

001 ENGLISH LANGUAGE

1. Aims:

The English Language curriculum structurally has the following components, namely: Grammar, Orals, Comprehension and Summary Writing, Correspondence, Essay and Report Writing. The purpose of this course is to ensure that candidates:

- (a) Communicate effectively in written and spoken forms;
- (b) Construct simple and correct sentences;
- (c) Read with understanding;
- (d) Interpret and record technical knowledge and information in accordance with the registers for the various trades;
- (e) Express themselves correctly and develop a range of thoughts and ideas on current topical issues; and
- (f) Recognize implied meanings, tones, attitudes and use an acceptable pronunciation that can be, comprehended by others.

It is also to serve as a foundation for post-secondary technical education.

2. Examination Scheme

Candidates are expected to take three papers: 001-1 and 001-2 are to be taken together. i.e. Objective, Essay, Comprehension and Summary. Objective Test (1 hour) 75 marks, 001-2 Paper II: Essay Writing, Comprehension and Summary (1.45mins) 100 marks.

This brings the two papers to 2 hours 45 minutes. Objective test will be collected after 1 hour 001-3 Paper III: - Orals 25 marks

(A) Paper I – **Objective Test:** Multiple choice, comprising questions relating to Lexis and structure.

There will be 100 multiple choice objective test items for a duration of 1 hour.

The objective test items will be based on 40 lexical items, 60 structural items.

1. Lexis includes:

- (a) Vocabulary, i.e. the use of general vocabulary associated with the following areas of human activities:
1. Agriculture
 2. Fisheries
 3. Animal Husbandry
 4. Religion
 5. Family Life
 6. Photography
 7. Stock Exchange
 8. Advertising
 9. Sports
 10. Entertainment
 11. Insurance
 12. Military
 13. Health
 14. Culture and Ceremonies
 15. Science and Technology
 - (i) Building
 - (ii) Plumbing
 - (iii) Auto Mechanics etc.
 16. Travel and Tourism
 17. Government Administration
 18. Law and Social Order
 19. Computer and Information Technology
- (b) Idioms-expression with meaning that cannot be guessed from the meaning of the individual words;
- (c) Figurative usage;
- (d) Antonyms, Synonyms, Spellings, Affixes and Modifiers.

2. Structures includes:

- (a) The patterns of changes in word form, e.g. number, tense, degree;
- (b) Rules and sentence structures.

(B) **Paper II:** Essay Writing, Comprehension and Summary.

Section 1: Essay Writing (45 minutes: 40 marks).

In this section, candidates will be expected to answer one question from a choice of four topics for a duration of 45 minutes. The minimum length expected will be between 350-400 words unless otherwise stated. Credit will be given for clear and correct expression, accurate use of words, orderly presentation of materials, correct punctuation and spelling. The objective of this section is to test candidates' ability to communicate effectively in writing.

The kinds of writing demanded are:

- 1. Narrative
- 2. Description;
- 3. Argumentation/debate;
- 4. Exposition;
- 5. Letter;
- 6. Article;
- 7. Speech;
- 8. Creative writing

Section 2: Comprehension (25 minutes: 20 marks).

This section consists of prose passage each of between 350-400 words long. The questions drawn from these passages are expected to test the following:

- (a) Direct questions from the passage.
- (b) Mechanical devices (punctuation).
- (c) Word class questions.
- (d) Figure of speech, e.g. simile, metaphor etc.
- (e) Contextual and substitutional questions – word meaning in context.

- (f) Grammatical function questions in respect of phrases, clauses direct and indirect speeches/conversation.

Section 3: Summary: (35 minutes: 30 marks).

This section consists of one prose passage of about 400-500 words selected from a variety of excerpts from narratives, dialogues, argumentative, descriptive and exposition on topical issues relating to socio-economic or political issues around the world.

It will test the candidates' ability to:- (a) summarize relevant points in clear context and concise English and (b) avoid inclusion of extraneous materials, repetition and redundancy in their summary.

PAPER III ORAL ENGLISH (25 MARKS)

This examination syllabus sets out to test the different basic skills of communication in English using the medium of speech. The examination will cover the different components and forms of receptive and productive communication, namely, Reading Comprehension, Listening Comprehension and Speech Production in English.

There will be two alternatives for this paper. Alternative A for only school candidates and Alternative B for school and private candidates.

ALTERNATIVE A

There will be two parts to this paper.

PART I: LISTENING COMPREHENSION 45 minutes (25 marks)

There will be 50 items, 10 on Listening Comprehension and 40 on Recognition of consonants, consonant clusters, vowels, stress and intonation. These will be tested by means of multiple-choice items. The test will be in eight sections and at the beginning of each section candidates should read instructions on it.

SECTION 1: Distinguish between voiced/voiceless consonants in words.

SECTION 2: Distinguish between different vowel qualities.

SECTION 3: Distinguish between vowel quality and consonant contrasts in isolated words.

SECTION 4: One of three alternatives below will be used in different years:

- (i) test of vowels and/or consonant contrasts in sentence contexts.
- (ii) Test of vowels and consonants in isolated words (to be selected from a list of at least four contrasts).
- (iii) Test of vowels and consonant contrasts through rhymes.

SECTION 5: Test of rhyming.

SECTION 6: Test of Comprehension of emphatic stresses.

SECTION 7: Test of understanding of intonation through short dialogues.

SECTION 8: Test of understanding of the content of longer dialogues and narratives.

NOTE:

Tape recorders will be required for the administration of the Listening Comprehension Test.

PART II PRODUCTION TEST (Maximum of 15 minutes per candidate) (25 marks)

This will comprise:

A READING TEST

- (i) The candidate will read a passage which will be marked for
 - consonants and vowels (5 marks);

- stress and phrasing (10 marks)
- (ii) The candidate will read a set of five sentences for the test of intonation (5 marks).

B ORAL COMPOSITION

This is an oral composition lasting for about three minutes. The candidate will choose a topic from a list of three in which he will be assessed for **fluency** and **diction**. (5 marks).

ALTERNATIVE B: TEST OF ORALS 50 MINUTES (50 MARKS) (for school and private candidates)

Alternative B is a multiple-choice paper of 50 items testing the content of the syllabus as outlined in the examination syllabus.

The 50 objective items will cover the recognition of the following:

1. Vowels – pure vowels and diphthongs.
2. Consonants (including clusters).
3. Rhymes.
4. Word stress/Syllable structure
5. Emphatic stress/Intonation Patterns.
6. Phonetic Symbols.

REMEDIAL ENGLISH
GRAMMATICAL AND LEXICAL ITEMS

| Topic/Objective | Contents | Activities/Remarks |
|--|--|---|
| <p>1. Parts of Speech Identify the different parts of speech and state the function in the sentence.</p> | <p>Definition, Identification and uses of:</p> <p>1.1 Parts of speech: noun, pronoun, adverb, verb, adjective, conjunction, preposition and interjection</p> <p>1.2 Construction of sentences with parts of Speech.</p> <p>1.3 Identification of parts of Speech in a sentence e.g. the boy is tall The – article boy – noun is – verb tall – adjective</p> | <p>Trainees to identify the various parts of speech and use them in sentences.</p> |
| <p>2. Definite and Indefinite Articles Use the definite article “the” and indefinite article “a/an” correctly in sentences.</p> | <p>2.1 Definite article “the” (where and when) to use the definite article – “the” in a sentence The definite article – “the” is used:</p> <ul style="list-style-type: none"> i. With all nouns – countable and uncountable e.g. the boy/the rice/the union ii. When the noun is already known to us e.g. Bring the box on the table. iii. Before oceans, seas, rivers, deserts, e.g. the Sahara Deserts, the Atlantic Ocean iv Before proper nouns in the plural e.g. the Joneses. v. Before Superlatives e.g. I am the greatest man on earth. <p>2.2 Indefinite article “a/an” (when and where to use the indefinite article “a/an”) i. used with countable nouns in the singular form</p> <ul style="list-style-type: none"> (a) the form ‘a’ is used before words beginning with consonants e.g. (a boy), or before consonant sound e.g. (a union) (b) The form ‘an’ is used before words beginning | <p>Note situations in which nouns are not preceded by the definite article.</p> <p>Note situation in which nouns are not preceded by the indefinite article</p> |

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| | <p>with a vowel e.g. (an egg, an apple) or before vowel sound e.g. (An honour)</p> <p>ii. When one is not being specific e.g. There is a boy in the garden</p> <p>iii. For generalization e.g. an owl can see in the dark. A dog has four legs.</p> <p>iv. Used in expression referring to one person or thing e.g. He is such a nice man. What a lovely day it has been.</p> <p>v. Denoting quantities e.g. a few books a lot of money. Indeed a little more.</p> <p>vi. For expressions with “pair”/”per” e.g. we earn twenty Naira an hour. Those shoes are twenty Naira a pair.</p> <p>vii. With people’s names (especially when the Person is not known to the speaker e.g. Mr. Jones wants to see you. There’s a Mr. Adams outside waiting to see you.</p> | |
| <p>3. Tenses Identify the various simple tenses in sentences</p> | <p>3.1 Present, Past and Future e.g. I am great, (present) I was great (past) I will be great (future)</p> <p>3.2 Sentence Construction constructing simple sentences with the different tenses such that subject and verb agree e.g. She wants some water. I want some water. They want some water. You want some water</p> | <p>Trainees must be able to identify the various tenses.</p> <p>Trainees should be able to construct sentences using appropriate tenses.</p> |
| <p>4. Sentence Concord Construct sentence high-lighting the</p> | <p>4.1 Subject and Verb Agreement A singular noun takes on a singular verb, e.g. the dog barks, while a</p> | <p>Trainees should construct sentences and identify the subject and</p> |

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| <p>agreement between subject and predicate</p> | <p>plural noun takes a plural verb e.g. the dogs bark.</p> <p>4.2 Exceptions to the rule of concord</p> <p>(1) Case of indefinite pronoun e.g. <u>Everybody</u> is invited.</p> <p>(2) Proximity of subjects of unequal status linked by correlating conjunctions e.g. Not only the teachers, the boy is bad.</p> <p>(3) Collective noun/uncountable noun etc.</p> <p>4.3 Agreement of Pronoun with its antecedents in e.g.</p> <p>(a) Number – Each man does the job his own way.</p> <p>(b) Gender: The man has his duty, the woman has hers, and the people theirs</p> <p>(c) Person: 1st, 2nd & 3rd person singular. I sing very well. You sing very well. She sings very well.</p> | <p>verb respectively before written work.</p> |
| <p>5. Lexical and Structural Pattern</p> <p>i. Identify and use punctuation marks in sentences</p> <p>ii. Change direct speech to indirect speech and vice versa</p> <p>iii Identify phrases and clauses in different types of sentence patterns and show the relationship between subject and verb.</p> <p>iv. Identify and supply synonyms for given</p> | <p>5.1 Punctuation Marks and their uses e.g. comma, full stop, question mark, semi-colon, exclamation mark, quotation mark, parenthesis dash, etc.</p> <p>5.2 Direct and Indirect Speech e.g. Direct: “The first Europeans to come to West Africa were the Portuguese”. Indirect speech is concerned with reporting the words spoken by a speaker e.g. Indirect: He said that the first Europeans to come to West Africa were Portuguese. Direct speech is concerned with the exact words of the speaker and as such we use quotation marks (“”) to mark off the exact words. Direct: Lilian: “What do you want Ellen? Indirect: Lilian asked Ellen what she</p> | <p>The various situations where they are used should be stressed.</p> <p>Oral and written exercises on the conversion of direct to indirect speech and vice versa. The change in verb tense should be extensively discussed</p> |

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| <p>words</p> | <p>wanted.</p> <p>5.3 Sentence Pattern: Identification and uses e.g.</p> <p>Simple Pattern He ate his meat She opened the windows.</p> <p>Compound Pattern: He checked round but he could not see him She is very beautiful and doing fine academically.</p> <p>Complex Pattern: When I open the door I saw a little girl.</p> <p>5.4 If I have coins I give to beggars. Phrases and Clauses: e.g. A pretty girl The black bag Round and round A phrase is a group of words without a finite verb which forms part of a sentence. e.g. As a result of his hard work he became very rich.</p> <p>5.5 Subject Predicate The subject in the sentence is a word/group of words representing what we speak about. The predicate is a word/group of words often marked off by the verb representing what we say about the subject.</p> <p>5.6 Antonyms and Synonyms (a) Antonyms are words that are exactly opposite in or nearly opposite in meaning e.g. good-bad, kind-hard hearted, amicable-hostile, temporarily-permanent, transitory-durable, discipline-indiscipline. (b) Synonyms are words the same in meaning or nearly the same in meaning. Words of appropriate level such as imitation – mimic, busy-</p> | <p>Trainees should be able to list examples of the two types.</p> |
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| | engaged, tasteless-inspired, dogmatic-rigid/obstinate energetic-active, timid-fearful, fear less-bold/brave. | |
| <p>6. Idiomatic Expressions and Figures of Speech</p> <p>i. Explain and use idioms in sentences</p> <p>ii. Identify and explain different types of figures of speech.</p> | <p>6.1 Idiomatic Expression Idiom is an expression with a meaning that cannot be guessed from the meaning of the individual words e.g. His mother passed away, (died)</p> <p>6.2 Use of Idioms in sentences. He kicked the bucket last week (died). He was beating about the bush evasive). The ex-governor embarked on a white-elephant project (costly and unnecessary)</p> <p>6.3 Types of figures of speech e.g. metaphors, irony, personification, hyperbole, paradox, onomatopoeia, rhetorical question etc.</p> <p>6.4 Use of figures of speech in sentences.</p> | <p>Examples of idioms should be given by trainees.</p> <p>Trainees should be able to use given figures of speech in Oral/written forms. They should also be able to identify them whenever they occur.</p> |

COMPREHENSION AND SUMMARY WRITING

| Topic/Objective | Contents | Activities/Remark |
|--|--|---|
| <p>1. Reading Skills Read to get details from a given passage and answer questions based on it</p> | <p>1.1 Carefully select comprehension passages of suitable complexity 1.2 Selected passages of appropriate level 1.3 Carefully designed questions relating to the idea and details in the passages</p> | <p>Trainees should be able to get the general ideas and the details in a passage.</p> |
| <p>2. Comprehension Read and answer questions based on comprehension passages.</p> | <p>Selected comprehension passages of about 300 words and suitable and appropriate complexity in which many words have been used to convey different shades of meaning.</p> | <p>Questions based on the passages should aid trainees to identify the theme or subject matter, list and explain new words and make sentences with the new words.</p> |
| <p>3. Summary Pick out the main ideas in a given passage and link these ideas in a logical concise summary.</p> | <p>3.1 Selected passages of suitable level of complexity in which the following ideas can be identified. - key words/expressions - topic sentence - title - main points 3.2 Selected passages of suitable level of complexity in which linking words have been used to link the main points together logically and correctly. These should be based on the following texts: (a) dialogue (b) narrative (c) descriptive e.g. matchless shapes, tools etc. (d) explanation of workshop, practices and processes (e) explanation of ideas or a sequence of ideas.</p> | |

| Topic/Objective | Contents | Activities/Remark |
|---|---|--|
| <p>1. Correspondence Analyse and outline the format of different types of correspondence.</p> | <p>1.1 Types of correspondence</p> <p>A letters:</p> <ul style="list-style-type: none"> (i) Conversational or friendly letters – informal letters (ii) Social letters e.g. invitations and relies (iii) Business and commercial letter e.g. letter of enquiry, order, sales and acknowledgement (iv) Government or official letters <p>B Advertisements – Print/Electronic Media</p> <p>C Letters on technical subjects such as report writing</p> <p>1.2 Analysis of types of correspondence</p> <ul style="list-style-type: none"> i. Letter form ii. Choice or relevant and/interesting materials iii. logical organization of ideas. iv. Use of the appropriate style to the situation. v. Correctness of structure vi. Use of suitable expressions vii. Use of accurate and suitable vocabulary viii. Accurate use of punctuation marks to give the required effect. | <p>Differences between the various types should be highlighted.</p> <p>Correct format and examples of the different types should be delineated</p> |
| <p>2. Types of Letters Write different types of letter observing conventional forms of style, spelling</p> | <p>2.1 Letters format</p> <ul style="list-style-type: none"> - the address - the date - the direction/recipient's address - salutation | <p>Basic differences in the letters' format for various types of letters, informal, semi-informal and formal letters should be</p> |

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| <p>abbreviations etc.</p> | <ul style="list-style-type: none"> - heading - main body - closing <p>2.2 Style</p> <ul style="list-style-type: none"> - Vocabulary - Abbreviations - Slang etc. <p>2.3 Letter Writing – The various types</p> <ul style="list-style-type: none"> - Informal – letters to friends, parents, relatives etc - Semi-formal - letters to a pen friend a senior colleague etc. - Formal e.g. application for job, letters to the press, official letters etc. | <p>highlighted.</p> |
| <p>3. Evaluation of Correspondence Identify phrases and expressions to avoid in letter-writing</p> | <p>3.1 Revision on writing correspondence of different types</p> <p>3.2 Sample letters with errors such as vocabulary errors, unwanted phrases and expressions which should be corrected</p> <p>3.3 Letter writing e.g. letters requiring facts, directives protest and letters of appreciation.</p> <p>3.4 Identify phrases and expression to be avoided e.g. with much happiness, it's the voice of your friend if so doxology... etc</p> <p>3.5 Specimen letters to be criticized objectively</p> | |

ESSAY WRITING

| Topic/Objective | Contents | Activities/Remark |
|---|---|--|
| <p>1. Paragraphing Expand sentences into paragraphs suitable for descriptive, narrative, exposition (etc) essay topics</p> | <p>1.1 Paragraph writing 1.2 Explanation of ideas clearly and effectively 1.3 Expansion of a sentence into a paragraph 1.4 Mechanical skills in writing - punctuation - spelling - paragraphing 1.5 Descriptive writing with simple objects or actions in a paragraph 1.6 Explaining a process in paragraph(s) e.g. the process of Garri making 1.7 Giving Directions/Directives in paragraph(s) e.g.</p> | <p>The preliminary steps of developing paragraphs and outlines should be extensively taught before the actual writing of the essay topics.</p> |
| <p>2. Essay From Given Ideas Expand sentences into paragraphs on given ideas.</p> | <p>2.1 Complex sentences for an essay with a given idea 2.2 Expansion of points in ideas in 2.1 to produce a good essay</p> | |
| <p>3. Essay From Given Topics Outline and arrange ideas logically and accurately on an essay from given ideas</p> | <p>3.1 Outline of an Essay Introduction Main body Conclusion 3.2 Arrangement of the outline in sequential order - logical - chronological 3.3 Styles of Writing - Formal - Informal 3.4 Formal Essay Topics - narrative - descriptive - argumentative - expository topics</p> | <p>Write out the essay topic suitable for each essay type.</p> |

REPORT WRITING

| Topic/Objective | Contents | Activities/Remark |
|---|--|-------------------|
| 1. Meaning of Report classify types of reports and their uses. | 1.1 Meaning of Report 1.2 Classification of types and their uses e.g. progress reports - recommendation reports - laboratory reports - memorandum | |
| 2. Collating Data for Report Writing Select relevant materials for report writing | 2.1 Simple on-the-spot observations 2.2 Uses of interviews and questionnaires 2.3 Use of library for colling information e.g. - gazettes - symbols | |
| 3. Presentation of Report Write reports using the correct mechanics style and proper report layout. | 3.1 Write a report with simple, familiar and correct words. 3.2 Styles of report presentation e.g. abbreviations - symbols - hyphenation of compound words. 3.3 Report Layout/Format - heading/title - table of content - introduction - body - conclusion - recommendations - appendix - bibliography 3.4 Oral presentation of reports | |
| 4. Interpretation of Report Analyse a given report or extracts from a report | 4.1 Data Analysis through Diagram - pie chart - bar chart Interpretation and analysis of reports/extracts from a report | |

ORAL ENGLISH

| Topic/Objective | Contents | Activities/Remark | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>1. Consonants</p> <p>Recognize and produce all the significant sound contrasts in the consonant system of English.</p> <p>Produce and recognize consonant clusters which may occur both initially and finally in a syllable</p> | <p>1.1 Single Consonants</p> <table border="0"> <tr> <td>Initial</td> <td>Medial</td> <td>Final</td> </tr> <tr> <td>They - day</td> <td>buzzes - buses</td> <td>boat – both</td> </tr> <tr> <td>Ship – chip</td> <td>sopping-sobbing</td> <td>breathe-breed</td> </tr> <tr> <td>Fan – van</td> <td>written – ridden</td> <td>wash – watch</td> </tr> <tr> <td>Tuck – duck</td> <td>faces – phases</td> <td>leaf – leave</td> </tr> <tr> <td>Card – guard</td> <td>prices – prizes</td> <td>cup – cub</td> </tr> </table> <table border="0"> <tr> <td>Initial</td> <td>Final</td> </tr> <tr> <td>Play – pray</td> <td>rains – range</td> </tr> <tr> <td>Sting – string</td> <td>felt – felled</td> </tr> <tr> <td>Scheme – scream</td> <td>sent – send</td> </tr> <tr> <td>Crime – climb</td> <td>nest – next</td> </tr> <tr> <td>Flue – free</td> <td>ask – axe</td> </tr> <tr> <td>Three – tree</td> <td>missed – mixed</td> </tr> </table> | Initial | Medial | Final | They - day | buzzes - buses | boat – both | Ship – chip | sopping-sobbing | breathe-breed | Fan – van | written – ridden | wash – watch | Tuck – duck | faces – phases | leaf – leave | Card – guard | prices – prizes | cup – cub | Initial | Final | Play – pray | rains – range | Sting – string | felt – felled | Scheme – scream | sent – send | Crime – climb | nest – next | Flue – free | ask – axe | Three – tree | missed – mixed | <p>Trainees should pronounce different words with contrasting consonant sounds.</p> |
| Initial | Medial | Final | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| They - day | buzzes - buses | boat – both | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ship – chip | sopping-sobbing | breathe-breed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fan – van | written – ridden | wash – watch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tuck – duck | faces – phases | leaf – leave | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Card – guard | prices – prizes | cup – cub | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Initial | Final | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Play – pray | rains – range | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sting – string | felt – felled | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Scheme – scream | sent – send | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Crime – climb | nest – next | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Flue – free | ask – axe | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Three – tree | missed – mixed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2. Vowels</p> <p>Recognize and produce all the significant sound contrasts in the vowel system of English</p> | <p>2.1 pure vowels</p> <p>2.2 Diphthongs</p> <p>Example of contrasts</p> <p>Seat – sit</p> <p>Sit – set</p> <p>Peck – pack</p> <p>Pack – park</p> <p>Word – ward</p> <p>Cheer – chair</p> <p>Cut – curt</p> <p>Bird – bed</p> | <p>Trainees should identify and pronounce vowels with significant sound contrast.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3. Stress</p> <p>Contrast stressed and unstressed syllables in</p> <p>(1) words which are not otherwise distinguished.</p> <p>(2) single words</p> <p>Stress the right words in sentences.</p> <p>Make emphatic stress when necessary</p> | <p>3.1 word stress</p> <p>'increase (noun) in 'crease (verb)</p> <p>'import “ im'port “</p> <p>'rebel “ re'bel “</p> <p>'convict “ con'vict “</p> <p>'extract “ ex'tract “</p> <p>3.2 Sentence Stress</p> <p>He went to the 'town and 'bought some 'oranges</p> <p>Did you 'ask him?</p> <p>They ar'rived yesterday.</p> <p>The man who 'came.</p> <p>I 'fetched his 'book</p> <p>3.3 Emphatic Stress</p> <p>The falling pitch illustrated below is one of the common ways of intruing contract which is</p> | <p>Trainees should be aware of the possibility of shifting stress from one syllable to another in different derivations of the same word.</p> <p>Trainees should know that English stress occurs at regular intervals in time.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>realized partly as a change in pitch within the intonation pattern.</p> <p>He borrowed 'my newspaper. () (i.e not hers)</p> <p>He 'borrowed my newspaper. () (i.e. he did not steal it).</p> <p>He borrowed my 'newspaper. () (i.e not my book).</p> <p>'He borrowed my newspaper. () (i.e not someone else)</p> | |
| <p>4. Intonation Distinguish between one different intonation patterns</p> | <p>4.1 Falling Patterns</p> <p>They ar'rived today () (statement)</p> <p>'Where did he go? () (wlt - question)</p> <p>Come 'here () (command)</p> <p>4.2 Rising Patterns</p> <p>Did he 'see the 'Principal? () (Yes/No question)</p> <p>When the strain ar'rived () (incomplete)</p> <p>They ar'rived today () (question)</p> | <p>Trainees should note that:</p> <p>(1) the two patterns may be combined in long sentences, e.g. when the train arrived the passengers were on the platform. ()</p> <p>(2) any unstressed syllable(s) following the last stressed syllable of the sentence are said on a low level pitch when the pattern falling but continue the rise if the pattern is rising.</p> |