

SUMMARY

This course guide is an overview of the course GST102: Use of English and Communication Skills II. My wish is that you have a very highly rewarding studies through the course.

Preview from Notesale.co.uk
Page 8 of 254

**MAIN
COURSE**

CONTENTS		PAGE
Module 1		1
Unit 1	Writing Paragraphs: Topic Sentence and Coherence.....	1
Unit 2	Development of Paragraphs: Illustration and Description.....	14
Unit 3	Development of Paragraphs: Cause and Effect and Definitions.....	23
Unit 4	Formal Letters: Stylistic Forms and Essential Parts.....	38
Unit 5	Formal Letters: Complaints and Request.....	53
Module 2		62
Unit 1	Formal Letters: Letters about Jobs, Ordering Goods and Letters to Government and Other Organizations.....	62
Unit 2	Writing Reports I: Reporting Events.....	82
Unit 3	Writing Reports II: Reporting Experiments.....	90
Unit 4	Writing Summaries I: Techniques of Summarizing.....	97
Unit 5	Writing Summaries II: More on Techniques of Summarizing.....	117
Module 3		136
Unit 1	Letters and Sounds in English.....	136
Unit 2	English Vowels and Consonants.....	148
Unit 3	Interviews.....	157
Unit 4	Seminar Presentation.....	171
Unit 5	Public Speech Making.....	186
Module 4		198
Unit 1	Articles, Concord and Sentences.....	198
Unit 2	Tenses.....	208
Unit 3	Gerunds and Participles.....	220
Unit 4	The Active, Passive and the Infinitive.....	226
Unit 5	Modal Auxiliaries.....	237

SELF ASSESSMENT EXERCISE 2

1. Find two verbs meaning more or less the same as 'take pleasure (in)'
2. Find an adjective which is equivalent to 'belonging to the earliest stage of development'.
3. Find equivalents of the nouns:
wonder relationship

Example 2: Topic Sentence at the End

In the year 1830, a French official unearthed, in the valley of the Somme, strange implements of flint now recognized as weapons with which the men of the Old Stone Age made war. With these modest tools of death, it seems, Neanderthal men from what is now Germany, and Cro-Magnon men from what is now France, fought fifty thousand years ago for the mastery of the continent, and after a day of lusty battle, left perhaps a score of the dead on the field. Twenty years ago modern Germans and modern Frenchmen fought again in that same valley for that same price, with magnificent tools of death that killed ten thousand men in a day. *One art alone has made indisputable progress in history and that is the art of war.*

(Adapted from Will Durant: 'Early Man Fight')

Glossary

<i>unearthed:</i>	dug up.
<i>implements:</i>	tools.
<i>flint:</i>	very hard gray stone.
<i>Stone Age:</i>	the earliest known time in the history of man, when only the stone was used for making tools, weapons, etc.
<i>modest:</i>	simple.
<i>Neanderthal man:</i>	a type of early human creature who lived in Europe during the early Stone Age.
<i>Cro-Magnon man:</i>	prehistoric man, who lived in South-Western Europe and used bone and stone implements.
<i>the continent:</i>	(here) Europe.
<i>lusty battle:</i>	energetic fighting.
<i>score:</i>	twenty.
<i>magnificent:</i>	grand and powerful.
<i>indisputable (adj.):</i>	when is too certain to be questioned.

Placing the topic sentence at the end or in the middle is a more difficult skill. The advantage in having it at the end is that all the

sentences build up to this topic sentence and the conclusion becomes more effective.

SELF ASSESSMENT EXERCISE 3

- (1a) In the context of example 2, what are the points of similarity between the events that took place in ancient and modern times? Give two instances.
- (b) What are the points of difference? Give two instances.
 - (i) Ancient
 - (ii) Modern
- 2(a) Was ancient man less violent than modern man?
- (b) Why is a modern battle more dangerous?
- 3(a) What does the phrase 'for that same prize' refer to?
- (b) Give some examples of what you think are 'modest tools of death' and 'magnificent tools of death.'

SELF ASSESSMENT EXERCISE 4

The topic sentence of the paragraph below is hidden somewhere within the paragraph. Find it and place it in the correct position. After you have completed the exercise, you should check your answer with that given at the end of the unit.

In Mother's Shadow

During its early weeks, it depends almost completely upon her, and she, in turn, fastens her attentions upon it, although from time to time she will allow the other females to hold and fondle it. Sheltered by its mother, the growing infant gradually widens its contact with the outside world. Though its first week is spent sleeping and nursing, by its second, it is already stumbling about and being restrained by a yank of the tail or leg. Nothing could be more important to the development of an infant Indian langur than its relationship with its mother. At four weeks, on unsteady feet, it ventures forth and discovers the world or at least that part of it within a save three or four feet of its mother.

Glossary

- fasten her attentions upon it:* fixes her mind on it by watching it or listening to it.
- fondle (v):* sucking milk from the mother's breast.
- stumbling:* walking on unsteady feet.
- restrained:* held back.
- yank (n):* a sudden, sharp pull.
- infant:* a very young creature.
- ventures forth:* takes the risk of going forward.

SELF ASSESSMENT EXERCISE 5

Is there a topic sentence in the following paragraph? Underline it, if it is there. If you don't find a topic sentence, state the main idea of the paragraph in your own words.

Men have cleared away forests to make fields for growing crops. They have moved mountains to make room for roads and cities. They have built huge dams across rivers to turn valleys into lakes, and they have built dykes to push back the sea and create more dry land to live on. Once everyone cheered at the progress that man made in changing his environment like this, but now many people are worried by the problems that such changes can bring. When the Aswan Dam was built across the River Nile in Egypt, it was meant to help the farmers by giving them water when they needed it. Unfortunately, people did not realize that much of the nourishing food for plants in the river would be trapped by the dam, so the farmers' crop would suffer. Also, hundreds of kilometres away at the mouth of the River Nile, less fresh water pours into the Mediterranean Sea. This means that the sea will become more salty and fewer fish will be able to live in it. When this happens, people who catch fish for their living will suffer.

(From Govil, M. and Subramaniam V. (eds.) *Explorations*, Madhuban Educational Books.)

Glossary

dykes (n.): thick banks or walls built to control water.

nourishing: causing to stay alive or grow.

trapped: held back, blocked.

3.2 Developing the Topic

In order to develop the central theme of a paragraph, you have to expand the idea contained in the topic sentence. This can be done by adding more information, explanation, examples, illustrations, etc. to the idea expressed in the topic sentence. We shall discuss different ways of developing a paragraph in greater detail in unit 2.

If you read the paragraph given under example 1 again, you will notice that this paragraph is developed mainly by adding examples.

Analysis of the Paragraph

Of all the sea's possibilities for man's future, the greatest may be its promise of an important increase in the world's food supply. Square mile for square mile, the sea is estimated to be more productive than the land ... (i) ... at present, the oceans supply only one or two per cent of man's food ... (ii) ... all that he is learning about the sea, man's relationship to it is still primitive; he is a hunter rather than a harvester ... (iii) ..., along some coasts, oyster growers set out beds of oysters and fence out the oyster's enemies to increase the yield ... (iv) ..., in the Philippines, Indonesia, Japan and China, people already grow fish and prawns in fresh water ponds ... (v) ... this is just a beginning ... (vi) ..., to meet the great needs of a rapidly expanding world population, man will have to farm the sea as he has for so long farmed the land.

Glossary

<i>productive (adj.):</i>	that produces much.
<i>primitive:</i>	at the earliest stage of development.
<i>harvester:</i>	a person who gathers the crops.
<i>oyster:</i>	a type of shell-fish.
<i>fence out:</i>	keep out by building a fence.
<i>prawn:</i>	any of various types of small ten-legged sea animals.
<i>rapidly expanding:</i>	fast increasing.

4.0 CONCLUSION

In this unit, you have been exposed to topic sentences, how they are identified and developed as well as the positions they take within a paragraph. You are expected to keep on practising how to write topic sentences. They give directions to your writing.

5.0 SUMMARY

In this unit, we have discussed the elements that go into the organisation of a good paragraph: the topic sentence, the development of the topic, connection between the sentences, and the use of transitional or linking devices. You will learn more about how to develop paragraphs in the next unit.

6.0 TUTOR-MARKED ASSIGNMENT

Write the Topic Sentence for the following essay topics:

- (i) Education should be free for all.
- (ii) Life in the Town is better than Life in the City.
- (iii) The Food I like Best.

- (iv) Why must I Fail.
- (v) To Err is Human.

7.0 REFERENCES/FURTHER READING

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Olaofe, I. A. (1993). *Communicate English*. Zaria: Tamaza Publishing Co.

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Page 22 of 254

Name of Animals	Skills to be Developed
------------------------	-------------------------------

- | | |
|--------------------------|--------------|
| (i) Young birds and bats | Learn to fly |
| (ii) | |
| (iii) | |
| (iv) | |
| (v) | |
| (vi) | |

SELF ASSESSMENT EXERCISE 2

You have already come across the following words in example 1. Use these words to fill in the blanks in the sentences given below:

Drowned adept incredibly hindrance deprived

- (i) Human babies are helpless at birth.
- (ii) Ram was at playing the sitar.
- (iii) The black South Africans are being..... of their rights by the white minority government.
- (iv) A number of people get every year because they don't know how to swim.
- (v) Lack of money is a real..... & Rita's plans for travelling.

All these are illustrations used in the passage to develop the paragraphs.

3.2 Description

You may never have to write descriptions which are complete in themselves, but you may need to include descriptions in other pieces of writing, e.g. personal letters, narratives, reports and travelogues. You may like to describe people, places, objects, habits and conditions, as well as scenes such as accidents.

Since descriptions are concerned with detail, the larger and more precise your vocabulary, the better your descriptive writing will be. The following items are usually included in descriptive writing:

- (i) place and position; direction;
- (ii) measurements: weight, size, volume, distance;
- (iii) shapes and patterns;
- (iv) colours and textures;
- (v) materials and substance.

UNIT 3 DEVELOPMENT OF PARAGRAPHS: CAUSE AND EFFECT AND DEFINITIONS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Cause and Effect
 - 3.2 Definition
 - 3.3 Comparison and Contrast
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

In unit 2, you learnt about the development of paragraphs using illustration and description. I hope you have started developing paragraphs in your academic studies, using this way of developing paragraphs. In this unit, paragraph development is extended further. You will learn how to develop paragraphs using cause and effect and definitions. Almost every academic field engages in writing that demands cause and effect as well as definitions. This stresses the importance of this unit to you.

2.0 OBJECTIVES

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

- use cause and effect technique to develop paragraphs
- analyse paragraphs containing cause and effect sentences
- analyse paragraphs with definitions
- apply the definition technique to the development of paragraphs
- use comparison and contrast to develop paragraphs.

3.0 MAIN CONTENT

3.1 Cause and Effect

Besides using illustration and description to develop the topic of your paragraph, you may in some cases need to use the technique of cause and effect.

Glossary

<i>ultimately:</i>	in the end.
<i>survival:</i>	the fact of continuing to live.
<i>high altitude:</i>	great height.

SELF ASSESSMENT EXERCISE 5

In example 3, the paragraph has been developed by stating the cause and effect. By filling in the gaps below, you will be able to understand the organization of the paragraph.

Main Cause: the sun.

Main Effect: Man's

(i)

Indirect Effect : rainfall

ii. : rainfall

Effect: formation ofiii..... andiv

.....

Cause: lakes and riversv.....water and

.....vi.....Cause:

.....vii

.....Effect: plants.....viii

.....x:X

.....Effect:xi.....

for man and

.....xii.....

SELF ASSESSMENT EXERCISE 6

You have already noted the reasons for your joining the Open University and the effect it will have on your future career. Now write a paragraph of about 150 words combining both the reasons and the consequences of joining the Open University.

You may find some of the following words/phrases useful in developing your paragraph:

because (of)	resulting in
since	leading to
on account of	causing
thanks to	consequently
	with the result that

3.2 Definition

Often when we write, we need to explain what something is or means, especially if we feel that our readers may not be familiar with it. This generally happens when we use technical terms or when we want to give our own meaning to an ordinary word.

The simplest way to define a term is by giving a synonym or by placing the word in a general class and then distinguishing it from others in that class. For example:

Term	Class	Differentiation
Nurse	a woman or man	helps takes care of the sick.
Surgeon	a doctor	who performs medical operations.

Such definitions are rather formal in style and are generally found in dictionaries.

Some concepts or ideas cannot be defined in such a manner, and for this purpose extended definitions are useful. Topic sentences which relate to abstract concepts such as 'freedom', 'democracy', etc. need the support of specific examples. In fact, both in our thinking and writing, we often require extended definitions. These are done by adding details like uses, component parts, examples, being similar to something else, being different from something else, and stating what it is not.

Sometimes, a definition is used in the midst of other forms of writing, and sometimes, the definition itself becomes the focus of a piece of writing.

Example 4: Paragraph Developed by Definition

A map is a representation of an area of land, sea, or sky. Maps have been used since the earliest civilizations, and explorers find that they are used in rather primitive societies at the present time by people who are accustomed to travelling. For example, Arctic explorers have obtained considerable help from maps of the coast lines showing settlements drawn by Eskimo people. Occasionally, maps show not only the roads, but pictures of other features. One of the earliest such maps dates from about 1400 B.C. It shows not only roads, but also lakes with fish, and a canal with crocodiles and a bridge over the canal. This is somewhat

Topic sentence: 'The existence of hierarchy helps to assure order and discipline, and these things are important among monkeys just as they are among humans.'

Comparison

Subject 1: People.

Subject 2: Monkeys.

Summing up: 'Some form of leadership is essential consequence of total quality.'

Reading Comprehension

The paragraph given above is organized by first discussing one subject and then comparing it with another. Let's try and understand the paragraph better.

Fill in the gaps.

- (a) Having a hierarchy is essential for both men and monkeys because
- (b) It is particularly important for man because
- (c) Give three reasons why it is particularly important for monkeys to have a form of hierarchy.
- (i)
- (ii)
- (iii)
- (d) The writers of this paragraph:
- (i) believes in dictatorship;
- (ii) are being practical;
- (iii) do not believe in equality.

(Tick the correct answer).

Example 6: Developing a Paragraph by Contrast

We live on the planet Earth, a ball of rock 12,750km in diameter. Like all the planets, the Earth rotates on its axis and orbits the sun. But the Earth is not alone. It has a companion on its travels – the moon which orbits the Earth once a month. But the two worlds are very different. The

You should now be able to use these techniques in writing paragraphs on different topics.

6.0 TUTOR-MARKED ASSIGNMENT

Write an essay on this topic. Your essay should be roughly 350 words:
“What are the Causes of Economic Decline in Nigeria?” “What are the Effects of the Economic Decline on the Country?”

7.0 REFERENCES/FURTHER READING

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a. Some Basic Equipment

The appearance of an official or business letter may have a lot of influence on the recipient who has never seen you. To make the appearance of your letter attractive, you may follow these suggestions:

- (i) Try as far as possible to type your letters.
- (ii) Type on an unruled white paper of A4 size, and use envelopes of good quality.
- (iii) Be sure that the typewriter keys are clean and the ribbon is fresh.

b. The Format

A formal letter generally follows a set format.

Sometimes your company/office may have its own format or style. In that case, you have to follow it. Otherwise you may follow the guidelines given below.

Given below is an example of how people generally set out their letters to commercial companies and officials. Look at it carefully, and study the notes that go with it.

1. *Modern School*
1-58, DCM School Marg
2. *New Park Road*
Zaria. 069-337654
3. *6th May, 1988*
4. *Your Ref. No. RLJ/246*
5. *The Manager*
Arewa Tourism
Ibrahim Taiwo Road
Kano
6. *Dear Sir,*
Formal issue or discussed topic
Re: Vacation Hours
7. *Thank you for your letter of 2 May sending us information*
about your special vacation tours to Yaukari Game
Reserve.
8. *(Body of the letter)*
9. *Yours sincerely,*
Sheu Muazu.

Dear Professor Hassan,

- (b) If you don't know the name of the person Dear Sir/Madam/Sirs
- (c) In some cases, you may use a word describing the position held by the addressee.
The choice will depend on the subject of the letter.
Dear Parent/Guardian, (in a letter from the school)
Dear Principal, (in a letter to the university)
- (d) These days, writers who do not know the name or the designation of the recipient often address the letter to the appropriate department. Alternatively, the name of the department may either appear in an 'attention' line, or it may be indicated in the 'subject' line.

Example 1

*National Electronics,
64, Park Road,
Zaria
Attention: Public Relations Department*

Dear Sir,

I am returning the three transistor radios we purchased from you, as their sound quality is very poor...

Example 2

Subject: Repair of Defective Parts

Dear Sirs,

I am returning the three transistor radios we purchased from you, as their sound quality is very poor.....

- (vii) The first line of the letter may begin immediately below the salutation as shown in the specimen letter. It is perfectly acceptable to indent it, i.e. start below the end of the salutation.

Example

Dear Sir,

Could you please send me some information.....

.....

I am sure that this particular T-shirt is not representative of your products, and that you will immediately replace it.

As a regular customer of Fair Price Clothes, I'm generally pleased with your garments and hope to continue shopping at your store.

Sincerely,
G. Ibileye

Choices for the First Paragraph

- (i) I must bring it to your attention that the T-shirt I bought from your shop just last week has faded and lost its shape after the very first wash. This has shocked me very much indeed.
- (ii) With great reluctance I bring it to your notice that the T-shirt I bought from your shop last week has lost its colour and shape after the very first wash.
- (iii) I bought a T-shirt from your shop last week. The cash memo no. is 6234. I find that after the very first wash, the colour faded and it is out of shape.

3.2 Replying to Letters of Complaint

You may sometimes be in a position where you have to answer a letter of complaint. The technical term for a letter of this kind is an adjustment letter. To prepare an adjustment letter you must first investigate what happened, and what you can do to satisfy the person who has made the complaint. After you have obtained the facts, you can organize your letter in the following ways:

- (i) Acknowledge that you received the complaint, thank the person for writing to you, and apologize immediately.

Example

‘Thank you for your letter about the order for 50 pieces of 20” colour TV picture Tubes. Please accept our apologies for not sending the proper size of picture tubes, and for incorrectly billing you.’

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Page 71 of 254

While the first two types of letters are written mainly to, or on behalf of commercial organizations, the third type relates to day-to-day affairs in our lives.

2.0 OBJECTIVES

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

- write an accurate application for jobs
- accept and decline offers of job through a formal letter
- write a letter to order for goods
- write a formal letter to government organizations.

3.0 MAIN CONTENT

3.1 Letters about Jobs

If you are looking for a job, or wish to change your job, you will probably have to write a number of letters, particularly the letters of application that you will send along with your curriculum vitae. This is a short written account of your education and past employment. In this section, we shall discuss some of these letters but shall pay the most attention to the letter of application. This letter requires a special effort, as you have to convince your reader that you deserve to be called for an interview.

(a) Applications

Whenever you send a copy of your curriculum vitae to an organization where you are looking for a job, you should also send a personal covering letter which is known as the letter of application. The two are sent together, and you should consider them inseparable, even if you are answering an advertisement that asks for only the curriculum vitae. This letter supplements your curriculum vitae in that it provides information that is not usually included in the curriculum vitae, or cannot be fitted in it for lack of space. A letter of application, therefore, is an elaboration and an explanation of the facts that you list in your curriculum vitae.

There is an important difference between a letter of application and the curriculum vitae. The curriculum vitae is a straightforward, factual presentation of the facts relating to your education, work experience and other qualifications. These facts may qualify you for a number of jobs in different organizations. In the covering letter, you have a chance to interpret these facts, and show how they are particularly relevant to the position you are applying for. So your letter goes beyond merely saying that you have certain qualifications; it shows that your qualifications are

compared you with other applicants, and found you the best person for the job. They may have counted on your accepting the job. If you refuse the offer, they will have to do some of their work over again.

Therefore, in your letter of refusal, you must be tactful and courteous. Try to give honest and sincere reasons for your refusal. If you have accepted another offer, say so, and explain why. Do everything to ensure that you and your readers part company as friends.

You may begin the letter by first thanking them for offering you the post. Then make a reasonable excuse for not accepting the offer.

Examples

Thank you for your letter of..... offering me the post of in your organisation. I am sorry I am unable to accept this offer as.....

Thank you for your offer of post of..... in your I am afraid I am unable to accept your offer as.....

A more unconventional but equally polite way of rejecting an offer is as follows:

I enjoyed talking with you about your opening for a.... and was gratified to receive your offer. Although I have given the offer serious thought, I have decided....

One of the ways in which you can conclude your letter is:

I appreciate your consideration, and I am sure I would have enjoyed working for your company.

SELF ASSESSMENT EXERCISE 3

Read the letter given in exercise 1.2 offering you the job of a Technical Supervisor. Write a letter in reply, refusing the offer.

3.2 Letters Ordering Goods

If you are employed in an organisation or are self-employed, you may often have to order supplies of goods or equipment. Letters ordering goods have the format of any other formal letter, but there are certain points which you need to emphasise in such a letter.

- (i) An order letter must be *specific* and *complete* if you are to receive the exact items that you want. For instance, you must give the exact name and part number (if necessary) of the item. You must

In some companies, the orders are written on the official order form. Such an order form should always be sent with a covering letter. A covering letter allows you the opportunity to make any necessary points as well as confirm the terms that have been agreed on. You could begin such a letter in the following ways:

- (i) Thank you for your letter of 7 June regarding the..... we wrote to you about. You will find enclosed our official order (No. 3842) for.....
 - (ii) Please find enclosed our order No. 39645 for 200 sets of different models of transistor radios.
 - (iii) We thank you for your letter of 5th June and enclose our Order No. 328 for the four items we require.
- (b) You should confirm the terms and the method of payment.

Examples

- (i) As agreed, we shall send our remittance in full settlement of your invoice by a bank draft thirty days after receipt of goods ordered.
 - (ii) You may draw on us for the cost of the goods through Union Bank, Mohammed Murtala Way, Ilorin. Please rest assured that your documents will be honoured on presentation by the bank.
 - (iii) Once we have received your advice, we shall send a banker's draft to.....
 - (iv) The enclosed cheque for N25,000 covers the price of goods and postage charges.
- (c) You must also confirm the discount (if any) agreed upon.

Examples

- (i) We had agreed that if we sent the payment along with our order, we would be entitled to a prompt payment discount of 5%. We have, therefore, deducted this while making the payment.
- (ii) You will notice from the size of our order that we are entitled to a 15% discount. Please ensure that the discount is allowed in the invoice, otherwise it will be difficult for us to settle your bill.
- (iii) We would like to thank you for the 10% 'quantity discount' you have allowed us.
- (iv) We would like to take advantage of the generous cash discount you have offered for prompt settlement.
- (v) Although the low rate of discount –5% – has disappointed us, we are placing an order with you and hope that you will review the position in the near future.

4.0 CONCLUSION

This unit has exposed you to different types of formal letters. You should start to use suggestions provided in writing official letters. Remember, the way you write an official letter will determine whether you are serious or not.

5.0 SUMMARY

In this unit, we discussed some more types of formal letters. These are:

- (i) Applications for jobs; accepting and declining offers.
- (ii) Letters ordering goods.
- (iii) Letters to government and other organisations.

You should now be able to write the different types of formal letters required for various purposes.

6.0 TUTOR-MARKED ASSIGNMENT

Read this advertisement and apply

A lecturer is wanted in Biology and Physics. The lecturer must have a good University degree and three-year working experience. The applicant should be of good behaviour and must have an appreciable number of research papers and publications in learned journals. Graduated with 2nd class upper, the applicant must have at least a Master's degree. Doctorate degree will be an advantage.

Signed

The Registrar
University of Abuja
FCT
Abuja, Nigeria

7.0 REFERENCES/FURTHER READING

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UNIT 2 WRITING REPORTS 1: REPORTING EVENTS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Different Stages of Report Writing
 - 3.2 Types of Reports
 - 3.3 Reporting an Event
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

What is a report? Though we use the term to refer to a number of different kinds of written communication, we usually define it as an organised, factual and objective presentation of information. By 'organised', we mean that its parts should form a whole and by 'objective' we mean that it should not be influenced by your personal feelings. When you write a report, you try to convey some information to others. You may wish to give an account of some event that you have come to know of. You may like to describe your personal experiences or state the results of your investigation. A report may contain opinions, but these opinions should be supported by factual evidence. News stories are typical reports, but so are scientific articles, research paper, survey reports and business reports. In other words, any composition based on factual information is a report. Let's start this unit by allowing you to have a trial on reporting what pertains to your school life.

SELF ASSESSMENT EXERCISE 1

Write a letter to your father or some other near relative, giving a brief report of your studies, your hostel life, and your friends (about 100 words).

2.0 OBJECTIVES

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

- state clearly what a report is
- describe different types of report
- write different types of report
- report an event very vividly in a written form.

7.0 REFERENCES/FURTHER READING

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Page 99 of 254

UNIT 3 WRITING REPORTS II: REPORTING EXPERIMENTS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Various Steps in Conducting an Experiment
 - 3.2 Reporting an Experiment
 - 3.3 Examples of Reports
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Laboratory tests or experiments are not limited to any particular field. They can be carried out in a number of fields: from Physics to Medical Technology, and from Bio-sciences to Fire Science. If you are a student of Science, you will have to perform a number of experiments in laboratories. These experiments will demand from you the ability to choose suitable equipment, to arrange various instruments appropriately, to observe and record the readings and reactions, and to arrive at the right conclusions. Finally you will be required to write a report on the various steps you take while conducting an experiment, your findings, and your conclusions. All these activities you will practise in this unit. I wish you success as you go through the unit.

2.0 OBJECTIVES

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

- outline the various steps in conducting an experiment
- report experiments in a systematic manner
- analyse an examples of experimental reports.

3.0 MAIN CONTENT

3.1 Various Steps in Conducting an Experiment

- (i) Before planning the actual experiment, you should have an understanding of the nature of the problem and any theory associated with it. The theory explains the problem. The theory or

Do you agree that the sentence still conveys the basic sense of the original?

Can the other two word groups (ii, iii) be removed as well? What will happen if 'in the first half of the year' is removed from Ia? If this is done, the contrast with 'but later on,' which is necessary for the sentence, will be lost and the sentence as a whole will not remain meaningful. Hence (ii) has to be kept even in the summary.

Can 'gently in its course' be removed? No, because it is being contrasted with 'but later on the Nile overflows'. The phrase is required in order to show the behaviour of the Nile at certain times with its behaviour at other times. So you cannot cut down the sentence any further.

Now read the next sentence:

2. *'It spreads rich, muddy soil from Ethiopia over its valley and forms deep stretches of green, fertile lands along its banks.'*

You notice that what is being described here is the action of the river. Is there anything in this sentence which is not absolutely essential for its meaning?

Consider which words you can remove and write these words in the blank spaces below.

Both single words and phrases can be cut out.

Once you have written something down, look at the following words/phrases. Have you removed any of these? (i) rich (ii) muddy (iii) from Ethiopia (iv) deep (v) stretches of green (vi) fertile.

Let us consider which words can in fact be deleted. In doing this, you have first to be careful to retain the most important words, from the point of view of the meaning. The sentence states that during its course, the Nile spreads rich soil over its valley and form fertile lands along its bank. So, if you delete the word 'rich' or 'fertile' from your version of the sentences, the meaning will be lost. But you can, in order to shorten the sentence remove (ii), (iii), (iv) and (v) above, because these words relate to the sub-ideas and not to the main idea of the sentence.

You may now ask: how can one distinguish whether the words referred to contain the main idea or merely details of the main idea? Let us try analysing the sentence in order to answer such a question. The sentence states what the function of the Nile is. The richness of the soil and that the fact that this makes the ground fertile is seen as the main function of

Sentence 1 states the general position-the problem. Sentences 4 and 5 state the solution to this problem. Note that both the problem and the solution make up the topic of paragraph 1.

SELF ASSESSMENT EXERCISE 2

What is the relationship of the rest of the passage to these sentences? Rapidly look over paragraphs 2, 3 and 4 and state the nature of that relationship here, before looking ahead.

The rest of the passage contains a development of the idea of Integrated Pest Management, what it consists of, how it is used, and its effect. It is therefore an expansion of the solution to the problem stated in paragraph 1.

SELF ASSESSMENT EXERCISE 3

Now, look for the important sentences in paragraph 2 which develop the main idea. Write them down here:

Have you written down the following?

‘Integrated Pest Management is a plan that combines several different methods to destroy insects and rodents. Its aim is to control pest population so that crops can still grow well.’

As you can see, the first and the last sentence of this paragraph have been chosen because these contain the main idea. However, is this information enough to summarise paragraph 2? If you look again, you will find that crucial items are left out. What are these? Go back to paragraph 2 and find out what other information is required to be stated. Write this down here:

The points to be taken from paragraph 2 read thus:

‘Integrated pest management is a plan that combines several different methods to destroy insects and rodents. Its aim is to control populations so that crops can still grow well, by using the pests’ natural enemies, controlling the pests’ breeding environment, and developing stronger strains of seeds.’

SELF ASSESSMENT EXERCISE 4

Can you cut out any words from here? Write down what you can remove?

You will have noticed that the first and the last lines of this summary repeat the same points in different words. So, perhaps, it is possible to cut out one of the lines. The last sentence can very easily be removed because mention of the U.N. Environmental Programme is not particularly important to the development of the argument. So the summary is complete without the last summary.

Let us go over the steps we took to write this summary.

- (i) We isolated the main point or points in each paragraph:
- (ii) We then put them all together as a summary.
- (iii) Finally, we looked at the summary to check for repetition of ideas and removed the repetition. The summary also checked connection between one of the examples and the main idea. In that case, linking or connecting words were required in order to make it read properly. You must follow these steps when writing a summary.

Example 2

You will now read another passage. This deals with a related topic. It talks about natural ways of fertilising the soil. The method suggested here is the use of earthworms to freshen the soil. Now read the passage.

3.3 Earthworms Back in the Garden

1. Earthworms are the answer for every garden problem, according to Harold von Weigel. They can increase crop production, turn and freshen soil, and produce faster growth. Simply take care of the earthworms, and the earthworms will take care of the garden. Weigel is extremely enthusiastic about earthworms. They are tremendous creatures, "the intestines of the Earth." Weigel says, quoting Charles Darwin.
2. Weigel is so excited about the benefits of worms that he is writing a book about them. He gardens using thousands of earthworms. He has persuaded his wife to put worms in her houseplant pots. He even suggests eating worms which he claims are 70 per cent protein. He has dreams of armies of earthworms helping to replace topsoil in the country. It is a fact, he says, that topsoil is disappearing every year through erosion. Wind and water carry away the soil, and nature needs centuries to replace it.
3. Within one year, one thousand earthworms and their descendants can change approximately one ton of organic matter into one of the highest-yield growing materials known, according to Weigel.

Worms eat organic materials and produce what is known as worm castings. If 1,000 pounds of earthworms are working one acre of land every twenty-four hours, then will produce 1,000 pounds of castings that function as a high-grade topsoil. They produce the same amount of topsoil in one day that nature could produce in 700 years through decomposition and erosive forces such as wind and rain.

4. Planting gardens in worm castings offers plants more than just all the necessary nutrients. For example, castings are very porous, and water flows easily through them. They are very absorbent, being able to hold water easily. In addition, worms tend to be happiest around the roots of plants. Water can then flow directly to roots through the worm channels. The worms' create a planting area of even consistency. Thus, the earthworms act as natural ploughs.
5. Worms offer all these benefits, yet they make few demands. They need only moisture, darkness and food from the soil. Weigel gets his information on the benefits of earthworms from books and from the Wormgrowers Association. That little known group which is active in many states, suggests that commercial farmers reintroduce earthworms in places where they have been killed through the use of synthetic fertilisers and other gardening chemicals.'

(From Zukowski-Frost, J., Johnson, S. S. and Atkinson, C.S. Between the Lines. Copyright ©1982 by Holt, Rinehart and Winston, Inc., reprinted by permission of the publisher.)

SELF ASSESSMENT EXERCISE 8

Check Your Progress 1

Re-read paragraph 1 and draw out the main idea from it. You can begin in this way: 'Earthworms are the answer for every garden problem.'

Check your answer with that given by us at the end of the unit.

You were expected to complete the above sentence by given examples of the problems earthworms can solve, as listed in paragraph 1. Notice that the punctuation marks and the colon, in the answer given by us, indicates that an explanation, or details regarding something are going to follow.

Now re-read paragraph 2 and draw out the main ideas from it. You will find that it contains two ideas. Write them down here.

Check your answer with those given at the end of the unit. The paragraph is about the benefits of worms and the two benefits mentioned here should be selected for the summary. If you have chosen anything else, it can only be about Weigel's excitement and the usefulness of worms in general. In a summary we are not much concerned with the view of an individual such as Weigel, but with the facts themselves. The usefulness of worms in general has already been stated in the summary of paragraph 1, so that doesn't need to be repeated.

SELF ASSESSMENT EXERCISE 9

Now re-read 3 and note down the main points. Choose the most general statements. Specific examples should not be included unless they also express a general idea which has not already been stated. Write down your points here.

Check your answers with those given at the end of the unit. You will find that a large part of the first and the last sentence expresses the main points. All references to Weigel are left out. The point regarding worm castings, though important, is not really necessary for the main argument that runs through the whole piece.

Now read paragraph 4. Just select those points that have not already been stated. Choose adjectives and adjective-like phrases that are used to describe the effect of worms on the soil. You can begin your sentence this way;

'Worms make the soil

It is not necessary to give all the details even though they are interesting. In a summary you need basically to provide the main points that are important for the whole passage. Check your answer with that given by us.

Now read paragraph 5 and note down the main points. You will notice that this paragraph deals with the needs of worms. So, first state the three things that they need, starting with the words:

'Worms need only

Another point is also being made here regarding a Worm Growers' Association which is of interest in the context. This could also be mentioned. Put in a line about this.

Paragraph 4

A number of details are given in this paragraph and we have to decide which ones are important. Perhaps we can summarise the paragraph thus:

‘Scientists do not know what causes volcanic activity to increase. They believe that volcanoes occur where there is a weakness or thin spot in the Earth’s crust which allows the hot liquid rock deep under the surface to come out.’

The first sentence is kept as it is and also the second. Parts of the third sentence are added on to the second, making it a complex sentence. It is also possible to put a full stop after ‘Earth’s crust’ thus ending the second sentence and beginning the next sentence with ‘This allows the hot liquid rock ... to come out.’

Now find the important points in paragraph 5 to your summary. State them here.

Paragraph 5

This paragraph contains two examples, of which one might be selected. The last line states a generalised goal which is not so relevant to the way the passage has developed, so it can be omitted. The summary could then read:

‘There is probably a relationship between the volcanoes and earthquakes. Usually a volcanic eruption follows an earthquake some distance away. For example, in Chile, a major earthquake in 1960 was followed by a major volcanic eruption.’

Notice that now, as we are expanding the summary, we have not bothered about the connecting words we had used in the short summary. We will consider what is required after we have put these paragraphs together.

Now let us write the summary as it stands. Read it through carefully to see if all the parts connect with each other. What improvements can you suggest?

Summary

1. ‘The Northern Hemisphere is experiencing a period of increased volcanic activity.
2. One of the examples of this was a major eruption at Mt. St. Helens in 1980.

MODULE 3

Unit 1	Letters and Sounds in English
Unit 2	English Vowels and Consonants
Unit 3	Interviews
Unit 4	Seminar Presentation
Unit 5	Public Speech Making

UNIT 1 LETTERS AND SOUNDS IN ENGLISH

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Letters and Sounds
3.2	Word Stress
3.3	Intonation
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

We are starting this module with another broad aspect of use of English and communication skills. In the next five units, we will be studying speaking skills. Indeed you will agree with me that speaking is very important. We spend at least two thirds of a day speaking to one another. In a mixed community like Nigeria, spoken English that all can understand is very important. That's why we devote this module to the art of speaking English intelligently and in a way that people can understand.

In this unit you will learn something about English letters and sound as well as stress and intonational patterns. To speak English well, you have to learn correct pronunciation.

2.0 OBJECTIVES

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

- make distinctions between the English letters and sounds
- describe the English stress patterns
- produce the correct English sounds and stress patterns
- produce the correct English informative pattern.

(b) Questions beginning with a question-word such as *what*, *how*, *when*, etc.; for example:

1. What's the time?
2. Where's he gone?
3. When will they come?
4. Why are they late?
5. How many have you got?
6. How much do you need?

(c) Commands; for example:

1. Close the door.
2. Bring it back at once.

(d) Exclamation; for example:

1. What an excellent idea!
2. How extraordinary!

(e) Question tags, when agreement is expected; for example:

1. It's rather hot today, isn't it?
2. This is a difficult question, isn't it?

SELF ASSESSMENT EXERCISE 6

Now look at the following words and sentences which have a falling tone on the nucleus, and listen to them on the cassette. Then say each word and sentence with a falling tone. Make sure that the pitch of your voice moves from a higher level to a lower level on the nucleus.

1. tomorrow
They're coming tomorrow.
2. light
Switch on the light.
3. time
Don't waste my time.

Your preparation is incomplete without a general overview of current affairs. It is customary to ask candidates questions on events that are happening around them. At some interviews, the interview board would like to know if the candidate is fully aware of trends in culture, politics, economy, etc. Therefore, you must show that, besides a thorough knowledge of your own field, you also have wider interests.

SELF ASSESSMENT EXERCISE 1

Say which of these suggestions for the preparation for an interview are helpful and useful.

- (i) The well-prepared candidate is one who wears the best suit for an interview.
- (ii) The candidate who reads the newspapers and periodical magazines and keeps abreast of the times impresses the board more than the one who is only well-versed in his own subject.
- (iii) Before the interview, one should make a list of situations that are likely to arise in the job one has applied for and be mentally prepared to tackle them.
- (iv) One does not have to worry too much about one's general appearance.
- (v) The best time to begin preparation for an interview is a day or two before, so that everything one reads is fresh for the interview.

3.2 Unfolding Personality: Specimen Interviews

Here is part of an interview for a Sales Officer's job. Read it carefully.

David, aged 28, enters the interview room dressed in a pleasant light blue suit with a matching blue striped tie. His shoes are polished and his general appearances are neat and proper. He walks without affectation, addresses the Chairman and says, Good morning, Sir.

- Chairman:** Good morning. Please sit down.
(Skimming, through the biodata sheet in front of him)
Mr. David, where are you working at present?
- David:** At Levers' Brothers Nigerian Limited, Zaria.
- Chairman:** What is the nature of your work there?
- David:** I have to do everything to promote sales, from advertising through mass media to obtaining orders from retailers.
- Chairman:** What are the products you deal in?
- David:** Mainly detergents, tooth pastes, creams, etc.
- Chairman:** How long have you been working there?

<i>entrepreneur</i>	one who plans for a business and gets it going.
<i>credibility</i>	being trustworthy.
<i>patron</i>	one who supports and encourages a company.

Let's analyse the part of the interview you have read above. The following facts show the candidate's suitability for the post of Sales Officer.

- (i) His dress and appearance are neat and proper and this gives the first impression of a man who is careful about his dress and appearance. Such a man will be methodical in most things he does.
- (ii) He greets the chairman of the board and sits down only when he is asked.
- (iii) He describes his present job specifically: to 'promote sales through mass media' and 'obtaining orders from retailers'.
- (iv) His reason for wanting to leave the present job is candid. His first love is computers and he has better job prospects here.
- (v) He knows the salient facts about computer applications in India but is probably over-enthusiastic to display his knowledge. He was not asked about the government's attitude towards computers.
- (vi) His ideas about success in sales are convincing and based on long-term values. He thinks advertising and 'promise of good quality' will ensure success on a long-term basis, individual contacts and patronage will only safeguard the interests of the company for a short time.

SELF ASSESSMENT EXERCISE 2

1. Give the meanings of these words used in the conversation:
'promote'
'prospects'
2. Explain the metaphorical use of 'climate' in 'computer climate'.
3. 'The wider the coverage, the greater the chances of winning orders. Another sentence like this would be 'The greater the demand for goods, the higher the prices.'
Can you write another sentence with this structure?

Here's a conversation at an interview for the post of a doctor at a village hospital. Read it carefully and answer the questions that follow:

Rinde Olaofe is a fresh MBBS and is seeking a job. He is a young man of 29.

7.0 REFERENCES/FURTHER READING

© Materials are adapted from: Indira Gandhi Open University. School of Health Sciences and School of Humanities. February 2001 (reprint) and July 1997 (reprint), HSTIT Functional English. FEG – 1 Foundation Course in English I

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At least 3 seminar presentations are on audio and video cassettes.

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Page 195 of 254

MODULE 4

Unit 1	Articles, Concord and Sentences
Unit 2	Tenses
Unit 3	Gerunds and Participles
Unit 4	The Active, Passive and the Infinitive
Unit 5	Modal Auxiliaries

UNIT 1 ARTICLES, CONCORD AND SENTENCES

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Articles
3.2	Concord of Number and Person
3.3	Types of Sentences
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

In this last module (module 4) of this course, we shall be treating another very wide topic on grammar and usage. Grammar relates to the rules and the structure of English. Usage denotes the way the structure of the language affects our use of English.

In this unit, you will learn about the smallest unit in an English sentence which is the article. This is followed by concord and the English sentence itself. The attempt in the unit is to briefly introduce you to these grammatical concepts, if you want to learn more about these grammatical items, you should contract some of the grammar books available in many libraries in Nigeria.

2.0 OBJECTIVES

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

- identify and use the English articles in sentences
- recognise and use the concord in English correctly
- recognise parts and types of English sentence.

be

Present Tense					Past Tense				
First Person		Second Person	Third Person		First Person		Second Person	Third Person	
Singular	Plural	Singular and Plural	Singular	Plural	Singular	Plural	Singular and Plural	Singular	Plural
am	are	are	is	are	was	were	were	was	were

Here are some more examples:

1. am (used with I in the present tense)

Examples

I am a Nigerian. I am writing a book on Nigeria.
(I am is written as I'm in an informal style.)

2. is (used with he, she, it and singular nouns, in the present tense.)

Examples

- (i) Chief Obasanjo is the President of Nigeria.
- (ii) My friend Ramesh is working hard these days.
- (iii) It is very cold today.
- (iv) English is spoken in a large number of countries.

(is, is often combined with the subject and written as 's in an informal style. Example: He's, she's, it's)

3. are [used with plurals and with you (2nd person singular) in the present tense].

Examples

- (i) You are very good at Mathematics.
- (ii) My friends are at the Zoo today. We are also going there.
- (iii) Children below five are allowed to travel free on Indian Railways.

(are is often combined with the subject and written as 're in an informal style Examples: You're, we're, they're)

(d) Exclamatory Sentences

This is a sentence that ends with an exclamation mark (!)

Example

You will see a surprise!

Life is short!

Hey! Who goes there?

English sentences are also looked at from another perspective. This is in terms of their complexities: simple sentences, compound sentences, complex sentences and compound complex sentences.

Examples

(a) Simple Sentences

- (i) Susan is a girl.
- (ii) Mathew is a man.
- (iii) Abdullahi is intelligent.

All these sentences have only one subject (Susan, Mathew and Abdullahi) and only one predicate *is a girl, is a man and is intelligent*.

(b) Compound Sentences

- (i) Ngozi and her husband went home.
- (ii) John came home and Mary saw him.

All these sentences have more than one subject (Ngozi and her husband) and more than one predicate, in some cases (*came home and saw him*).

(c) Complex Sentences

- (i) The man that *you saw yesterday* was the former President of Nigeria.
- (ii) This is the dress *which my first son bought for me*.

All these sentences have clauses (*that you saw yesterday* and *which my son bought for me*) embedded or put inside the subject of the sentences.

(d) Compound Complex Sentences

- (i) John and Mary whom you have lift and some food items have finally taken us to court.
- (ii) Without any doubt, the agreement and the violation of it, take us to the condition that we find ourselves now.

SELF ASSESSMENT EXERCISE 2

Fill in the blanks with the correct forms of the verbs given in brackets to indicate the future.

- (i) I (leave) for Calcutta tonight.
- (ii) I doubt if I (be) able to come to the meeting.
- (iii) I (go) the station this evening to meet my friend Gopal.
- (iv) I think you should take an umbrella. It (rain)
- (v) I not (work) in this office any longer.

3.3 The Past Indefinite or the Simple Past Tense

Examples

- (i) The Nightingale heard him, and she looked through the leaves and wondered.
- (ii) His eyes filled with tears.

Notice

- (a) that these events took place in the past and are not related to the narrator's (speaker's) present
- (b) that we form the simple past tense:
 - (i) by adding - *d* or - *ed* to the regular verbs
 - look – looked
 - fill – filled
 - narrate – narrated
 - or (ii) by adding *t*
 - dream – dreamt
 - learn – learnt
 - or (iii) by changing some letters of the word
 - eat – ate
 - teach – taught
 - or (iv) by not changing the verb at all
 - cut – cut
 - hit – hit
 - shut – shut;
- (c) that with most verbs we indicate or interrogate by using *did* as a helping verb. The point to remember is that with *did*, we use the simple present form of the main verb.

The correct form would be:

either

I have written a letter.

or

I have just written a letter.

The present perfect tense is often used with expression like *just*, *since*, *for*, etc.

3.6 The Present Perfect Continuous Tense

This tense is used to describe an action that started in the past and is still continuing. It is formed by using *have* (or *has*) with *been* and the *-ing* form of the verb.

Examples

- (i) The farmers **have been ploughing** their fields for two hours now. (They are still ploughing them.)
- (ii) My friend **has been studying** English since 10 o'clock. (She is still studying.)

Notice the difference between these two sentences

- (i) The farmers **were ploughing** their fields when it started raining. (The action continued for some time in the past.)
- (ii) The farmers **have been ploughing** their fields for some time now. (The action began in the past and is still continuing.)

Sometimes, the present perfect continuous is also used for an action that has just finished after it has continued for some time.

Example

I am very tired. **I have been playing** cricket.

SELF ASSESSMENT EXERCISE 3

Put the verbs given in brackets in the simple past tense.

One morning, Akbar (go) for a walk with Prince Salim and Birbal. After some time, they (come) to the bank of a river. It (be) a hot morning and they (sit) down in the shade of a tree. A few minutes later, Akbar (say), "Shall we go and bathe in the river?" Birbal put his hand into the water and..... (say), "I wouldn't like to bathe."

6.0 TUTOR-MARKED ASSIGNMENT

Fill in the blanks with the correct verb forms.

May I request you 1 _____ in your materials for 2 _____.
3 _____ them from the typist for 4 _____ will not be a problem.
We found it necessary to 5 _____ traffic to the secretariat to 6
_____ the computer operators 7 _____ without distractions and
interruption. Request for 8 _____ may however be brought up to 10
a.m. For the past few days the hotel had 9 _____ to the times of
meals, especially 10 _____ the _____ of meals on time. Some
great improvement in the variety and quality of food served has also 12
_____. Could you assist by 13 _____ to the time scheduled for
means?

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The Infinitive of Purpose

Read the following sentences:

People dig up clay to make bricks, and another sort of clay to make earthenware and china.

- (a) We use 'to + infinitive' to talk about the purpose of doing something (that is, why someone does something):
 - (i) Badrinath went out to *buy* stamps (because he wanted to buy stamps).
 - (ii) My friend shouted 'Look out!' to *warn* me of the speeding bus.
- (b) We also use 'to + infinitive' to talk about the purpose of something, or why someone has/wants/needs something:
 - (i) This fence is to *keep* stray animals out of the garden.
 - (ii) The Prime Minister has a number of body guards to *protect* him.
 - (iii) We need a match to *light* this stove.

SELF ASSESSMENT EXERCISE 8

Answer these questions in complete sentences using the words given in brackets.

Example

Why did Kusum phone you? (invite me to her birthday party)
She phoned to invite me to her birthday party.

1. Why did Azhar go to the bank? (cash a cheque)
2. Why are you going to Paris? (learn French)
3. Why does Srinivas need a bag? (put these vegetables in)
4. Why has Jayant gone to the police station? (report that his bicycle has been stolen)
5. Why do the Reddys want a bank loan? (buy a house)
6. Why are you going to the post office? (send a money order)
7. Why did Susheela go to the chemist? (get some medicine)
8. Why does Mr. Sharma have a Secretary? (type his letters)
9. Why did the Minister want an aircraft? (take him to the site of the accident)
10. Why are you going to the hospital? (have an operation)