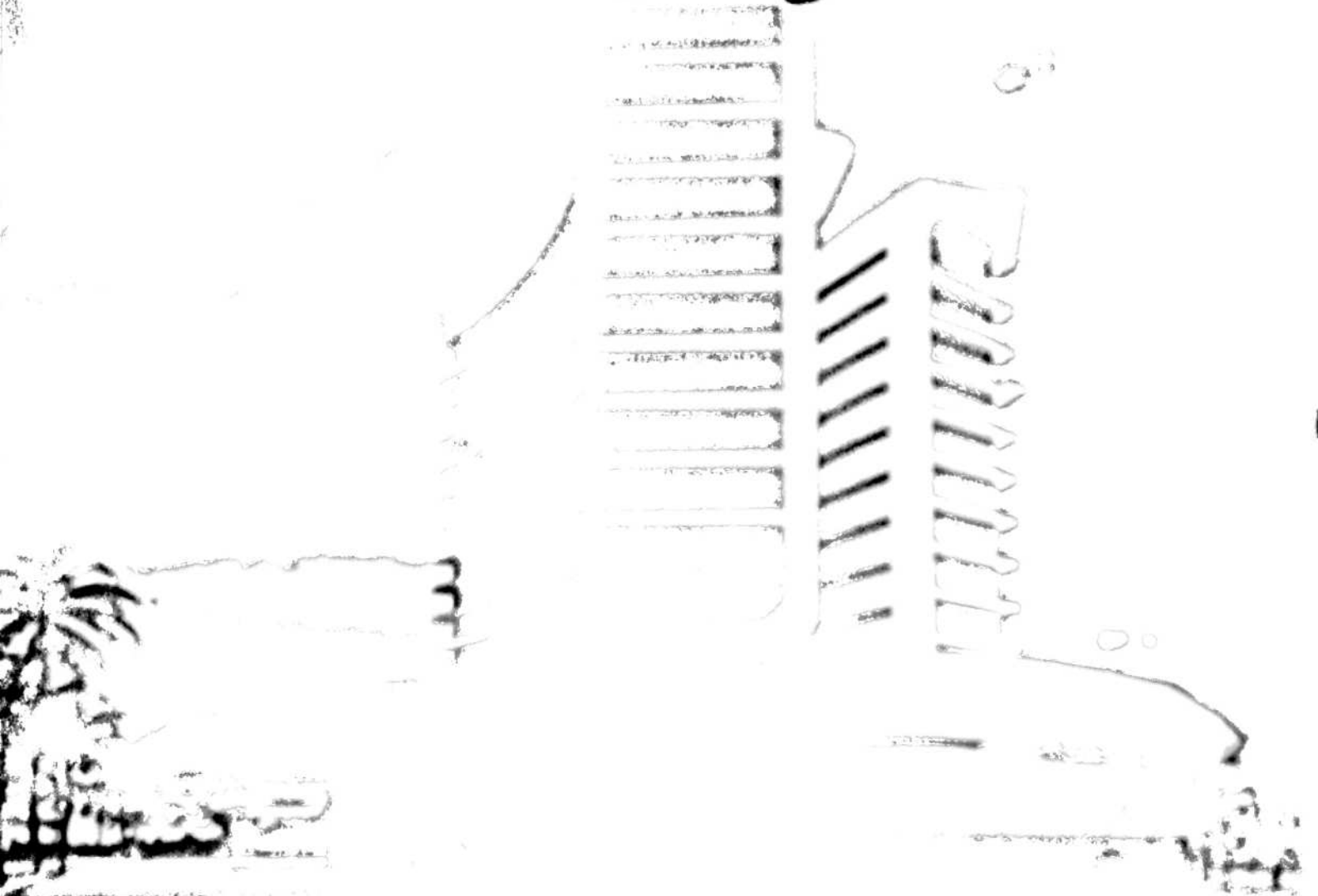


Summary GS102



SOLVED PAST QUESTIONS

ON GSS 102
(USE OF ENGLISH 2)



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Chapter One (1)

Developing Effective Listening Skills/Techniques: By Geraldine Ifesinachi Nnamdi-Eruchalu:

Key Facts:

1. The title of this book, GS 102 is "Functional English For Academic Purposes" and it was edited by Ngozi Ezenwa-Ohaeto (PhD) and Chinwe Ezeifeke (PhD).
2. Chapter One of this text was written by **Geraldine Ifesinachi Nnamdi-Eruchalu**.
3. **Communication**, is one of the major roles of language in a society.
4. To *communicate* effectively in any language, we need to acquire or learn the four language skills which are **Listening, Speaking, Reading and Writing**.
5. The **fetus** develops the ability to listen to the sounds made around it right from the womb, was the view of **Thomatis and Thompson**
6. **Listening**, therefore should logically be the first skill to teach second and foreign language learners, followed by **Speaking, Reading and Writing**.
7. **Language** is naturally acquired in order of **Listening, Speaking, Reading and Writing**. However, most teachers directly plunge learners into the development of the skills of **Speaking, Reading and Writing**, an arrangement contrary to the order in which language is naturally acquired.
8. Some of the benefits attached to the possession of effective **listening skills** in all spheres of life are
 - Without the ability to listen effectively, messages are misunderstood or not sent across
 - Students need it to succeed in their academic pursuit

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- especially during note taking, listening to lectures and class discussions.
- In our social life, developing effective listening skills is important friends and maintain good relationship with other people
 - Developing effective listening skills is the key to success for most leaders and entrepreneurs
9. **Hearing** is one of the five senses of man, that deals with the perception of sound by the **ear**.
 10. **Listening**, particularly "**active listening**", is a step further than **hearing**.
 11. **Reading** is the process of looking at a series of written symbols and getting meaning from them. Reading can be silent (in our head) or aloud (so that other people can hear) WHILE **Listening** involves identifying the sounds of **speech** and processing them into **words** and **sentences**.
 12. **Active Listening** is a way of listening and responding to another person that improves mutual understanding
 13. **Moore** identifies three sequential steps to become an active listener; they are the *Attention process*, the *Understanding process* and the *Evaluation process*
 14. The **Attention process** of **Active Listening** Simple means stop talking and listen to the speaker and the contact he/she present to you.
 15. Again, under the '**Attention Process**', **Mark Twain**, is of the view that if we were supposed to talk more than we listen, we would have **two tongues** and **one ear**.
 16. **Sokolove & Sadker**, suggest that we can improve **communication** and **attentiveness** by paying attention to the following:
 - Eye Contact**: By maintaining contact with the speaker, will

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- shows your interest in the communication process.
- Facial Expression**: this shows the speaker whether you are listening or not
 - Body Posture**: You listen better when you are in a relaxed position and lean towards the speaker.
 - Physical Space**: Here, the space between the speaker and the listener must be reasonable
17. The **understanding process** of the **active listening** simply means we must endeavor to listen so as to **understand**.
 18. The Evaluating process is the last phase of the listening process. Under the Evaluating process, we weigh messages in line with our internal beliefs and value to see whether they agree with our standards of excellence.
 19. There are eight different types of listening. They are *Discriminative Listening*, *Comprehensive Listening*, *Informational Listening*, *Critical Listening*, *Emphatic Listening*, *Appreciative Listening*, *Rapport Listening* and *Selective Listening*.
 20. **Discriminative Listening**: *Discriminative Listening* simply means the ability to distinguish sound made by people. **Discriminative Listening** is the most basic type of Listening. **Discriminative listening** includes being able to recognize the sound of a car you are familiar with or even its horn, identify a specific engine fault, identify a particular voice in the midst of other voices, distinguish cry from laughter etc.
 21. **Comprehensive Listening** is the type of listening that involves understanding the message(s) being communicated.
 22. **Informational Listening** is the type of listening we engage in when the aim of listening is to acquire knowledge. Informational listening involves more concentration and it involves taking notes on important words or phrases. e.g Listening at lecture hall, work, church, when someone is giving us direction to a place, when we listen to news or

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even watch or listen to a documentary.

23. **Critical Listening:** this goes beyond just listening, taking notes and asking questions but also involves evaluating the information and determine whether to agree or not. e.g listening to politician campaign speech, advertisements, political debates.
24. **Empathic Listening** is also called **therapeutic Listening**. **Empathy** is the ability to understand person's feelings, emotions and experiences. Empathic listening involves putting one's self in the speaker's place so as to understand and sympathize with the speaker's view point. It encompasses listening for information, critical listening and precision listening. Empathic listening is the highest level of listening
25. **Appreciative Listening** involves listening for enjoyment, fun or relaxation. e.g listening to music, favourite plays and other things that entertain us.
26. **Rapport Listening** occurs when we listen so as to encourage the speaker to trust and like us. This is commonly used in negotiations.
27. **Selective Listening** takes place when the listener is selective of what to listen to, implying that the listener is biased on what the speaker present to him.
28. **Bad Listening Habits** include;
 (i). Calling the subject (ii). Criticizing the speaker
 (iii). Getting over stimulated (iv). Listening only for facts
 (v). Trying to outline everything (vi). Faking attention
 (vii). Tolerating distractions (viii). Choosing only what is easy (ix). Premature dismissal of subjects as uninteresting
29. **Barriers to effective listening** are (i). Physical barriers (ii). Attitudinal barriers (iii). Physiological barriers (iv). Linguistic barriers (v). Cultural barrier (vi). Content barrier
31. **Physical barriers** are simply distractions from the

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environment which interfere with the listening process. They include noise, sound of generators, air condition, cigarette smoke, GSM phone tunes, vehicle. These should be reduced to the barest minimum to enhance effective listening.

32. **Attitudinal Barriers** occurs when people feel they are more knowledgeable or important than the speaker. e.g doing assignment in the class when another lecture is going on.
33. **Linguistic barriers** emanate from the speaker's end of the communication process and makes it difficult for him to be listened to. e.g the use of jargon, vulgar words, complex language.
34. **Cultural Barrier** occurs when people from the two cultures communicate, the listening process is interfered with.
35. **Content Barrier** occurs when listeners consider the content of the message presented to them as uninteresting, contrary to belief system and values, too lengthy, they are most unlikely to listen to the speaker.
36. Note-taking is the ability to put down information while in the lecture hall. Note-taking increases your concentration in lectures because you must listen to grab what you will write
37. Some of the hint on note-taking include;
 (i). Come early and sit at a vantage position
 (ii). Your note book should be sizeable enough and properly labelled (iii). Write the day's date for easy reference
 (iv). When the lecture starts, listen attentively
 (v). Note that you are not going to write every word the lecture says, just go for the point. (vi). Take accurate notes
 (vii). Keep your note short so you can easily grasp the main points rapidly (viii). There are bound to be missingpoints
 (ix). Immediately after the lecture, sit back and edit your note
 (x). Then, read your note as often as possible to get yourself acquainted with the contents of your note.

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Chapter 2

Public Speaking: By Jane Nkechi Ifechelobi

Key facts:

1. Throughout history people have used **Public Speaking** as a vital means of **Communication**.
2. **Public Speaking**, as the name implies is a way of making ones **ideas public**
3. In Modern times, many women and men around the world have spread their ideas and Influence through **public speaking**
4. Also, people even student leaders, have used the power of **speech** to incite fellow students to take definite actions against unacceptable situations.
5. However, sometimes the power of **public speaking** has brought revolution in some nations like **Nelson Mandela**, the **South African Leader**.
6. Again, **public speaking** is a vital means of **Civic engagement**
7. **Public speaking** is a way to express ones ideas and have an impact on issues that matter in a **democratic society**.
8. **Public Speaking** has its place in every society. It occurs when one person prepares and performs a speech for a group that listens generally without interrupting the speaker's flow of ideas.
9. **Public Speaking** as a form of communication has seven (7) elements, they are; (i). the speaker or sender (ii). the message (iii). channel (iv). the listener (or receiver) (iv). feedback (vi). Interface (vii). Situation.
10. The Speaker/Sender is the initiator of the message
11. The Message is the goal of public speaking
12. The Channel is the means by which the message is communicated
13. The Listener/Receiver is the person who receives the

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- communicated message. There will be no communication if there is no receiver.
14. **The Feedback** is the response the receiver gives which shows whether communication has actually taken place or not. Feedback may be verbal or non-verbal
 15. **Interference** is anything that impedes the communication of a message. In public speaking, there are two kinds of interference or noise. The external Interference and the Internal Interference. The external interference has to do with distraction coming from the outside. e.g. noise coming from outside classroom lecture WHILE the internal interference occurs when the distraction comes from within the audience rather than from the outside.
 16. **Situation** is the time and place in which speech communication occurs.
 17. There are four main purposes of **speeches**, they are (I)To instruct or inform or educate and audience (ii). To entertain (iii). To convince or persuade the audience (i.e to convince the audience to accept the speaker's own stance or viewpoint. (iv). To Inspire
 18. **Organizing the speech:** There are six steps that will help one do a proper planning before embarking on the actual writing of your speech, they are:
Step 1: Given topics to choose from, you consider your interest, your level of knowledge about the topic and the time available to you as the speaker. **Example** (i). The Ebola Virus (ii). Secondary schools in Nigeria (iii). Examination malpractice (iv). Politics etc.
Step 2: You limit or restrict the topic if it is a general or broad topic e.g Causes of Ebola Virus disease (ii). ASUU Politics in Nnamdi Azikiwe University
Step 3: You generate a **thesis statement**. The **thesis statement** will help you keep your goal in perspective so that you did not go outside your intended message.
Step 4: Generate the Ideas you will use, and this can be

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gotten from personal experiences or from second sources like magazines, newspapers, journals, Internet etc.

Step v: Analyse the bulk of your ideas and select the ones to use, because you cannot use everything.

Step vi: Draw up your outline.

19. The points you generated above can be organized using the **Climatic Approach**. They are the **chronological order**, the **logical order** and the **natural order**.
20. The **Chronological order** is the order of presentation in which events are narrated in the order of occurrence.
21. The **Logical Order** is the order in which issues are discussed to show (a). cause and effect (b). reasonable priority list/scale of preference. The **Logical Order** is mainly used in **Argumentative Speeches**.
22. The **Natural Order**: this presents order in which events/ideas naturally follow. The **Natural Order** is mainly used in **Expository** and **Descriptive Speeches**.
23. **Cryonic** is the process of freezing human beings after death in the hope that medical science will be able to revive them in the future.
24. **The Body of the Speech**: The body expands the thesis statement. The body constitutes the bulk of the speech and presents the substantiations for the writer's view which are logically arranged in paragraphs.
25. **Concluding Your Speech**: This marks the **end** of the **Speech**. The conclusion can be in form of; (a). Summary (b). Suggestion (c). Forecast (trying to indicate what is likely to happen in future (d). Call to action (e). Personal Opinion
26. **Dealing with Stage Fright**: this is a situation whereby people become frightened at the idea of standing up before a group to make a speech

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27. According to **Lucas**, it is perfectly normal, even desirable to be nervous at the start of a **speech**.
28. Surveys shows that **76 percent** of experienced speakers have stage fright before taking the floor
29. **Carlin et al**, suggest the following guidelines to help one control stage fright. They are;
 - (i). Select a topic that the audience will find interesting
 - (ii). Research your speech thoroughly
 - (iii). Prepare the material in an organized and interesting fashion (iv). Practice (v). Take deep breaths before beginning (vi). Get organized at the podium (vii). Incorporate movement into your speech (viii). Don't expect a perfect performance (i.e set realistic goals for yourself) (ix). View the audience as friends.
30. **Methods of Delivery**: there are basically four (4) methods of delivery: they are (I). Impromptu speaking (ii). Speaking from Memory (iii). Speaking from manuscript (iv). Extemporaneous Speech Delivery.
31. **Impromptu Speaking** means un-prepared, given at the spur of the moment. So, in impromptu speech, the speaker presents the speech without any prior presentation. Example is when one is asked to pray in a gathering or to give a vote of thanks.
32. **Speaking from Memory** occurs when the speech is written down, memorized and recited to the audience. e.g in the debates and in professional speaking
33. **Speaking From Manuscript**: Here, the intended message is written and read out to the audience line by line and point by point. One advantage of this, is that it guides the speaker so that nothing is left out or forgotten. e.g a speech by elected president during inauguration.
34. **Extemporaneous Speech delivery** is one that is done without preparing/practicing. thus, does not depend on prepared manuscript but uses his/her skills to deliver the speech.

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Chapter Three (2)

Techniques Of Reading-By Odochi Akujobi

Key Facts:

1. **Reading** is one of the most **Indispensable** parts of **language instruction** as it sustains learning in varied forms.
2. **Reading Effectively** is the ability of the reader to **recognise** and **pronounce** words quickly and **easily**.
3. **Reading Comprehension** is the reader's ability to **read** and **understand** the **meaning** of any text.
4. People read for different **reasons**. the reasons are; (i). For pleasure (ii). To learn a new language (iii). For Information (iv). To improve on their academic performance.
5. There are **three basic** components of **reading**. they are (i). Decoding (ii). Comprehension (iii). Retention
6. **Decoding** is the process of converting a printed word into a sound.
7. **Decoding** is also the breaking down of words into **separate sounds**. Each sound is called a **phoneme**.
8. The reader's ability to distinguish phonemes is called **phonemic**.
9. In **Phonics**, readers learn the relationship between **letters** and **phonemes** and the **sound** they make.
10. **Phonics** helps readers with *word recognition, spelling and reading*
11. There are **two skills** involved in **decoding**. they are (i). Identification skill and (ii). Word Attack Skill
12. **Identification skill**: In Identification skill, printed conventional words are translated into sounds. e.g the word 'mat' is made up of three phonemes: m/a/t. **thus**, the reader must hear and identify the word before he/she can decode the word.
13. **Word Attack skill** is used to unravel the meaning of an unknown word in the context of reading: e.g (i). Using prefixes and suffixes to interpret the meanings of words (ii). Using a dictionary to search for the meanings of words.
14. **Comprehension** is the ability of the reader to understand the meaning of the text and this is due to the relationship between the written words and the reader's prior knowledge of the

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15. **Comprehension** largely depends on the reader's ability to **decode** the **text**.
16. **Retention** is the ability of the brain to save what has been read and to recall it when needed.
17. There are **two measures** of long term **Retention**. they are (i). Recognition and (ii). Recall
18. **Recognition** is the connection of a physical event or subject with one previously **experienced** or **encountered**.
19. **Recall** is an act of creative **imagination**
20. **Recall** is the ability of the brain to replay encoded messages in it. Students must incorporate active recall into their reading plan.
21. Hindrances to Developing **Effective Reading Skills** are (i). Limited Vocabulary (ii). Failure to understand how sentences convey meanings (iii). Lack of Attention (iv). Short-term memory problem (v). Long term memory problem
22. **Limited Vocabulary**: A reader whose vocabulary is limited will experience difficulty in comprehending words.
23. **Short-term memory problem**: short term memory is able to holds information received immediately, while doing another task.
24. **Long term Memory** is able to recall data/information stored in the past.
25. **How to Improve the Reading Skill**: Improving one's reading skill reduces unnecessary waste of time and empowers one to focus on the main purpose for reading. there are **things** needed to improve one's reading skill, they are; (i). Specific Reading target (ii). Select Relevant Texts (iii). Read Extensively (iv). Analyse Relevant Information (v). Recall after Reading.
26. In **Reading techniques**, **time constraints** play a major role in the determination of the type of reading technique required.
27. There are several reading techniques. they are; (i). Previewing (ii). Predicting (iii). Skimming (iv). Scanning (v). Intensive Reading (vi). Extensive Reading
28. **Previewing process** help helps the reader to understand the

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- content of the reading task by appraising the titles, headings and sub-headings of the reading task before reading.
29. **Predicting** involves making predictions about the content, grammar and vocabulary of the reading task.
30. **Skimming** is a speed reading technique used in browsing through a text to check the content of the text, in order to ascertain its usefulness to the reader.
31. In **Skimming Reading**, the main points are noted in order to get an idea or information contained in the passage.
32. According to **Brown**, the two most valuable reading strategies for learners as well as native speakers are **Skimming** and **scanning**.
33. One can skim an article that one wants to buy before deciding to buy it or to borrow it from a library.
34. **Skimming** is used to boost the reader's confidence that one can actually understand the meaning of a text without reading every word in that text.
35. There are several ways of skimming, they are
(i). Reading the title of the text, which might be a little reflection of the content (ii). Read the Introduction to the text (iii). read the first paragraph of the text (iv) Read the first sentence of every other paragraph (v). Read headings/sub-headings (vi). Read the last paragraph
36. **Scanning**: In **Scanning**, you quickly read the sentences to get simple pieces of information
37. When you are **scanning**, your main aim is to find the information you are looking for.
38. **Skimming** and **Scanning** can be used in a passage.
39. How to Scan: they include,
(i). concentrate on the specific information you are looking for
(ii). Look for clues in the text that can help you locate the information required (iii). Browse through relevant sections of the text.
40. **Intensive Reading** involves carefulness amid adequate concentration with slow reading speech. **Intensive reading** is used in studying and preparing for an examination.
41. Some of the characteristics of Intensive Reading are
(i). It is mainly classroom based (ii). Reader reads content thoroughly.

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42. **Extensive Reading** involves reading different kinds of books to gain versatility and global understanding for pleasure.
43. Some of the **characteristics of Extensive Reading** are
(i). Readers read voluminously (ii). Readers select text according to their choice (iii). readers usually read for pleasure and general knowledge.
44. In **Conclusion**, **Reading** without **comprehension** is tantamount to not **Reading** at all.

Chapter four (4)Writing Skills/Techniques - By Ifevinwa J. Ogbazi**Key Facts:**

1. The **Skill of writing** is one of the most important **academic tools**.
2. Students, from the beginning to the end of their academic pursuit, cannot do without writing. i.e if they are not writing an assignment, then they are writing a term paper or their thesis
3. **Writing Skills** consists of nine (9) **major steps**. they are;
(I). Use Good Grammar and spelling (ii). Keep it simple (iii). Be conscious of the Reader(s) (iv). Use a Topic Sentence (v). Make use of a Draft and Re-Draft structure (vi). Proofread (vii). Punctuate Well (viii). Ask for Feedback (ix). Write Regularly.
4. **Use Good Grammar and Spelling**: Bad Grammar mars any writing, it hinders meaning and undermines the quality of writing WHILE Good Grammar improves the quality of writing.
5. To write **Good Grammar**, students should always consult a good dictionary.
6. **Keep It Simple**: For instance, using big words or long words correctly in writing can make writing nice, but not all the time. Truly, there is no need of using a difficult word where a simple one would suffice. Your aim should be to communicate to your readers and not to confuse them. e.g Instead of using "prognostication", use "forecast" and instead of using "camaraderie", use "trust/friendship".
7. **Be Conscious of the Reader(s)**: A writer should always

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- have their readers in mind when writing. In being conscious of the reader, the writer should avoid excessive use of **technical world expressions** and **acronyms**.
8. **Use a Topic Sentence:** A **topic sentence** is a sentence inside a **paragraph**, which summarises the paragraph. A **topic sentence** focuses on the **main idea** of a paragraph. e.g (i). "There are many reasons why murder is the worst crime in the world" (ii). Finding a good wife has different steps.
 9. **Make use of a Draft and Re-Draft Structure:** this involves writing and re-writing the passage until the writer is satisfied that the work has most of the requirement of rhetorical situation. before writing, the writer should draft out points and a provisional structure.
 10. **Proofreading** involves checking all manner of errors in the work.
 11. **Punctuate Well:** Good punctuation improves clarity in writing WHILE bad punctuation (or the absence of punctuation) can alter intended meanings in writing. e.g Although the man arrived late at the park, he was still able to travel in the first bus after bribing one of the passengers who came earlier.
 12. **Ask for Feedback:** Asking for feedback is the best way of assessing your **writing skills** or how effective your writing is because you cannot always be the best judge of your ability.
 13. **Write Regularly:** Writing effectively requires the sustained effort of writing as regularly as possible. For instance, some very exceptional writers today, started as bad writers, but the more they write, the better they become.

Chapter Five (5)

Note-Taking, Note-making & Summary Writing-By Dolly Chinwe

Key facts:

1. **Reading** requires a lot of mental activity, it involves much more than **looking** at the **literal meaning** of words.
2. **Reading** requires one to be able to interpret the writer's opinions.
3. One can make **note** from **Reading**.
4. **Note-taking** is the information written down when someone

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- is speaking, reading etc
5. **Note taking or note making** is a valuable way of not only recording information and ideas for future use, but also focusing your mind on the text you are reading.
 6. **Mechanics of Note-Taking:** For effective note-taking to be carried out, your notes according to **Seely** should: (i). be easy to read and understand long after you made them (ii). be related in structure and content to the purpose you are likely to use them for (iii). contain information and make clear its significance.
 7. **Handwriting, Use of abbreviations and layout** are also some important mechanics of note-taking/note-making.
 8. A **Legible note** will contain **written** or **printed words** clear enough to read
 9. **Guiding Principles for Note-Making/Taking:** they include (i). Survey or scan the reading passage or book to determine the line of development, the theme and the scope. (ii). Take note of the main divisions in the text, decide on suitable headings (iii). Write down the main points under each heading (iv). The notes under each heading should be brief (v). There should be proper referencing such as the author, title and page on which the notes were found for easy retrieval of information
 10. **Purpose of Note-Making/Taking** include (i). Recalling facts for a debate or public lecture (ii). Recalling facts for a test or examination and for (iii). easy writing, term papers or projects
 11. The quickest and most convenient way to draw up notes for easy recall is by the use of **an outline**. The outline can be built in **three stages**, they are (i). Noting and underlining the main points and relevant supporting points while reading (ii). Listing main points in the order they occurred in the passage (iii). Adding the relevant supporting point
 12. **Note-making for Writing Term-Papers and Projects** is similar to note-making for recall especially for tests and examinations except that, here more texts are read resulting in a large quantity of notes. The following suggestions can act as a guide when making such notes; they are

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- (i). Survey the passage looking out for the relevant materials that is helpful and related to the topic of the term-paper or project. (ii). Jot down points based on the understanding of the next in one's own words (iii). Make complete notes for easy reference and recall
13. **Summary writing** enables one to capture the **main features** of one's reading by getting at the basic meaning of the passage.
 14. In order to **read** and **summarize** efficiently, one must be able to recognize the **topic sentence** in the paragraph and the **thesis statement** in the whole passage.
 15. Guidelines for summary writing: they include;
 - (i). Quickly read through the passage (ii). Read the passage carefully and identify the main points (iii). Ignore unimportant details (iv). write out a rough draft (v). Leave the author's original point intact (vi). Compare the draft with the main passage (vii). Proof-read draft (viii). Write out final version or draft (ix). It is important to ensure that one's summary is written in one's own words by not copying unnecessary details.
 16. **Corollary** to reading for note-taking and **summary writing** is reading for **Critical assessment**.
 17. In order to read a given material **critically** and be able to **evaluate it**, one is expected to do the following; (i). Identify the author's point of view (ii). Analyze the devices that an author may use in a persuasive essay to persuade or influence the reader such as emotional appeal (iii). Determine from one's past knowledge whether the facts presented by the author are correct, logical and complete and detect any misinformation (iv). Form a personal opinion about the material by looking closely at the content, the structure and the author's style

Chapter Six (6)

Paragraph Writing-By Ester Chikaobi Anyanwu & Ifeyinwa Obi

Key facts:

1. **Writing** is a means of communicating the **author's idea** to the

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- reader.
2. One of the central components of an essay or a composition is the **Paragraph**.
 3. **Paragraph** is a piece of writing or print of variable length, having a variety of internal structures arranged as a single block of text.
 4. Again, **a paragraph** is a collection of sentences which relate to one main **idea** or **topic**.
 5. Also, **a paragraph** is essentially a collection of sentences which relate to one central topic
 6. The importance of paragraph writing are
 - (i). Paragraphing helps to break up large chunks of text and make the content easier for readers to digest (iii). A good paragraphing greatly assist readers in following a piece of writing
 7. The Components of a paragraph are (i). Topic sentence (ii). Supporting details (iii). Concluding sentence
 8. **Topic Sentence** is the first sentence in a paragraph. It usually introduces the **main idea** of the paragraph.
 9. Apart from being the **first sentence** of a paragraph, the **topic sentence** carries the main idea in a paragraph. e.g There are three reasons why Nigeria is one of the best countries in the world.
 10. The **supporting details** give details to develop and support the main idea of the paragraph.
 11. The **Concluding Sentence** is the last sentence in a paragraph. A **concluding sentence** comes after all details are presented and explained.
 12. A good **concluding sentence** will reinforce the idea outlined in your topic sentence.
 13. The correct steps to writing a good paragraph are (i). The Pre-Writing Stage (ii). The Writing Stage (iii). The editing stage (iv). The publishing stage.
 14. The **Pre-Writing** stage involves thinking carefully and organize your ideas for your paragraph before you begin writing. There are six pre-writing steps of a paragraph. they are
 - (i). Brainstorming - this involves thinking carefully about

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what you are to write

- (ii). Drafting of possible answers - this involves writing out your possible answers to the given questions
- (iii). Collection of related facts- this involves making sure that the facts you are writing are related to the exact question you are going to answer in your paragraph or essay (iv). Write down your own ideas- Here, you simply write down basic information of your own about the topic
- (v). Organization of facts: this simply means put your facts and ideas in a way that develops your main idea.
15. **The Writing Stage of a Paragraph** is when turn your ideas into sentences. Also, in this stage, you write the topic sentence, supporting sentence and concluding sentence
16. **The Editing/Proofreading Stage of the paragraph** occurs when you check your paragraphs for mistakes and correcting them. At this juncture, the writer ensures that the spellings and the grammar of the text are in order.
17. **The Publishing Stage** is the stage you produce a final copy of your paragraph to hand in i.e you make a paper copy of your paragraph.
18. **The Qualities of a Good Paragraph:** An effective paragraph have five main characteristics. They are; (i). A topic sentence (ii). Unity (iii). Coherence (iv). Variety (v). Adequate Development
19. The **Unity** of a paragraph refers to the extent to which all the ideas contained within a given paragraph harmoniously relate in a way that it is easy for the reader to understand. **Unity** is important because it help the reader to follow the writer's ideas.
20. **Coherence** occurs when the thought contained in one sentence should be clearly related to the thought of the given sentence. Coherence can be achieved by the use of **transitional words and phrases, pronoun reference, repeated key terms or parallelism.**
21. Primarily, **Coherence** rests on clear logical progression of thought from one sentence to the next.
22. **Coherence** can be created in a paragraph by (i). creating logical bridges and (ii). verbal bridges
23. By **logical bridges** we mean "Successive sentences can be

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- constructed in parallel form WHILE By Verbal bridges we mean "Key words can be repeated in several sentences", "synonymous words can be repeated in several sentences", and "pronouns can refer to nouns in previous sentences".
24. Further ways to achieve paragraph coherence are; (i). Repetition of key words or phrases or pronouns that point to them (ii). Use of parallelism (iii). Use of transitional words and phrases
 25. **Topic sentence** is a sentence that expresses the paragraph's main idea. An effective topic sentence typically contains only one main idea.
 26. By **Adequate Development**, we mean a paragraph should be well-developed, that is every idea discussed in the paragraph should be adequately explained and supported through evidence and examples.
 27. By **Variety writing**, we simply vary the rhythm of the piece of work by alternating short and long sentences. A popular adage states that **variety** is the spice of life, therefore, adding sentence variety to prose can give it life and rhythm.

Chapter Seven (7)Letter Writing - By Chikaodi Anyanwu & Ifeyinwa ObiKey Facts:

1. A **Letter** may be defined as any **written message.**
2. Oxford Advanced Learner's Dictionary defined a **letter** as "a message that is written down or printed on paper and usually put in an envelope and sent to somebody."
3. One of the main form of communication for people living any distance away from each other is the Letter Writing.
4. There are different kinds of letter, they are; (i). Formal/Business Letters (ii). Informal Letters and Semi-Formal Letters
5. **Formal/Business Letter** is the type of letter in which the writer communicates an official topic to the addressee/recipient
6. The strategies for writing Effective Business Letters are (a). Be direct- the writer must know who his/her audience members are. For instance (i). State the purpose of the

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document in the opening sentence or paragraph (ii). Write straight forward sentences

(b). Be concise- this can be achieved by: (I). Compose direct sentences that are neither too long nor too sophisticated (iii). Include only necessary details.

7. The features/parts of a **Business Letter** are:

(i). **Writer's Address:** this is the addresser's address, and it is always written at the top right hand side of the paper (or script). There are two main ways in which the address can be written; they are

(a). **The Block form:** — 28 Ogechukwu Street,
(i.e it is punctuated) Awka,
Anambra State.
21st July, 2005

(b). **The Indented form:** — 28 Ogechukwu Street
i.e it could be open Awka
or closed and it is Anambra State
usually not punctuated 21st July 2015

(ii). **Date:** The date is written under the writer's address. There are three different ways of writing the date, they are;

(a). 12th March, 2015

(b). March 12, 2015

(c). 12 March 2015

Examples (a) and (b) can be adopted where the address is punctuated WHILE example (c) is preferable in the open styled address and also for consistency.

(iii). **Recipient's Designation/Address:** this is the person to whom the letter is written to and it is usually provided at the left hand side of the document. You can use appropriate title such as "The Manager", "The Director", "The Chairman", etc. Note that the title of the recipient is usually accompanied by person's address (i.e the address of the recipient).

(iv). **Salutation/Greeting** can be Dear sir, Dear madam, Sir, etc and it usually comes on the next line after the address. The salutation is written at the left hand side of the paper and it normally ends with a comma.

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(v). **Heading:** this captures the ideas of the body and it helps the addressee to have an idea of what the letter is all about.

(vi). **Body:** The body of the letter is where the writer puts down his information for his addressee.

(vii). **Subscription/Complementary Close:** this is the courteous expression of the writer in closing his letter and is usually 'Yours faithfully'. The letter 'y' must be capitalized while the letter 'f' is not capitalized. Also, it is wrong to use apostrophe before 's' in 'Yours'.

(viii). **Signature:** this is usually written close to the right hand or to the left in some cases. The inability of the addresser to sign the business letter renders such a letter unacceptable as the authenticity of the letter is put at stake.

(ix). **Name of the addresser:** the full names of the addresser must be written quite below the signature. The addresser is expected to present the first name before the surname. Whereby the writer has an official title such as Dr., Prof., such should be enclosed in a bracket.

8. **Informal Letters** are letters of the form;

(i). A letter to a close relative in your own age group or not-father, mother, brother, sister, uncle, aunt, cousin etc.

(ii). A letter to a contemporary who is not related. For example, a close friend, acquaintances, pen friend and classmates.

(9). The features of the **Informal letter** are;

(i). **Content/Body-**this is where the writer puts down his information for his addressee.

(ii). **Address:** An informal letter has only one address which is usually the address of the writer. e.g

Federal Government Girl's College

P. M. B 1085

Owerri

Imo State

12 January 2015

(iii). **Salutation/Greeting:** this will depend on who you are writing to. It is important to use the name that you would normally use if you are talking to the person. e.g Dear Mummy, Dear Mum, Dear Daddy, Dear Dad

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- (iv). **The Subscription/Complementary Close:** An intimate salutation goes with an intimate subscription e.g. Yours sincerely, Yours ever, With love from etc
10. **Semi-Formal Letters** are letters to adults who are our friends or friends of our family, our teachers, public figures such as politicians, eminent sports men and women etc. In Semi-formal letter, the tone of the letter must be respectful, thereby making it more formal than informal. The format is;
- Department Of Economics,
Tansian University,
P. M. B. 229,
Oba,
Anambra State.
20th April, 2015.

Chapter Eight (8)The Rules of Punctuation and Capitalization-By Ngozi Ezenwa-OhaetoKey facts:

1. **Punctuation** is a skill or knowledge which if acquired brings about clarity in the writing process.
2. **Punctuation Marks and Capitalization** are mechanics of writing.
3. **Punctuation Marks** are graphical symbols or signs that help to bring about clarity in the writing language.
4. The **principal marks** of punctuation are the **Terminal Marks** and the **Medial Marks**
5. The **terminal marks** are those marks that are normally used at the end of sentences, exclamations and questions.
6. WHILE the **Medial Marks** are those marks that are used in the middle of sentences. examples are (I). the comma(,) (ii). the colon(:)
7. **Full-stop (period '.')**: the full-stop is used at the end of a declarative sentence and at the end of a polite command and request.
8. **The period** can also be used in abbreviations and also be used to make off initials and titles. Examples are

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- (i). She is a brilliant girl (ii). This is a blissful day.
9. **The period** can also be used to separate a whole number from a decimal fraction. e.g N8.50, "8.5miles", 2.4metres and 4.30 tomorrow morning.
10. **The Question Mark(?)**: this is used at the end of a direct question or interrogative sentence. e.g (i). What is her name? (ii). Is she really one of them?
11. **The Question mark** is also used at the end of a rhetorical question (A rhetoric question is a question that does not require any reply or answer). e.g Who does not know that Obama will emerge the next American President?
12. **Exclamation Mark(!)**: this is used to express deep emotion, surprise, joy, or anger. e.g (I). What a hell! (ii). Help! Oh! my God.
13. **The Comma**: The comma is not only the most frequently used mark of punctuation but also the most **troublesome**.
14. **The Functions of the Comma** are
- (i). The comma is often used to show where a speaker intends a brief pause to allow better comprehension of his/her message.
 - (ii). The comma is used to set off list of items e.g I went to supermarket and bought chocolate, biscuits, cashewnut, groundnut and some drinks.
 - (iii). The comma is used to separate a list of adjective before a noun. e.g She is such a sweet easy-going, and jolly-fellow students.
 - (iv). The comma is used in non-restrictive appositives that give additional information about the subject of the sentence. e.g The Lap top, the one on the desk, belongs to Ezinne.
 - (v). The comma is used to separate and set off the elements in an address or other geographical. e.g We arrived at the University of Mainz, Germany, on Monday.
 - (vi). The comma is used to set off a title after the owner's name. e.g Jeremiah Ugwu, D. G (ii). Ejike Mokwe, Esq.
15. **The colon**: The W. U. D and T Writes that this mark is used within a sentence to explain, interpret, clarify or amplify

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- what has gone before it. e.g
 (i). I almost read his mind clearly; he disliked everything his Mother-in-law said (ii). 4:30am (iii). Jeremiah 4:6
16. **Semi-colon** establishes a lesser stop than the full stop but it is a stronger stop than the comma. In other words, it is half comma and half period.
17. **The Semi-colon** can also be use to join part of a compound sentence especially when there is no conjunction. e.g A lot went into the construction of the ultra-modern library; it actually the university some billions of naira.
18. **The semi-colon** is also used to separate main clauses joined by conjunction adverb such as: *Moreover, furthermore, however, therefore* etc. e.g Ifunanya is a good singer as well as a good dancer; however, she combines the two whenever she needs to showcase her full talents.
19. **The Dash(-)** is used to separate sudden change in thought from the rest of the sentence. e.g I believe I am-any way forget it.
20. **The Dash** is used to separate two independent clauses that go together.
21. **The Dash** can also be use to set off and show emphasis, additional information, or parenthetical comment. e.g The cost of living in Nigeria-obviously you can agree with me is very high.
22. **Hyphen (-)** is use to join two or more words to make a compound sentence. e.g My father-in-law visited us last week.
23. **The Hyphen** can be use to replace the word 'to' or 'through' when a span or range of data is given. e.g He served the club between 1988-2008.
24. **The Hyphen** also serve as a word break at syllable level. e.g Con-sonant, Pul-lery etc
25. **The Quotation Mark/Inverted Commas (" ")** is used to enclose a person's exact word. e.g Prof. Ilochi Okafor declared UNIZIK "The University of the Moment"
26. **The Quotation mark** can also be used to highlight a word
27. **Apostrophe (')**: the Apostrophe is used to indicate possession of nouns and indefinite pronouns e.g (I). This is Emeka's shoe
- (ii). The United States of America's flag has some stars on it.
28. **The Apostrophe** can also be use to indicate omission of

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- letters or figures. e.g Can't, won't, Didn't etc
29. **Ellipses (...)**. Ellipses are three spaced dots used to indicate a deliberate omission of material from a quotation. Ellipses is used to mark omission of one or more words from a quotation. It is also use to indicate that a progression of numbers continues after the last. e.g "Things Fall Apart..." (W. B. Yeats)
 ... to God be the glory.
- (ii).
30. **The Caret** is use to indicate an omission that has been put in place of an omitted item. It is used by writers to maintain neatness in their materials. It also helps to minimize cancellations. e.g
 blissful
 . What a day!
31. **Capitalization** in English grammar is the use of capital letter at the head of a word.
32. There are several rules guiding the **capitalization** of words, they are;
- (a). The first letter of every new sentence must be capitalized. e.g The postman delivered the parcel. It was very heavy
- (b). Every proper noun is capitalized. e.g Nkemdilim is a vast traveler.
- (c). **Acronyms** (abbreviations that are used as words) are also capitalized. e.g Nepa, Apga, Waec, Neco etc
- (d). Capitalize an expression used within a sentence. e.g Is that so? How can that be possible? Excellent. Enough of that.
- (e). Capitalize the first letter of every line in a poem. e.g Who can stop these bullets of decadence flying in my country
- (g). Capitalize the salutation and the complimentary closing of a letter. e.g Dear Prof. Onyeka, Yours faithfully, Sincerely yours
- (h). Capitalize all references to supreme being e.g
 (i). God the Supreme Being
 (ii). Allah Chukwu
 (iii). Yahwe Olisa

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 Chapter Nine (9)
 The Rules Of English Spelling-By Lauretta Chinveaka

Key facts:

1. To **Spell**, means to write the letters of a word correctly or in an acceptable order.
2. **Spelling words** correctly enhances **effective communication**.
3. **Bad spelling** on the other hand can confuse communication by blocking meaning altogether.
4. The English spelling system poses a lot of difficulties for users of the language and this includes the native speakers of the language.
5. **Spelling Rules.** The spelling rules are;
 - (i). -Words ending in -y: when preceded by a consonant, these words generally change the 'y' to 'i' e.g (a). Mary – Married (b). Cry – Cried (c). try – tried
 -With 'ie' endings, the 'ie' changes into '-y' before the -ing. e.g (a). lie – lying (b). tie – tying (c). die – dying
 - (ii). Dropping of silent 'e' in endings beginning with a vowel. e.g (a). Shine – Shining (b). become – becoming (c). Whole – Wholly
 However, there are exceptions. e.g (a). Canoe – Canoeing (b). hoe – hoeing (c). agree – agreeing (d). eye – eyeing
 - (iii). Plural formation: Here, we generally add 's' to the noun but 'es' to words ending with 'y' for instance;
 - (a). Words ending in 'y' have the 'y' replaced by 'ies' e.g ally – allies, baby – babies, daily – dailies
 - (b). Words ending with 'ey' add 's' e.g trolley – trolleys, donkey – donkeys, key – keys.
 - (c). Nouns that end in 'o' add 's'. e.g albino – albinos, photo – photos, zero – zeros
 - (d). To form the plural of compound nouns, we generally add 's' to the principal word in the compound. e.g editor-in-chief – editors-in-chief, father-in-law – fathers-in-law, mother-in-law – mothers-in-law
 Sometimes, both parts of the compound nouns are made plural. e.g Manservant – Menservants, woman lawyers – women lawyers, gentleman farmer – gentlemen farmers

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- (e). Retention of foreign plurals. e.g alumnus – alumni, analysis – analyses, criterion – criteria
- (f). Nouns used only in the plural (a.k.a *pluralia tantum*)
- (iv). Words ending in 'c' becomes 'ck'
 e.g (a). picnic – picnicking – picnicked
 (b). mimic – mimicking
 But there are two exceptions, they are 'arc' and 'talc'
 e.g (a). arc – arcing or arcking = arced or arcked
 (b). talc – talcing or talcking = talced or talcked
- (v). Spelling a word with 'ie' or 'ei' e.g
 'ie' = believe - belief, siege - pier
 'ei' = deceive - deceit
- (vi). Capital Letters: Initial letters of the days of the week, and the months must be written with capital letters. e.g Monday, Friday, September, December etc. Other areas are Christianity (Christian), Islam (Muslim) and Professor B.C Egboka
- (vii). Spelling words with Double Consonants e.g
 (a). rob – robbed – robbing – robber
 (b). dip – dipped – dipping – dipper
- (viii). If a suffix that begins with a vowel is to be added to a word ending in a single consonant which is preceded by more than one vowel and comes at the end of a stressed syllable, the final consonant should not be doubled. e.g
 (a). dream - dreamed - dreaming - dreamer
 (b). raid - raided - raiding - raider
- (ix). "Silent" Consonants: Rule guiding consonant indicates that certain consonant are written but not pronounced. e.g
 (a). l : lamb, dumb, bomb, debt
 (b). g : campaign, sign, design, foreign
 (c). k : knife, knot, knee, know, knock
6. **Compound Words** can either be *open*, *hyphenated*, or *solid (closed)*.
7. **Open compound** are words that make up a single concept but are usually spelt as separate different words. e.g woman lawyer, gentleman farmer, settlement house, lowest common factor.
8. **Hyphenated compound** are words joined by a hyphen. e.g

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9. mass-produce, father-in-law, president-elect, governor-elect
Solid (or closed) compounds are words which, though originally separate, are now spelt as one word. e.g henhouse, textbooks, showroom, firsthand.

Chapter Ten (10)

Report Writing-By ChinweEzeifeke

Key facts:

1. A **Report** is a formal writing intended to provide true information about an event or situation or about the outcome of a work being done.
2. Again, a **report** entails giving a factual, objective information on a particular event, action or situation of progress made in a particular projects.
3. **Reports** are essential aspects of the daily routine of educational institutions, organizations and corporate bodies.
4. **Types of Report:** Report writing can be classified into two broad types as specified by Uzozie (1997) and Aremo (2001). Namely;
 - (i). **Laboratory/Library Reports-these include**
 - (a). Students Laboratory experiment reports
 - (b). Term paper or the long essay (c). Research project report
 - (ii). **Technical Reports-these include** (a). Periodic reports (b). Progress reports (c). Investigative reports (d). The minutes of meetings
5. **The Laboratory Reports** are usually short descriptions of the experiment and are usually more common with students of the engineering, physical sciences, biosciences, medical and health sciences. The laboratory reports have the following formats. They are (i). aims and objectives (ii). apparatuses (iii). methods/procedures (iv). Results (v). Inferences and conclusion.
6. **A Research Report** is a condensed form or a brief description of the research work done by the researcher. The research report is usually longer than the laboratory report and can take many pages ranging from 60 to 200 or even more. Most research reports contains these basic features. They are

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- (i) Preliminary pages (ii). The abstract. (iii). Research introduction (iv). Review of existing scholars in the area of research (v). Methodology and procedure (vi). Analysis of data (vii). Findings, recommendations and conclusions (viii). References or words cited (ix). Appendices
7. **Technical reports** are reports usually written in organizational setup by committees or panels of inquiry. This type of report is usually meant to solve immediate problems, give information on a matter of common interest
8. The technical reports are usually of three types. They are (a). Periodic report (b). Progress reports (c). Investigative report.
9. **Reports** written by organizations at some specified intervals are called **Periodic Reports**. e.g A daily report on the (I). running of a school (ii). An annual report of academic progress of a students.
10. **Progress Reports** are progress made in a particular project up to the end of the period covered by the report. e.g A progress report on a new building project.
11. The format for **Progress and Periodic Reports** are;
 - (i). Introduction (ii). Body of the report (iii). Recommendations based on the findings (iv). Conclusions
12. **Investigative Reports** are reports usually conducted by a committee or a panel of enquiry specifically nominated by the organization or company whenever there is a peculiar issue to be examined.
13. **Terms of Reference** are specification on a particular information needed in a report.
14. There are several sources of Data for Investigative Report. They are; (i). Call for papers (ii). Personal interviews (iii). Reviewing old files (iv). Questionnaires (v). Research findings.
15. **WHILE** the format of **Investigative Reports** are: (i). Introduction (ii). The body of the report (iii). Signatures and dates (iv). Appendices
16. **Language** use in report writing are basically (i). Present/Past passives (ii). Agentless passives (iii). complex nominal groups (iv). The sentence types may be declarative
17. There are certain features of the **Research Reports** especially

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- the Laboratory reports. They are;
- (i). Reported Speech - Used for paraphrases or summaries
 - (ii). Historical present - This is mostly used to show historical action.

Chapter 11Planning And Writing the Research Report-By Victoria EzejiKey facts:

1. **Research** is defined as the process of finding out a solution to a problem.
2. Again, **Research** may be defined as the systematic collection of data in order to solve a defined problem.
3. Koul (2012) defined Research as a planned activity to obtain answers to meaningful questions about specific phenomenon or events through the application of scientific approach.
4. Osuala (2005) also defined Research as the process of arriving at dependable solution to a problem through planned and systematic collective, analysis and interpretations of data. There are two types of **Research**. They are
 - (i). Basic or pure Research and (ii). Applied Research
6. Research can either be quantitative or a combination of the two.
7. **Characteristics of Research**. The characteristics of Research by Best and Kahn cited in Koul (2012) are:
 - (i). Research is directed towards the solution of a problem
 - (ii). Research emphasizes the development of generalization, principle or theories that will help predict future occurrences
 - (iii). Research is based upon accurate observation, experience or empirical evidence.
 - (iv). Research involves gathering new data
 - (v). Research involves carefully designed procedures
 - (vi). Research requires expertise
 - (vii). Research demands patience and courage
 - (viii). Research is carefully recorded and reported
8. The Planning/Guidelines for Writing a good Research Report are: (I). Choose a Topic - Topics must be carefully chosen

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- with good reasons
- (ii). Limit the Topic-You should restrict the topic to the size you can handle
 - (iii). Develop/Formulate the thesis statement- this is the central idea in a research work. It provides direction to the researcher and helps him to be focused
 - (iv). Locate and gather Information Sources- Information sources comprises of primary and secondary sources. The primary sources include such first hand information as personal experience, observations, interviews, questionnaire, manuscripts, diaries etc WHILE the secondary sources include books, journals, thesis etc
 - (v). Library Search- Students needs to be computer literate and conversant with library classification scheme especially Library of Congress Classification Scheme in order to use both library print and electronic resources.
 9. **The steps for writing the Research Report** are;
 - (i). Make an outline - this involves organizing notes taking according to the ideas, as this will help you to draw a good outline showing main headings and sub-headings.
 - (ii). Drafting- this entails writing the ideas in sentences and paragraphs
 - (iii). Revising- there is need for the draft to be restricted bearing the purpose of the work, scope and main line of argument in mind.
 - (iv). editing - here, mistakes and errors of spellings, punctuations and grammatical expressions should be checked at this stage.
 - (v). Citing Sources - here, all the sources cited in text must be acknowledged according to the documentation style recommended by the student's department. Documentation styles include Modern languages association Style (MLA), American Psychological Association style (APA), Havard Style etc.
 10. **The format for Research reports** are:
 - (i). **Preliminary pages** - this comprises the title page, certification, dedication, acknowledgments, table of contents and abstract. (abstract is a brief summary about the problem investigated, methodology, findings and conclusion).
 - (ii). **Introduction** - this gives the background to the study, the

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- research problem, purpose of the study.
- (iii). **Review of Related Literature** - Here, you include all the studies written by other people in your work
 - (iv). **Research Method** - Here, you identify, justify and apply the chosen research design to the study
 - (v). **Analysis of Data** - This section shows the data collected for the study were analyzed using the method indicated.
 - (vi). **Findings, Recommendations and Conclusions** - these are made and discussed based on the results of data analysis.
 - (vii). **References or Works Cited** - this section must be done properly showing bibliographic entry of all sources consulted or cited.
11. **Formatting the Research Paper** has to do with the type of paper to be use, spacing, font, font size, paragraphing and reference entries.

Chapter 12Documentation Styles and Formats - By Jane IfechelobiKey Facts:

1. **Documentation** is a common word for different kinds of citations in **research papers**.
2. **Documentation** simply means indicating where you got the information you used.
3. There are basically **two forms of documentation**; Bibliographical Documentation and Textual Documentation
4. The **Bibliographical Documentation** is concerned primarily with sources of information from books, articles, documents etc. It is the first and most common form of documentation.
5. The **Textual Documentation** is the citation to which all distracting but relevant facts of a text are relegated.
6. A **documentation style** is the standard approach to the citation of sources that the author of a paper has consulted or quoted from.
7. According to Chukwuma and Otagburuagu, **Documentation style** can be defined as the acknowledgment by a writer of sources of information.
8. **Documentation Styles** have been established to provide a

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- researcher with a way to give credit for work that has been used in writing ones paper.
9. **Plagiarism** is the act of taking another person's writing, conversation, song, or even idea and passing it off as your own. This includes information from web pages, books, songs, articles etc.
 10. **The reasons for citing sources:** citing sources allows the reader the ability to:
 - (i). Locate the sources the researcher has consulted.
 - (ii). It makes our work richer and more authoritative
 - (iii). It helps the reader to air our views regarding other writers opinions concerning the issues raised in the topic.
 - (iv). It helps to highlight words, phrases, sentences used by other researchers so that the readers would read them in their original form.
 11. The sources of materials for writing Research papers are the Primary sources and the Secondary sources.
 12. The Primary Sources are data, information and ideas collected from letters, text-messages, personal interviews, questionnaires and observations.
 13. The Secondary Sources of materials are books, encyclopedias, dictionaries, articles etc.
 14. Quoting your sources can be obtained from Quotations and Paraphrases.
 15. The **major Documentation Styles** are The Modern Language Association (MLA), The American Psychological Association, The Chicago Style, the Council of Science Editors, American Political Science association (APSA).
 16. There are three factors to be considered for appropriate documentation style. They are:
 - (i). The requirements of the particular course/research
 - (ii). The standard for the particular discipline/course of style
 - (iii). One's individual preference
 17. The most common documentation styles/formats used are the MLA and APA
 18. There are two type of Textual documentation. They are:
 - (i). Foot noting and (ii). End noting
 19. Textual documentation refers to the documentation of useful information which is likely to cause distraction if integrated

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- into the body of the work, at the bottom of the page (foot notes) or at the end of the work (end note).
20. The page that carries every work cited that has been arranged alphabetically is called WORKS CITED and not Bibliography.
 21. The basic format for a book citation is
Surname, First name. Title of Book.
Place of Publication: Publisher, Year of Publication, medium of Publication e.g (i). Uzozie, Ralph. Phonology of English. Awka : Fab Anie Publishers, 2005. Print
 - (ii). Book with more than One Author.
The first name (person) follows the surname, First name format, Subsequent author names appear. e.g Ezenwa-Ohaeto, Ngozi and Chinwe Ezeifeka. An Introduction to Sociolinguistics. Nimo: Rex Charles and Patrick Ltd., 2010. Print
 - (iii). If there are more than three authors, you may choose to list only the first author followed by the phrase et al. in place of the subsequent author's names.
 22. When citing references within the text of an assignment, only the name of the author, followed by the year of publication should be used. e.g Eyisi (2005) recommended four types of reading methods.

Chapter 13

Literary Genre: Poetry Selected Text: Bullets for Buntings By Ezenwa-Ohaeto: By Ifeoma Odinye

Key facts:

1. The term 'Literature' is simply an art composition in prose or verse.
2. Literature is also an artistic composition which represents the emotions, feelings and individual thoughts of a person usually a literary artist (writer, poet, dramatist).
3. A Literary genre is a category of literary composition which may be determined by different literary techniques, tone, content, or length.
4. Three classic forms of Ancient Greek Genre are **Poetry, Prose and Drama**
5. Poetry is sub-divided into the genres of lyric, epic, sonnet,

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- Ode, Ballad, Satire, Romance etc.
6. Drama as a genre of literature is divided into tragedy, comedy, tragic-comedy, melodrama and farce.
 7. Comedy as a sub-genre is further divided into different forms such as comedy of manners, satirical comedy, farce, burlesque comedy and sentimental comedy.
 8. Prose which is the third genre of literature has two major sub-genres. They are fiction and non-fiction
 9. Fiction is sub-divided into three aspects such as novel, short story and novella. In Literature, the term fiction suggests works that are created from the imagination, not presented as facts, though it may be based on a true life story, situation or events.
 10. Non-fiction has different sub-genres which may be autobiographic or biographic. The Non-fictions are expressed in memoirs, essays and other narrative forms which are fact-based and aesthetically written in prose form.
 11. Poetry is generally defined as a literary genre or piece of writing where feelings and emotions are expressed in beautiful language.
 12. The word 'poetry' comes from the verb "to make" which also means "to create"
 13. A Poet is simply an individual who writes poems
 14. An epic poetry is a long narrative poem that depicts the heroic deeds of a national figure with serious subject matter.
 15. Poetry are written in lines and stanzas instead of sentences and paragraphs as seen in prose or drama.
 16. The features or elements of poems that are universally used are title, themes, language and style (diction), tone, rhythm and mood.
 17. Some of the qualities of a good poem are; (i). A good poem must have a rhythmic pattern (ii). It must be written in stanzas or verse
 18. A stanza is a group of lines or verse that are based on different ideas or thought pattern. It can be two lines, three lines or more.
 19. A Rhyme is a poetic device in which the poet repeats the final sound of words at the end of lines in a poem.
 20. Rhythm is a metrical movement determined by sounds and events which are distinguished by certain regular features.
 21. A poem has four basic elements. They are (i). Title (ii). Diction (language) (iii). Themes/subject matter (iv). Tone/mood.
 22. The Title of a poem is important because it attracts the interest of the readers to the literary pieces and also make the poem to be appreciating.
 23. The title of a in poetry has the following features (i). It can be affective, difficult, simple, suggestive, connotative or paradoxical in nature.

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24. The **Themes/Subject Matter** refers to the message a poet conveys to the readers in his poems which is specifically meant to teach a moral lesson.
25. The **Tone** suggests the manner of expression employed by the poet in composing his literary works.
26. The **Diction** is the poet's vocabulary, language or manner of expressions.
27. **Poetic devices** refers to all the techniques employed by the poet in writing his poem. Examples are imageries, style, diction, tone, mood, structure/form and figures of speech.
28. **Imagery** is the shape and backbone of a poetry. **Imagery** include the mental pictures created or experienced by the reader.
29. Again, an **image** is a mental picture created or formed out of written words.
30. **Figures of speech** are forms of expressions or a poet's style of writing which makes the work beautiful and aesthetically pleasing. **Figures of speech are categorized under four types, namely;**
- (i). Figures of comparison (ii). Figures of sounds (iii). Figures of Association (iv). Figures of Emphasis
31. **Figures of Comparison:** the figures of comparison are
- (i). **metaphor** - this is a figure of speech whereby one thing is compared to another without using the words 'like' or 'as'. A metaphor is a compress or condensed simile. e.g (a). Henry is a lion (meaning Henry is brave, courageous, strong like a lion) (b). Linda is a pig (meaning Linda is a dirty lady)
- (ii). **Simile** is a figure of speech in which two things of identical or similar qualities are directly compared using such words as 'like' or 'as'. e.g Kate talks like a parrot (meaning Kate talks too much).
- (iii). **Personification** is the giving of human qualities to inanimate objects. e.g (a). The moon smiled at me (b). The hungry town
- (iv). **Hyperbole** is a situation whereby the speaker uses exaggerated language for the purpose of emphasis. This is usually called an overstatement. e.g The elephant is as huge as a mountain
- (v). **Apostrophe** is a figure of speech in which a person addresses something or object that is not alive as though it is listening. e.g Oh Nigeria, my mother land (ii). Death! Look at what you have done
32. The **Figures of sound** are alliteration, Assonance, Onomatopoeia and refrain.
33. **Alliteration** is the repetition of the first consonant sound at the beginning of words in a line of poetry. e.g The world, the world is an egg.
34. **Assonance** is the repetition of the internal vowel sounds which are found at the middle of words in a sentence. e.g Every man hates bad

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- life (Here 'e' assonates).
35. **Onomatopoeia** is a figure of sound where words are used to suggest the meaning of something.
36. A **Refrain** is a line or part of a line or a group of lines which is repeated in a poem, sometimes with slight changes e.g The Man is the man, the man is the hero.
37. **The Figures of Association** are Synecdoche, Metonymy, Irony, Sarcasm, Innuendo, Euphemism, Paradox, Oxymoron, Epigram & Antithesis.
38. **Synecdoche** is a figure of association whereby a part is used to represent a whole and a whole is used to represent a part. e.g All hands must be on deck (This means that everyone must work together).
40. **Metonymy** is the substitution of a word (object) with another word (name) or object closely associated with it. e.g Who will wear the crown? (Meaning, who will be the winner or the head).
41. **Oxymoron** is a figure of association where two opposing words are placed together to create a sharp contrast with the effect of creating surprise and shock. e.g It is an open secret that Kate is a prostitute.
42. **Epigram** is a figure of association which involves both Antithesis and Paradox. e.g In the midst of plenty, people die of hunger
43. **Irony** is a figure of speech that suggests the use of words which are clearly opposite to one's meanings in such a way that the real meaning is well understood. e.g Miriam is the tallest girl in the class (Meaning she is the shortest girl in the class).
44. **Sarcasm** is an open irony in which marks are made in order to express a person's disgust over something or a person. e.g What a fine musician you turned out to be!
45. **Euphemism** is a figure of speech whereby unpleasant things are expressed in a mild or a more pleasant manner. e.g The man kicked the bucket (Meaning he is dead).
46. **Paradox** is a statement that appears contradictory or untrue to common sense but when clearly examined, contains some elements of truth. e.g The ripest becomes the saddest (ii). I'm nobody
47. **Antithesis** is a figure of speech where a word or an idea is placed in contrast with the opposite word or idea in the same statement or sentence e.g To err is human; to forgive is divine.
48. **Innuendo** is a clever way of passing unpleasant comment. e.g Emeka is very honest, especially with issues not connected with money.
49. **The Figures of Emphasis** are repetition, rhetorical questions and allusion.

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50. **Repetition** is the recurrence of words or lines of words repeatedly in a poem for the main purpose of emphasis. e.g There is fire on the mountain, run run run!
51. **Rhetorical Questions** are questions that do not require answers e.g Oh death! Where is thy sting?
52. **Allusion** is a casual reference to a figure or event in a poem. e.g Jerry is a prodigal son. Indirectly, the speaker makes reference to the Biblical story.

Chapter 14Literary Genre: Drama - By Afamefunna EzeakuKey Facts:

- Drama**, as a word originates from the Greek word, dram, which means to do or to act.
- A Drama is usually composed in prose and often in verse.
- Dramas** can serve both as literature and a performing art.
- Percipient** is one who listens, watches and appreciates a performance.
- As a script, **drama** is a series of dialogue created to achieve dramatic effect.
- Drama** can be defined as the imitation of life on the stage. A drama can also be the general term for performance in which actors impersonate the actions and speech of fictional and historical characters.
- According to **Aristotle** in his Poetics, drama has six elements. They are (i). Plot (ii). Character (iii). Thought (iv). Diction (v). Music and (vi). Spectacles.
- Plot** is the sequence of events in a story or play. Also, the plot is a planned, logical series of events having a beginning, middle and end. Structurally, a plot is divided into three. Namely; (i). Beginning (ii). Middle (iii). End
- The beginning of a **plot** involves '**exposition**'. The '**exposition**' introduces the main characters of the story. Most importantly, the **exposition** allows the audience to get to know the main character (protagonist).
- The **middle** of a play/plot consists of '**rising action**'. The '**rising action**' starts with a conflict, such as the death of a character. Rising action involves the buildup of events until the climax.
- The **Climax** is the turning point or highest point of the story. The climax often contains much of the action in a story for example, a defining battle.
- The **end of the plot** holds the final portion of a play, the resolution or denouement. The Resolution is the situation where the protagonist

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- and antagonist have solved their problems and either the protagonist or antagonist usually wins the conflict and the conflict officially ends.
- Character** as generally used, means the aggregate of mental, emotional and social qualities that distinguish a person.
 - In literature, the character is a person or a personified animal or object created for a work of art.
 - There are **several types of characters**. They are;
 - Round Character** - is one for whom a playwright has created a fully developed physical appearance and personality.
 - Flat character** - Is one who is not fully developed
 - Dynamic character** - one who changes because of what happens in the plot (iv). **Static character** - one who remains unchanged.
 - In the conventional terms, the most important character in a play is the hero/heroine or protagonist. Protagonist is the general literary term for hero/heroine.
 - In **Drama**, a Protagonist is the 'star' of the story, he or she arouse the reader's concern and sympathy WHILE the Antagonist is one who opposes the hero/heroine.
 - A **character** can be classified as either major or minor characters.
 - Thought** includes the themes, arguments, overall meaning of the action, perceptions and ideas relating to the human experience.
 - In the world of **drama**, the word **theme** is the central idea of a work of art.
 - Diction** is the choice of words or language made by a playwright
 - Style** is the element that makes language and a play memorable.
 - Music** is the element that helps to colour the world of a play.
 - Spectacle** refers to the elements the reader sees or the visual elements in a play. These includes Scenery, costumes, lighting, make-ups, properties etc.
 - The **dramatic genres** are tragedy, comedy, melodrama, farce and tragicomedy.
 - Tragedy** is play that deals with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.
 - Comedy** is a performance with a happy ending where good wins out over all the problems in the story.
 - Tragicomedy** is the mixture of the serious and the comic combination of the elements of tragedy and comedy.
 - The list of character's names at the beginning of a play is called the **cast of characters or cast**.
 - The Scenery and furniture that makes different areas of the stage

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- look like different places are called the sets.
32. A **play** is written primarily to be performed in front of an audience. Everything that happens on stage is called the staging. The staging includes the acting, costumes, sets, lighting, and sound effects.
 33. The words in lines next to the characters' name are what the characters say to each other and are called **dialogue**.
 34. **Act** is the term that refers to a major section of a play's action, which may contain one or two scenes, thus, it constitutes the major divisions in a play.
 35. **Actor** means a male person acting a role in a dramatic performance. **WHILE** actress is a female person acting out a role in a performance. In the contemporary term, actor could be used interchangeably for either male or female players in theatre.
 36. **Aside** refers to a speech by a character directed to the audience
 37. **Dramatic device** is the technique or style employed in writing drama; e.g, the use of flashback, comic relief, irony etc.
 38. **Dramatic monologue** is a character sketch or a drama compressed into a single episode, presented in one sided conversation by one person to another or a group.
 39. **Mime** is a stylized art of acting without words or the use of facial expressions or other gestures to tell a story.
 40. **Script** means a play's text prior to play's production. It is usually in manuscript or typescript.
 41. **Soliloquy** is a monologue delivered by a single character with no one else on stage. It is mostly seen as that when the character is "thinking aloud" without addressing another character or a listener.
 42. **Tragic flaw** is a personal weakness innate in the protagonist and which he/she can neither change nor contain and it leads to his/her downfall. It could also be the error of understanding.