of an NGO, give a speech to encourage support for your organization which is founded to combat Poverty in Africa
9. As a medical doctor promoting healthy life style, give a speech on Vegetarianism and healthy life style.
10. As the leader of labour union in your country, give a speech on Labour Day regarding labour laws and conditions in your society.

FINAL EXAMINATION

Check the news forum for instructions on your final examination. Best wishes.