# SECONDARY ENGLISH NOTES

## ORAL SKILLS

## SECTION 1 : PRONUNCIATION

## PRONUNCIATION OF VOWEL SOUNDS

In English, we have various vowel sounds. We shall study them one after the other.

**Sound /æ/**

Consider the letter 'a' in the words below. Each says this sound.

- Pan
- Fan
- Ban
- Brash
- Cat
- Pat
- Dad
- Ham
- Mat
- Rash
- Track
- Cram
- Fanned
- Flash
- Pack
- Rag
- Sand
- Slam
- Tag
- Man

**Sound /ɜ:/**

- This sound is more like the sound you make when you are disgusted.
- The letters in boldface say this sound. Study them carefully.

- Bird
- Shirt
- Flirt
- Turn
- Learn
- First
- Berth
- Her
- Heard
- Hurt
- Purse
- Birth
- Cur
- Fur
- Firm
- Herd
- Burn
- Curt
- Pert
- Stir
- Blur
- Shirk
- Surge

**Sound /a:/**

- It is pronounced by having a much wider open mouth position.
- Inside your mouth is shown in the process of saying this sound.
- Examples of words bearing this sound include:

- Far
- Farm
- Guard
- Heart
- Hard
- Bar
- Bard
- Cart
- Car
- Dart
- Card
- Par

**Sound /ə/**

- This sound (referred to as schwa) is a short vowel sound.
- It mostly found in words containing letter ‘o’, for example,

- Confuse
- Contemptuous
- Continue
- Condolence

- Also in words such as:
  Business

**Sound /ʌ/**

Examples of words containing this sound include:

- Sun
- Son
- Some
- Pun
- Fun
- Cum
- Cup
- But
- Much
- Begun
- Fun
- Sung
- Swum
- Bug
- Bunk
- Brush
- Hum
- Rung
- Truck
- Stunned
- Drum
- Dumb
- Fund

**Sound /ɔ:/**

- It is a long sound.
- The mouth doesn’t move while saying this sound, and it can be pronounced as long as you have breath.
- It is said in words such as:

- Or
- More
- Chores
- Dorm
- Pork
- Door
- Four
- Fore
- Nor
- Law
- Cord
- Form
- Horn
- Lord
- Saw
- Shore
- Chalk
- Jaw
- Scorn

**Sound /ɒ/**

- It is a short sound.
- The mouth doesn’t move.
- Each of the words below bear this sound:

- Got
- On
- Cost
- Lost
- Odd
- Boss
- Stock
- Plot
- Block
- Cock
- Cop
- Mop
- Rod
- Sock
- Shot
- Pot
- Blot
- Crock
- Frog
- Swat
- Swatch

**Sound /ʊ/**

bosom

**Sound /u:/**

**Sound /I:/**

- Long sound
- Said in words such as the ones below:
    - Sheep
    - Feet
    - Meat
    - Tweet etc.

**Sound /ˈ/**

It is a short sound.

In words such as:

- Fit
- Bit
- Quit
- Blip etc.

**Exercise**

**The table below has columns with different sounds. Pronounce each of the words in the list and classify, according to the highlighted letter(s), under the column that bears that sound.**

| | | | | |
|---|---|---|---|---|
| Chip | Greased | Still | cheat | jet |
| Jeep | Teal | Blip | blink | |
| Creek | Hill | Fill | thrill | |
| Wet | Sit | Bed | | |

| /i:/ | /ˈ/ | /e/ |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

## PRONUNCIATION OF CONSONANT SOUNDS

**The sound /$^{t}$ʃ/**

- Made by releasing the stopped air through your teeth by the `tip of your tongue.

- It is voiceless because vocal cords do not vibrate when you say it.
- Most words with letters '**CH**' say this sound, for example,

| | | |
|---|---|---|
| Church | Teach | Crunch |
| Chips | Pinch | Much |

- There are those with letters '**TCH**' for example,

| | | |
|---|---|---|
| Catch | Batch | Kitchen |
| Watch | Itch | witch |

- Some are with letters '**TU**', for example,
  Century
  Spatula

**The Sound /$^{d3}$/**

- Pronounced the same way as /$^{tʃ}$/. It is just that it is voiced.
- Letters representing this sound include:

**(a) Letters 'DG'**

- Fudge
- Budge
- Bridge
- Judge

**(b) Letter 'J'**

- Judge
- Joy
- Eject
- Jake
- Jump
- Joke
- July
- Project

**(c) Letters 'DU'**

- Procedure
- Graduate
- Individual

**(d) When letter 'G represents the sound**
It does that when it is in front of an '**e**', '**i**', or '**y**'

**(i)** Letters 'GE', for example,

- Agent
- Germ
- Gem
- Budget
- Gel
- Angel
- Danger
- Emergency
- Gentle
- Bilge
- Urgent
- Knowledge
- Large
- Singe
- Enlarge
- Challenge
- Ridge
- Emerge

**(ii)** Letters 'GI', for example,

- Agile
- Allergic
- Apologize
- Contagious
- Gist
- Digitize
- Eligible
- Giraffe

- Engineer
- Fugitive
- Original
- Fragile
- Legion
- Vigilant

**(iii)** Letters 'GY', for example,

- Allergy
- Analogy
- Gym
- Clergy
- Zoology
- Liturgy
- Egypt
- Stingy
- Panegyric

**The Sound /f/**

- The sound is unvoiced or voiceless.
- Air is stopped by pushing the bottom lip and top teeth together. The air is then pushed through to produce this sound.
- The /f/ sound has the following letters saying it:

**(a) Letter 'F'**

- Four
- Knife
- Family
- Puff
- Wife
- Life
- Staff
- Five

**(b) Letters 'PH'**

- Phone
- Graph
- Paragraph
- Phrase

**(c) Letters 'GH'**

- Cough
- Laugh
- Tough
- Rough
- Enough
- Draught

**The Sound /v/**

- The same mouth shape as /f/ is formed when pronouncing the sound /v/.
- It is voiced.
- Your top teeth is put on your bottom lip.
- Words bearing this sound include:

- Van
- Voice
- Save
- Wolves
- Vehicle
- Obvious
- Jovial
- Knives
- Vice
- Previous
- Virtue
- Unvoiced
- Drive
- Care

**The Sound /d/**

- /d/ is voiced. The vocal cords vibrate.
- The low of air is stopped at the front of the mouth by tongue.
- Practice speaking the words below:

| | | | |
|---|---|---|---|
| • Dad | Dog | Bad | And |
| • Do | Mad | Done | |
| • Did | Sad | Loud | |

**Sound /t/**

- To make this sound, your tongue stops the flow of air at the front of your mouth.
- It is a voiceless/unvoiced sound.
- It said in words like:

| | | | |
|---|---|---|---|
| • To | • Hot | • Later | • Tuesday |
| • Top | • Pot | • What | |
| • Get | • Butter | • Today | |

**The sound /k/**

There are various letters that say the sound /k/. let's study these letters.

- Letter '**K**' always say this sound. Examples of words include:
  - Kill
  - Key
  - Kick
  - Sake

- Letter '**C**', for example,
  - Call
  - Corn
  - Cane
  - Campaign
  - Camp
  - Confusion
  - Cucumber
  - Colic etc.
- Letters '**CK**' for example
  - Kick
  - Mock
  - Truck
  - Back etc.

- Letter '**Q**' for example,
  - Quack
  - Quail
  - Quartz
  - Quarter
  - Quick

- Letters '**CH**', for example,
  - Chaotic
  - Character
  - Ache

**The Sound /g/**

Found in words such as:

- Galaxy
- Game
- Gate
- Gibbon
- Give
- Goat
- Gazelle
- Gecko
- Gold
- Gown
- Girl
- Ghost
- Geyser
- Garbage

**The Sound /ʃ/**

- This sound is unvoiced – only air passes through the mouth when said.
- The teeth are put together and the corners of the lips are brought together towards the middle.
- Most words with letters '**sh**' this sound. For example,

Shape Shop bishop

- There are words with letters '**CH**' that say this sound, for example,

| | | | |
|---|---|---|---|
| Brochure | Chute | Chicago | Quiche |
| Cache | Chef | Michigan | chaise |
| Cachet | Chiffon | Chevrolet | |
| Chagrin | Niche | Fuchsia | |
| Champagne | Ricochet | Cliché | |
| Charade | Charlotte | Chivalry | |

- Some words with '**SU**' also say it, for example,

| | | |
|---|---|---|
| Sugar | Sure | Pressure |
| Surmac | Issue | |

- There are yet those with letters '**TIO**', for example,

| | |
|---|---|
| Nation | Option |
| Motion | Caution |

- Then there are those with letters '**SIO**', for example,
  Submission Commission Confession

**Sound /ᶿ/**

- Pronounced with your tongue between your teeth.
- It is unvoiced.
- The words bearing this sound include:

- Mouth
- Thing
- Faith
- Fourth
- Thick
- Think
- Three
- Thought
- Tenth
- Math
- Myth
- Thumb
- Youth
- Thrive
- Growth
- North
- Truth
- Pith
- Thank
- Thorn
- Thimble
- Three
- Theme
- Therapist
- Thigh
- Thickness

**Sound /ᵟ/**

- Unlike /ᶿ/, it is voiced.
- It also pronounced with tongue touching or between your teeth.
- It is found in such words as:

- With
- There
- Clothing
- These
- Thence
- Then
- Their
- they

**Sound /s/**

- This is a hissing sound like a snake.
- It is voiceless.
- The few rules for some of the common spellings that say the sound /s/ are:

**(a)** Letter '**S**', for example,

| | | | |
|---|---|---|---|
| Sit | Say | Boss | Misty |
| Wise | Sad | This | Sunday |
| Dogs | Sound | Lips | |

**(b)** Letter '**SC**', for example,

| | | | |
|---|---|---|---|
| Muscle | Descend | Science | Scream |

**(c)** Letter '**X**', for example,

| | | | |
|---|---|---|---|
| Fix | Fox | Next | Mix |

**(d)** Letter '**C**', for example,

| | | |
|---|---|---|
| Face | City | Fence |
| Practice | Circle | License |

**Sound /z/**

- The /z/ is like the sound of buzzing bees.
- It is voiced.
- Most words with the letter '**Z**' say /z/, for example,

| | | | |
|---|---|---|---|
| • Zoo | • Zebra | • Buzz | • Doze |
| • Zip | • Quiz | • Freeze | • prize |

- There are those words with letter '**S**' saying this sound, for example,

| | | | |
|---|---|---|---|
| • Is | • Frogs | • Reason | • Because |
| • Was | • Girls | • Rise | • Shoes |
| • His | • Friends | • Eyes | • Visit |
| • Hers | • Lies | • These | • Those |
| • Nose | • Busy | • Days | • Bananas |
| • Noise | • Tuesday | • Says | • cows |
| • Noises | • Wednesday | • Ties | |
| • Rose | • Sounds | • Has | |
| • Roses | • Pose | • Flows | |

- The other group of words are those with letter '**X**', for example,
  Exist
  Anxiety

**Sound /ʒ/**

- Words bearing this sound are borrowed from French.
- Pronounced in the same way as /ʃ/ only that is voiced.
- The examples of words with this sound are:

| | | | |
|---|---|---|---|
| Garage | Closure | Usual | Exposure |
| Beige | Seizure | Usually | Occasion |
| Massage | Leisure | Amnesia | Persuasion |
| Sabotage | Persian | Collision | Cashmere |
| Genre | Conclusion | Division | Asia |
| Measure | Casual | Version | Visual |
| Treasure | Casually | Television | Vision |

| | | |
|---|---|---|
| Lesion | Decision | Caucasian |

**Practice in sentences**

**(a)** Measure the beige door on the garage.
**(b)** It was my decision to fly to Asia to seek treisure.

**Sound /l/**

**Sound /r/**

- Raise the back of your tongue to slightly touch the back teeth on both sides of your mouth. The centre part of the tongue remains lower to allow air to move over it.
- It is voiced.
- It is found in words with letter '**R**' e.g.
    - Red
    - Friday
    - Worry
    - Sorry
    - Marry
- It is also said in words with letters '**WR**' e.g.
    - Write
    - Wrong
    - Wrath
    - Wry
    - Wring

**Sound /w/**

- Your lips form a small, tight circle when making the sound /w/.
- Letters representing the /w/ sound are:

- **Letter 'W'**

| | | | |
|---|---|---|---|
| Woman | New | Win | Towel |
| Wife | Sweet | Rewind | Wait |

- **Letters WH**

| | | | | |
|---|---|---|---|---|
| Why | When | What | Whom | Whole |
| Where | While | White | Who | |

- **Letters 'QU'**

| | | | |
|---|---|---|---|
| Quit | Quite | Queer | Quota |
| Quick | Quiet | Queen | Quickly |

- **Others**
  One
  Choir

**Sound /m/**

- Made by pressing the lips lightly.
- The words that follow contain the sound:

| | | | |
|---|---|---|---|
| • Mum | • Me | • Farmer | • Meat |
| • Mine | • Morning | • Shame | • Myself |

**Exercise 1**

**Read the sentence below pronouncing each word correctly and then group the words in their appropriate columns. Consider the highlighted letters.**

*The **s**even student**s** took the fir**st** **te**st for their driver'**s** licen**ce**s**on** Thur**s**day.*

| /s/ | /z/ |
|---|---|
| | |
| | |
| | |
| | |
| | |

**Exercise 2**

**Considering the pronunciation of highlighted letters, pick the odd word out.**

**(a)** **J**udge, **g**esture, **g**arage

**(b)** **J**ump, **g**ift, **g**eological

**(c)** Fun**g**i, **j**ust, **g**o

**(d)** Di**g**it, **g**ame, **g**amble

**(e)** Hy**g**iene, prodi**g**y, entan**g**le

**(f)** **G**ecko, **g**em, zoolo**g**y

**Exercise 3**

**Pronounce each word correctly and then group it under the column containing the sound that the highlighted letter(s) bear.**

| | | | | |
|---|---|---|---|---|
| Tis**su**e | Divi**sio**n | O**c**ean | Lei**su**re | Pres**sur**e |
| Caucas**i**an | Pas**si**on | Cau**tio**us | Solu**tio**n | Vi**sio**n |

| | | | |
|---|---|---|---|
| Per**s**ian | Conclu**sio**n | Coll**isio**n | Expo**su**re |
| Ca**su**al | Televi**sio**n | **S**ure | |
| **Ch**ef | Deci**sio**n | Pre**cio**us | |

| /ʃ/ | /ʒ/ |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
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| | |

**Exercise 4**

**Circle the letter(s) that say /f/ and underline those saying /v/ in the sentences below.**

**(a)** Please forgive me for forgetting the leftover food.
**(b)** Save the four wolves that live in the cave.

## DIPHTHONGS

- A diphthong is a combination of two vowel sounds.
- Some of the diphthongs include:
  - /əʊ/
  - /aʊ/
  - /eɪ/

**/əʊ/**

In words like;

- 

- Role
- Bone
- Phone
- Stone
- Close
- Note
- Notice
- Lonely
- Home
- Hope
- Open
- Ocean
- Remote
- Solar
- Polar
- Modal
- Total
- Motor
- Moment
- Bonus
- Focus
- Vogue
- Social
- Soldier
- Coworker

- Most
- Post
- Host
- Ghost
- Both
- Low
- Know
- Mow
- Sow
- Show
- Tow
- Owe
- Own
- Bowl
- Blow
- Grown
- Throw
- Go
- Ago
- No
- So
- Toe
- Hero
- Zero
- Veto
- Ego
- Echo
- Radio
- Studio
- Mexico
- Potato
- Tomato
- Logo
- Motto
- Cold
- Gold
- Bold
- Sold
- Told
- Roll
- Poll
- Control
- Bolt
- Colt
- Folk
- Comb
- Won't
- Don't
- Soul
- Shoulder
- Road
- Load
- Boat
- Coast
- Coat
- Oak
- Soak
- Approach
- Boast
- Ok
- Obey
- Omit
- Hotel
- Motel

**/ᵃᵘ/**

Said in words such as:

- How
- Cow
- Now
- Allow
- Owl
- Brown
- Down
- Town
- Clown
- Drown
- Crown
- Crowd
- Powder
- Browse
- Loud
- Proud
- Cloud
- Out
- Shout
- About
- Doubt
- Foul
- Noun
- House
- Mouse
- Mouth
- South
- Couch
- Found
- Ground
- Around
- Pound
- Sound
- Count
- Amount
- Mountain
- Announce
- Bounce
- Allowing
- Towel
- Bowel
- Power
- Tower
- Flower
- Shower
- Hour
- Our
- Sour
- Flour
- coward

**/ᵉᶦ/**

The words containing this diphthong are:

- wait
- late
- bait
- date
- tale
- bail
- bale
- sale
- gate
- waste
- wade
- baby
- bacon
- paper
- April
- Danger
- Angel
- Stranger
- Basis
- Lazy
- Crazy
- Fail
- Mail
- Sail
- Rail
- Raise
- Raid
- Afraid
- Wait
- Straight

- Faint
- Paint
- Fate
- Rate
- Kate
- Race
- Base
- Place
- Lake
- Take
- Name
- Ache
- Rage
- Patient
- Racial
- Nation
- Nature
- Fatal
- Patriot
- Radio
- Vacant
- Weight
- Eight
- Vein
- Neighbour
- Break
- Steak
- Age
- Wage
- Save
- Cave
- Wave
- Ray
- Gray
- Play
- Lay
- Day
- May
- Pray
- Convey
- Survey
- Stain
- Change

etc.

**Exercise**

**Write another word pronounced the same way as:**

**a)** Gait
**b)** Made
**c)** Mail
**d)** Pale
**e)** Pain
**f)** Plain
**g)** Sale
**h)** Tale
**i)** Vain
**j)** Waist
**k)** Wait
**l)** Eight
**m)** Sew
**n)** No
**o)** Toe
**p)** Grown

## MINIMAL PAIRS

Study the pairs of words below carefully.

Fit – feet

Let – late

Van – fan

Pun – pan

- What do you notice? You realize that only one sound makes the pronunciation of one word distinct from the other. Each pair is called a ***minimal pair***.
- **A** minimal pair is therefore a pair of words that vary by only one sound especially those that usually confuse learners, such as /**l**/ and /**r**/, /**b**/ and /**p**/, and many others.

**Minimal Pairs of Vowel Sounds**

**Sound /i/ and /i:/**

**1.** Bid – bead
**2.** Bit – beat
**3.** Bitch – beach
**4.** Bin – bean/ been

5. Chip – cheap
6. Fit – feat/ feet
7. Fist – feast
8. Fizz – fees
9. Gin – gene
10. Sin – seen/ scene
11. Still – steal/ steel
12. Sick – seek
13. Is – ease
14. Itch – each
15. Risen – reason
16. Piss – piece/ peace
17. Pick – peak/ peek
18. Mill – meal

**Exercise**

**Write another word in which either sound /i/ and /i:/ will make it vary from the one given.**

**(a)** Hit
**(b)** Sheet
**(c)** Tin
**(d)** Peach
**(e)** Lip
**(f)** Neat
**(g)** Kip
**(h)** Eel
**(i)** Greed
**(j)** Pill
**(k)** Skied
**(l)** Skim

**Sounds /i/ and /e/**

1. Did – dead
2. Disk – desk
3. Built – belt
4. Bit – bet
5. Lipped – leapt
6. Middle – meddle
7. Fill – fell
8. Bid – bed
9. Bill – bell
10. Lit – let
11. List – lest
12. Clinch – clench

**Exercise**

**Complete the table below with a word in which either the sound /e/ or /i/ brings the difference in pronunciation.**

| | /e/ | /i/ |
|---|---|---|
| 1 | Head | |
| 2 | | Miss |
| 3 | | Hymn |
| 4 | Led | |
| 5 | Fen | |
| 6 | | Lid |
| 7 | Den | |
| 8 | Peg | |

**Sounds /e/ and /ei/**

The following words vary by one having the vowel sound /e/ and the other a diphthong /ei/

1. Wet – wait
2. Bread – braid
3. Fen – feign
4. Bed – bade
5. Get – gate/ gait
6. Let – late
7. Met – mate
8. Lest – laced
9. Tech – take
10. West – waste/ waist
11. When – wane
12. Edge – age
13. Gel – jail
14. Lens – lanes
15. Breast – braced
16. Sent – saint
17. Test – taste
18. Best – based
19. Wren – rain/ reign
20. Led – laid
21. Bled – blade
22. Fed – fade

**Exercise**

**Each word below has another word in which either the sound /e/ or /ei/ will bring the distinction in pronunciation. Write that word.**

**(a)** Fell
**(b)** Pain
**(c)** Hail
**(d)** Sell
**(e)** Well
**(f)** Mate
**(g)** Raid
**(h)** Date
**(i)** Men
**(j)** Stayed
**(k)** Bet
**(l)** Jail

**Sounds /ʌ/ and /ᴠ/**

1. Batter – butter
2. Cap – cup
3. Cat – cut
4. Back – buck
5. Brash – brush
6. Dabble – double
7. Rang – rung
8. Track – truck
9. Bad – bud
10. Began – begun
11. Bag – bug
12. Pan – pun
13. Drank – drunk
14. Fan – fun
15. Hat – hut
16. Badge – budge
17. Hang – hung
18. Massed – must
19. Rash – rush
20. Sank – sunk

**21.**Ran – run

**22.**Swam – swum

**23.**Ban – bun

**24.**Ham – hum

**Exercise**

**Complete the table below with the minimal pair of the word. Consider the sound indicated in each column.**

| | /æ/ | /ʌ/ |
|---|---|---|
| (a) | | But |
| (b) | Match | |
| (c) | Mad | |
| (d) | | Flush |
| (e) | Cam | |
| (f) | | Dumb |
| (g) | Sang | |
| (h) | | Uncle |
| (i) | Crash | |
| (j) | Sack | |
| (k) | | Dump |
| (l) | | Tug |

**Sounds /æ/ and /e/**

look at the list below.

**1.** Bad – bed

**2.** And – end

**3.** Had – head

**4.** Jam – gem

**5.** Pat – pet

**6.** Sat – set

**7.** Shall – shell

**8.** Man –men

**9.** Bag – beg

**10.**Ham – hem

**11.**Pan – pen

**12.**Sad – said

**13.**Manned – mend

**14.**Land – lend

**Exercise**

**Complete the table with appropriate word that vary with the sound indicated in the column.**

| | /æ/ | /e/ |
|---|---|---|
| (a) | Marry | |
| (b) | | Blend |
| (c) | Cattle | |
| (d) | Vat | |
| (e) | Sacks | |
| (f) | | Trek |
| (g) | Trad | |

| | | |
|---|---|---|
| (h) | | met |

**Minimal Pairs of /ɑː/ and /ɜː/**

**1.** fast – first
**2.** bath – berth/birth
**3.** heart – hurt
**4.** bard – bird
**5.** car – cur
**6.** card – curd
**7.** guard – gird
**8.** pa – per
**9.** bar – bur
**10.**barn – burn
**11.**carve – curve
**12.**dart – dirt
**13.**par – purr
**14.**park – perk
**15.**star – stir
**16.**arc – irk

**Exercise 6**

**Considering the sounds /ɑː/ and /ɜː/, write the minimal pair of:**

**(a)** far
**(b)** heard/herd
**(c)** pass
**(d)** farm
**(e)** shark
**(f)** curt

**Minimal Pairs of /b/ and /v/**

**1.** bat – vat
**2.** beer – veer
**3.** bowl – vole
**4.** bow – vow
**5.** gibbon – given
**6.** bale – veil
**7.** bane – vein
**8.** curb – curve
**9.** bolt – volt
**10.**bowl – vole
**11.**broom – vroom
**12.**dribble – drivel
**13.**dub – dove
**14.**jibe – jive
**15.**rebel – revel

**Exercise 7**

**There is another word that will vary with the one written below with just one sound. Depending on the sounds /b/ and /v/, write that word.**

(a) van
(b) boat
(c) Vest
(d) Vowels
(e) Vent
(f) Bury
(g) Loaves
(h) Verve

**Minimal pairs of /f/ and /v/**

- Fan – van
- Off – of
- Fat – vat
- Fee – v
- Foul – vowel
- Fender – vendor
- Serf/Surf – serve
- Duff – dove
- Fie – vie
- Foal – vole
- Guff – guv
- Waif – waive

- Gif – give
- Life – live
- Safe – save
- Belief – believe
- Feel – veal
- Staff – starve
- Feign – vain/ vein
- Foist – voiced
- Fox – vox
- Reef – reeve

**Exercise 8**

**Write the minimal pair of the word below with consideration being either the sound /f/ or /v/.**

**(a)** Ferry
**(b)** Leaf
**(c)** Vast
**(d)** Fine
**(e)** Half
**(f)** Proof
**(g)** Veil
**(h)** Grief
**(i)** Calf
**(j)** Fault
**(k)** Vile
**(l)** Strive

**Minimal Pairs of Sounds/s/ and /ᶿ/**

- Mouse – mouth
- Sing – thing
- Face – faith
- Force – fourth
- Sick – thick
- Sink – think
- Sort – thought
- Tense – tenth
- Mass – math
- Miss – myth
- Pass – path
- Saw – thaw
- Seem – theme
- Some – thumb
- Song – thong
- Worse – worth
- Gross – growth
- Sigh – thigh
- Sin – thin
- Sum – thumb
- Piss – pith
- Sawn – thorn
- Symbol – thimble
- Sore – thaw
- Truce – truth
- Suds – thuds
- Sought – thought
- Moss – moth
- Sank – thank
- Sump – thump

**Sounds /t/ and /d/**

- Town – down
- Touch – Dutch
- Tear – dare
- Ten – den
- Tongue – dung
- Tart – dart
- Tech – deck
- Tin – din
- Toe – doe
- Tough – duff
- Tuck – duck
- Tab – dab
- Tank – dank
- Tick – dick
- Tine – dine
- Hat – had
- Spent – spend
- Too/ to/two – do
- Train – drain
- Tide – dyed/died
- Torn – dawn
- Teal – deal
- Teen – dean
- Tyre/tire – dire
- Toes – doze
- Tout – doubt
- Tug – dug
- Tale/ tail – dale
- Teed – deed
- Tier – deer
- Tint – dint
- Sheet – she'd
- Wait – weighed
- Tie – die
- Try – dry
- Tear – dear
- Tip – dip
- Tame – dame
- Team – deem
- Tent – dent
- Toast – dosed
- Tomb – doom
- Tower – dour
- Tux – ducks
- Tamp – damp
- Tell – dell
- Till – dill
- Tusk – dusk
- Sight – side
- Beat – bead

**Exercise 9**

**Each word below has another word in which all the sounds are the same except either the sound /t/ or /d/ is different. Write that word.**

**(a)** Bat
**(b)** God
**(c)** Write
**(d)** And
**(e)** At
**(f)** Bed
**(g)** Bored
**(h)** Eight
**(i)** Bet
**(j)** Feet
**(k)** Hit
**(l)** Hurt
**(m)** Mat
**(n)** Mend
**(o)** Neat
**(p)** Nod
**(q)** Set
**(r)** Played
**(s)** Sat
**(t)** Dead

**Minimal Pairs of /k/ and /g/**

**Initial**

- Came – game
- Card – guard
- Cold – gold
- Clean – glean
- Crate – great
- Cap – gap
- Coast – ghost
- Kale – gale
- Can – gone
- Course – gorse
- Cram – gram
- Crepe – grape
- Crew – grew
- Croup – group
- Crow – grow
- Key – ghee
- K – gay
- Clamour – glamour
- Clad – glad
- Crane – grain
- Creed – greed
- Krill – grill
- Cunning – gunning
- Cab – gab
- Cape – gape
- Clam – glam
- Cord – gored
- Coup – goo
- Crate – grate
- Cuff – guff

**Final**

- Clock – clog
- Dock – dog
- Frock – frog
- Muck – mug
- Brick – brig
- Broke – brogue
- Crack – crag
- Prick – prig
- Puck – pug
- Shack – shag
- Slack – slag
- Snuck – snug
- Stack – stag
- Whack – wag
- Wick – wig
- Jock – jog
- Lack – lag
- Luck – lug
- Beck – beg
- Cock – cog
- Hack – hag
- Pick – pig

**Exercise 10**

**Complete the table with appropriate word that only differs with one sound with the one given. Consider the sounds in the columns.**

| | **/k/** | **/g/** |
|---|---|---|
| (a) | Tack | |
| (b) | | Flog |
| (c) | Tuck | |
| (d) | | Gum |

| | | |
|---|---|---|
| (e) | | Gash |
| (f) | Jack | |
| (g) | Cave | |
| (h) | | Sag |
| (i) | Leak | |
| (j) | Crab | |
| (k) | Class | |
| (l) | | Good |
| (m) | | Goat |
| (n) | | Blog |
| (o) | Kill | |
| (p) | | Dug |
| (q) | | Gut |
| (r) | | Log |
| (s) | Rack | |
| (t) | Cot | |

## HOMOPHONES

Words pronounced the same way but have different spellings and meanings are the homophones. The list below is English homophones.

1. Accessary  accessory
2. Ad, add
3. Ail, ale
4. Air, heir
5. Aisle, I'll, isle
6. All, awl
7. Allowed, aloud
8. Alms, arms
9. Altar, alter
10. Ante, anti
11. Arc, ark
12. Aural, oral
13. Away, aweigh
14. Awe, oar, or, ore
15. Axel, axle
16. Aye, eye, I
17. Bail, bale
18. Bait, bate
19. Baize, bays
20. Bald, bawled
21. Ball, bawl
22. Band, banned
23. Bard, barred
24. Bare, bear
25. Bark, barque
26. Baron, barren
27. Base, bass
28. Bay, bey
29. Bazaar, bizarre
30. Be, bee
31. Beach, beech
32. Bean, been

**33.**Beat, beet
**34.**Beau, bow
**35.**Beer, bier
**36.**Bell, belle
**37.**Berry, bury
**38.**Berth, birth
**39.**Bight, bite, byte
**40.**Billed, build
**41.**Bitten, bittern
**42.**Blew, blue
**43.**Bloc, block
**44.**Boar, bore
**45.**Board, bored
**46.**Boarder, border
**47.**Bold, bawled
**48.**Boos, booze
**49.**Born, borne
**50.**Bough, bow
**51.**Boy, buoy
**52.**Brae, bray
**53.**Braid, brayed
**54.**Braise, brays, braze
**55.**Brake, break
**56.**Bread, bred
**57.**Brews, bruise
**58.**Bridal, bridle
**59.**Broach, brooch
**60.**Bur, burr
**61.**But, butt
**62.**Buy, by, bye
**63.**Buyer, byre
**64.**Call, caul
**65.**Canvas, canvass
**66.**Cast, caste
**67.**Caster, castor
**68.**Caught, court
**69.**Caw, core, corps
**70.**Cede, seed
**71.**Ceiling, sealing
**72.**Censer, censor, sensor
**73.**Cent, scent, sent
**74.**Cereal, serial
**75.**Cheap, cheep
**76.**Check, cheque
**77.**Choir, quire
**78.**Chord, cord
**79.**Cite, sight, site
**80.**Clack, claque
**81.**Clew, clue
**82.**Climb, clime
**83.**Close, cloze
**84.**Coarse, course
**85.**Coign, coin
**86.**Colonel, kernel
**87.**Complacent, complaisant
**88.**Complement, compliment
**89.**Coo, coup
**90.**Cops, copse
**91.**Council, counsel
**92.**Cousin, cozen
**93.**Creak, creek
**94.**Crews, cruise
**95.**Cue, queue
**96.**Curb, kerb
**97.**Currant, current
**98.**Cymbol, symbol

**99.** Dam, damn
**100.** Days, daze
**101.** Dear, deer
**102.** Descent, dissent
**103.** Desert, dessert
**104.** Deviser, divisor
**105.** Dew, due
**106.** Die, dye
**107.** Discreet, discrete
**108.** Doe, dough
**109.** Done, dun
**110.** Douse, dowse
**111.** Draft, draught
**112.** Dual, duel
**113.** Earn, urn
**114.** Ewe, yew, you
**115.** Faint, feint
**116.** Fair, fare
**117.** Farther, father
**118.** Fate, fete
**119.** Faun, fawn
**120.** Fay, fey
**121.** Faze, phase
**122.** Feat, feet
**123.** Ferrule, ferule
**124.** Few, phew
**125.** File, phial
**126.** Find, fined
**127.** Fir, fur
**128.** Flair, flare
**129.** Flaw, floor
**130.** Flea, flee
**131.** Flex, flecks
**132.** Flew, flu, flue
**133.** Floe, flow
**134.** Flour, flower
**135.** Foaled, fold
**136.** For, fore, four
**137.** Foreword, forward
**138.** Fort, fought
**139.** Forth, fourth
**140.** Foul, fowl
**141.** Franc, frank
**142.** Freeze, frieze
**143.** Friar, fryer
**144.** Furs, furze
**145.** Gait, gate
**146.** Gamble, gambol
**147.** Gays, gaze
**148.** Genes, jeans
**149.** Gild, guild
**150.** Gilt, guilt
**151.** Gnaw, nor
**152.** Gneiss, nice
**153.** Gorilla, guerrilla
**154.** Grate, great
**155.** Greave, grieve
**156.** Greys, graze
**157.** Groan, grown
**158.** Guessed, guest
**159.** Hail, hale
**160.** Hair, hare
**161.** Hall, haul
**162.** Hangar, hanger
**163.** Hart, heart
**164.** Haw, hoar, whore

**165.** Hay, hey
**166.** Heal, heel, he'll
**167.** Hear, here
**168.** Heard, herd
**169.** He'd, heed
**170.** Heroin, heroine
**171.** Hew, hue
**172.** Hi, high
**173.** Higher, hire
**174.** Him, hymn
**175.** Ho, hoe
**176.** Hoard, horde
**177.** Hoarse, horse
**178.** Holey, holy, wholly
**179.** Hour, our
**180.** Idle, idol
**181.** In, inn
**182.** Indict, indite
**183.** It's, its
**184.** Jewel, joule
**185.** Key, quay
**186.** Knave, nave
**187.** Knead, need
**188.** Knew, new
**189.** Knight, night
**190.** Knit, nit
**191.** Knob, nob
**192.** Knock, nock
**193.** Knot, not
**194.** Know, no
**195.** Knows, nose
**196.** Laager, lager
**197.** Lac, lack
**198.** Lade, laid
**199.** Lain, lane
**200.** Lam, lamb
**201.** Laps, lapse
**202.** Larva, lava
**203.** Lase, laze
**204.** Law, lore
**205.** Lay, ley
**206.** Lea, lee
**207.** Leach, leech
**208.** Lead, led
**209.** Leak, leek
**210.** Lean, lien
**211.** Lessen, lesson
**212.** Levee, levy
**213.** Liar, lyre
**214.** Licker, liquor
**215.** Lie, lye
**216.** Lieu, loo
**217.** Links, lynx
**218.** Lo, low
**219.** Load, lode
**220.** Loan, lone
**221.** Locks, lox
**222.** Loop, loupe
**223.** Loot, lute
**224.** Made, maid
**225.** Mail, male
**226.** Main, mane
**227.** Maize, maze
**228.** Mall, maul
**229.** Manna, manner
**230.** Mantel, mantle

**231.** Mare, mayor
**232.** Mark, marque
**233.** Marshal, martial
**234.** Mask, masque
**235.** Maw, more
**236.** Me, mi
**237.** Mean, mien
**238.** Meat, meet, mete
**239.** Medal, meddle
**240.** Metal, mettle
**241.** Meter, metre
**242.** Might, mite
**243.** Miner, minor
**244.** Mind, mined
**245.** Missed, mist
**246.** Moat, mote
**247.** Mode, mowed
**248.** Moor, more
**249.** Moose, mousse
**250.** Morning, mourning
**251.** Muscle, mussel
**252.** Naval, navel
**253.** Nay, neigh
**254.** None, nun
**255.** Od, odd
**256.** Ode, owed
**257.** Oh, owe
**258.** One, won
**259.** Packed, pact
**260.** Pail, pale
**261.** Pain, pane
**262.** Pair, pare, pear
**263.** Palate, palette, pallet
**264.** Paten, pattern,
**265.** Pause, paws, pores, pours
**266.** Pawn, porn
**267.** Pea, pee
**268.** Peace, piece
**269.** Peak, peek
**270.** Peal, peel
**271.** Pearl, purl
**272.** Pedal, peddle
**273.** Peer, pier
**274.** Pi, pie
**275.** Place, plaice
**276.** Plain, plane
**277.** Pleas, please
**278.** Plum, plumb
**279.** Pole, poll
**280.** Practice, practise
**281.** Praise, prays, preys
**282.** Principal, principle
**283.** Profit, prophet
**284.** Quarts, quartz
**285.** Quean, queen
**286.** Rain, reign, rein
**287.** Raise, rays, raze
**288.** Rap, wrap
**289.** Raw, roar
**290.** Read, reed
**291.** Read, red
**292.** Real, reel
**293.** Reek, wreak
**294.** Rest, wrest
**295.** Retch, wretch
**296.** Review, revue

**297.** Rheum, room
**298.** Right, rite, write
**299.** Ring, wring
**300.** Road, rode
**301.** Roe, row
**302.** Role, roll
**303.** Roux, rue
**304.** Rood, rude
**305.** Root, route
**306.** Rose, rows
**307.** Rota, rotor
**308.** Rote, wrote
**309.** Rough, ruff
**310.** Rouse, rows
**311.** Rung, wrung
**312.** Rye, wry
**313.** Saver, savour
**314.** Spade, spayed
**315.** Sale, sail
**316.** Sane, seine
**317.** Satire, satyr
**318.** Sauce, source
**319.** Saw, soar, sore
**320.** Scene, seen
**321.** Scull, skull
**322.** Sea, see
**323.** Seam, seem
**324.** Sear, seer, sere
**325.** Seas, sees, seize
**326.** Sew, so, sow
**327.** Shake, sheikh
**328.** Shear, sheer
**329.** Shoe, shoo
**330.** Sic, sick
**331.** Side, sighed
**332.** Sign, sine
**333.** Sink, synch
**334.** Slay, sleigh
**335.** Sloe, slow
**336.** Sole, soul
**337.** Some, sum
**338.** Son, sun
**339.** Sort, sought
**340.** Spa,spar
**341.** Staid,stayed
**342.** Stair,stare
**343.** Stake,stoak
**344.** Stalk,stork
**345.** Stationary,stationery
**346.** Steal,steel
**347.** Stile,style
**348.** Storey,story
**349.** Straight,strait
**350.** Sweat,sweet
**351.** Swat,swot
**352.** Tacks,tax
**353.** Tale,tail
**354.** Talk,torque
**355.** Tare, tear
**356.** Taught,taut,tort
**357.** Tea,tee
**358.** Team,teem
**359.** Teas, tease
**360.** Tare, tear
**361.** Tern,t urn
**362.** There,their, they're

**363.** Throw,through
**364.** Throes,throws
**365.** Throne, thrown
**366.** Thyme,time
**367.** Tic,tick
**368.** Tide,tied
**369.** Tire,tyre
**370.** To,too,two
**371.** Toad,toed,towed
**372.** Told,tolled
**373.** Tole,toll
**374.** Ton,tun
**375.** Tor,tore
**376.** Tough,tuff
**377.** Troop,troupe
**378.** Tuba,tuber
**379.** Vain,vane,vein
**380.** Vale,veil
**381.** Vial,vile
**382.** Wail,wale,whale
**383.** Wain, wane
**384.** Waist, waste
**385.** Waive, wave
**386.** Wall, waul
**387.** War, wore
**388.** Warn, worn
**389.** Wart, wort
**390.** Watt, what
**391.** Wax, whacks
**392.** Way, weigh
**393.** We, wee
**394.** Weak, week
**395.** We'd, weed
**396.** Weal, we'll, wheel
**397.** Weather, whether
**398.** Weir, we're
**399.** Were, whirr
**400.** Wet, whet
**401.** Weald, wheeled
**402.** Which, witch
**403.** Whig, wig
**404.** While, wile
**405.** Whine, wine
**406.** Whirl, whorl
**407.** Whirled, world
**408.** Whit, wit
**409.** White, wight
**410.** Who's, whose
**411.** Wood, would
**412.** Yaw, yore, your, you're
**413.** Yoke, yolk
**414.** You'll, yule

**Exercise**

**Write two words pronounced the same way as each of the following words.**

**(a)** B **(b)** C **(c)** I **(d)** P **(e)** T **(f)** U

SILENT LETTERS

In English there are letters that are usually not pronounced in certain words. Let us have a look at these letters and words in which they are silent.

**Letter 'A'**

- Logically
- Musically
- Romantically
- Stoically
- Artistically

**Letter 'B'**

- Aplomb
- Bomb
- Climb
- Comb
- Crumb
- Debt
- Jamb
- Lamb
- Limb
- Numb
- Plumb
- Subtle
- Succumb
- Thumb
- Tomb
- Womb

**Letter 'C'**

- Ascend
- Abscess
- Ascent
- Conscience
- Conscious
- Crescent
- Descend
- Descent
- Discipline
- Fascinate
- Fluorescent
- Isosceles
- Luminescent
- Muscle
- Obscene
- Resuscitate
- Scenario
- Scene
- Scent
- Scissors

**Letter 'D'**

- Wednesday
- Hedge
- Dodge
- Pledge
- Grudge
- Sandwich
- Handkerchief

**Letter 'E'**

- Hate
- Name
- Like
- Hope
- Lessen
- Surprised

**Letter 'G'**

- Align
- Assign
- Benign
- Campaign
- Champagne
- Cologne
- Consign
- Gnarl
- Gnash
- Gnaw
- Gnome
- Gnu
- Reign
- Sign

**Letter 'H'**

- Honest
- Hour
- Heir
- Honour
- Ache
- Anchor
- Archeology
- Architect

- Archives
- Chaos
- Character
- Cholera
- Charisma
- Chemical
- Chemist
- Chorus
- Choir
- Echo
- Loch
- Shepherd
- Monarch
- Scheme
- psych

**Letter 'I'**

- Business
- Parliament

**Letter 'K'**

- Knock
- Knapsack
- Knave
- Knead
- Knee
- Kneel
- Knell
- Knew
- Knickers
- Knife
- Knight
- Knit
- Knob
- Knock
- Knot
- Know
- Knowledge
- Knuckle

**Letter 'L'**

- Calm
- Half
- Talk
- Walk
- Would
- Should
- Calf
- Salmon
- Yolk
- Folk
- Balk

**Letter 'N'**

- Autumn
- Column
- Condemn
- Damn
- Hymn
- Solemn

**Letter 'O'**

- Lesson

**Letter 'P'**

- Psychology
- Pneumonia
- Pseudo
- Psychiatrist
- Psychotherapy
- Psychotic
- Receipt
- Corps
- Coup

**Letter 'S'**

- Island
- Aisle
- Apropos
- Bourgeois

**Letter 'T'**

- Apostle
- Bristle
- Bustle
- Castle
- fasten
- glisten
- hustle
- jostle
- listen
- moisten
- mortgage
- nestle
- rustle
- thistle
- trestle
- whistle
- wrestle

**Letter 'U'**

- baguette
- biscuit
- build
- built
- circuit
- disguise
- guess
- guide
- guild
- guile
- guillotine
- guilt
- guilty
- guilty
- guise
- guitar
- rogue
- silhouette
- colleague
- tongue

**Letter 'W'**

- awry
- playwright
- sword
- wrangle
- wrap
- wrapper
- wrath
- wreak
- wreath
- wreck
- wreckage
- wren
- wrench
- wretched
- wriggle
- wring
- wrinkle
- wrist
- writ
- write
- wrote
- wrong
- writhe
- wrong
- wrought
- wrung
- wry

**Exercise**

**Identify the silent letter(s) in:**

**i.** debtor
**ii.** isle
**iii.** mock
**iv.** depot
**v.** acquit
**vi.** womb
**vii.** patios
**viii.** thyme
**ix.** handsome
**x.** sandwich
**xi.** government
**xii.** listen
**xiii.** Christmas
**xiv.** Whether
**xv.** Rapport
**xvi.** Ballet
**xvii.** Chalet
**xviii.** Aplomb
**xix.** Ricochet
**xx.** Clothes
**xxi.** Cupboard
**xxii.** Faux
**xxiii.** Mnemonic
**xxiv.** Numb
**xxv.** Rendezvous
**xxvi.** Catalogue
**xxvii.** Vegetable
**xxviii.** Asthma
**xxix.** months
**xxx.** debris

## STRESS

Not all syllables in a word are given equal emphasis. By the same token, not all words in a sentence are said with equal length.

The relative emphasis that may be given to certain syllables in a word, or certain words in a sentence is what we refer to as **stress**.

You say a syllable or a word is stressed when it is said louder or longer than the rest.

Stress is studied in two levels:

**(a)** Word level; and
**(b)** Sentence level.

**Stress at the Word Level**

A part of a certain word when said louder or longer then it is stressed.

**Rules of Word Stress**

1. For two-syllable nouns and adjectives, stress the first, for example
   **Clou**dy carton table
2. For verbs with two syllables and prepositions, emphasize the second syllable, for example
3. Words with three syllables.
   **(a)** Those ending in –er, -ly, emphasis put on the first syllable, for example,
   **(b)** Stress the first, for those ending in consonants and in –y, for example,
   **(c)** Stress the last syllable if the word ends in –ee, -ese, -eer, -ique, -ette, for example,
   **(d)** Look at the ones with the suffixes below, where stress is placed on the second,
   -ary: li**bra**ry
   Cial: ju**di**cial, com**mer**cial
   -cian: mu**si**cian, cli**ni**cian
   -tal : ca**pi**tal, re**ci**tal

Stress is important in studying the heteronyms. A pair, or group of words is referred to as heteronym when those words are spelled the same way but have different pronunciation and meaning. We have two main categories of heteronyms:

**(a)** Noun- verb pairs; and
**(b)** Verb -and-adjective pairs.

We stress the first syllable if noun and the second if verb.

Examples of noun-and-verb pairs are included in the table below:

| Noun | Verb | Noun | Verb |
|---|---|---|---|
| Abuse | | Graduate | |
| Record | | Cement | |
| Convert | | Wind | |
| Abuse | | Sin | |
| Contest | | Produce | |

| | | | |
|---|---|---|---|
| Duplicate | | Excuse | |
| Polish | | Insult | |
| Rebel | | Permit | |

In sentences;

**(a)** Many factories **produce** the **produce** we import.
**(b)** Allan became a **convert** after deciding to **convert** to christianity.

**Sentence Stress**

Sentence stress is accent on certain words within a sentence.

Most sentences have two basic word types:

**(a)** **Content words** which are the key words carrying the sense or meaning- message.

**(b)** **Structure words** which just make the sentence grammatically correct. They give the sentence its structure.

Look at the sentence below:
Buy milk feeling tired.

Though the sentence is incomplete, you will probably understand the message in it. The four words are the content words. Verbs, nouns, adjectives, are content words.

You can add words to the sentence to have something like:

Will you buy me milk since I am feeling tired?

The words: will, you, me, since, I, are just meant to make the sentence correct grammatically. They can also be stressed to bring the intended meaning.

Now let's study the sentence below:

Joan doesn't think Akinyi stole my green skirt.

Each word in the sentence can be stressed to bring the meaning as illustrated in the table.

| **Sentence** | **Meaning** |
|---|---|
| **Joan** doesn't think Akinyi stole my green skirt. | She doesn't think that, but someone else does. |
| Joan **doesn't** think Akinyi stole my green skirt. | It is not true that Joan thinks that. |
| Joan doesn't **think**Akinyi stole my green skirt. | Joan doesn't think that, she knows that. |
| Joan doesn't think **Akinyi** stole my green skirt. | Not Akinyi, but someone else. Probably Njuguna or Adhiambo. |
| Joan doesn't think Akinyi**stole** my green skirt. | Joan thinks Akinyi did something to the green skirt, |

| | |
|---|---|
| | may be washed it. |
| Joan doesn't think Akinyi stole **my** green skirt. | Joan thinks Akinyi stole someone else's green skirt, but not mine. |
| Joan doesn't think Akinyi stole my **green** skirt. | She thinks Akinyi stole my red skirt which is also missing. |
| Joan doesn't think Akinyi stole my green **skirt**. | Joan thinks Akinyi stole my green shirt. She mispronounced the word. |

**Exercise 1**

1. **The words that follow can be nouns or verbs dependingon the stressed syllable. Use each as both the verb and noun in a single sentence.**

   **(a)** Cement **(b)** Address **(c)** Permit **(d)** Content

2. **Underline the part of the word in boldface you will stress in each of the following sentences.**
   **(a)** The boy has been asked to **de.sert** the **de.sert**.
   **(b)** My handsome **es.cort**will**es.cort** me to the dance.
   **(c)** After updating my **re.sume**, I will **re.sume** my job search.
   **(d)** They have to **con.test**in the annual Math **con.test.**
   **(e)** If you **con.vict** me, I will remain a **con.vict** for 5 years.

**Exercise 2**

**Each word in the sentences below can be stressed to bring the meaning. What will be the meaning when each word is stressed?**

**(a)** I love your sister's handwriting.
**(b)** You came late today.

## INTONATION

- It is the rise and fall of voice in speaking.
- Intonation is crucial for communication.
- In English there are basically two kinds of intonation: **rising** and **falling.**
- We can use arrows to show the intanotion – whether rising or falling. ↘ represents falling intonation while ↗ represents the rising one.

**Falling Intonation**

- Falling intonation is when we lower our voice at the end of a sentence.
- This usually happens in:

**(a) Statements,** for example,
- I like↘ bananas.
- It is nice working with ↘you.

- She travelled to↘ Eldoret.

**(b) W/H Questions**

- What is your ↘name?
- Where do you ↘live?
- How old are↘ you?
- Who is this young↘ man?

**(c) Commands**

- Get out ↘now.
- Give me the ↘money.
- Close your ↘books.

**(d) Exclamatory sentences e.g.**

- What a wonderful ↘present!
- How ↘nice of you

**Rising intonation**

➢ When we lower our voice.

➢ Used in:

- **General Questions** e.g.
  Do you visit them↗ often?
  Have you seen ↗her?
  Are you ready to ↗start?
  Could you give me a↗ pen, please?
- **Alternative questions** e.g.
  Do you want ↗coffee or ↘tea?
  Does he speak↗ Kiswahili or ↘English?
- **Before tag questions** e.g.
  This is a beautiful ↘place, ↗isn't it?
  She knows↘ him,↗ doesn't she?
- **Enumerating** e.g.
  ↗One, ↗two,↗ three, ↗four,↘ five.
  She bought ↗bread, ↗cheese, ↗oranges, and ↘apples.

**Exercise**

**Using an arrow, determine whether rising or falling intonation is used in the sentences.**

(a) This music sounds good.
(b) I love watching horror movies.
(c) My sister's name is Amina.
(d) Blue is my favourite colour.
(e) Is that tv good?
(f) Do you like that movie?
(g) Are you hungry?

(h) Get me my shoes.
(i) Study your lessons now.
(j) Are you insane?
(k) How many more hours before you are done with your work?
(l) Which novel is the best for you?
(m) He is a little bit nervous, isn't he?
(n) You should listen to your parents' advice.
(o) Did you finish your homework?
(p) Water is good for the body.
(q) This is good!
(r) What a crazy show.

## SECTION 2: SHORT FORMS

## PUNS/WORD PLAY

A pun is a form of word play that suggests several meanings, by either exploiting the multiple meanings of a word, or substituting a word for another similar sounding word, the result of which is humorous.

A pun is also known as paronomasia.

There are two main types of puns:

**(a) Homophonic puns**

This is where a word is substituted for another similar sounding word or word pronounced almost in the same way . For example,

*Fishermen are reel men.*

**Explanation:** There is a twist on the word 'reel' which is originally supposed to be spelt 'real'.

Can you now explain the pun in the following homophonic puns?

1. What do sea monsters eat for lunch? Fish and ships.
2. I am on a seafood diet. Every time I see food, I eat it.
3. Did you about the Italian chef with terminal illness? He past away.
4. Beauty is in the eye of the beer holder.
5. What tea do hockey players drink? Penalttea
6. What do ghosts serve for dessert? I scream.
7. What did the tree sya to the autumn? Leaf me alone.
8. What did the boy cat say to the girl cat on valentine's day? You're purr-fect for me.
9. What day does an Easter egg hate the most? Fry-days.
10. Why did the scientist install a knocker on his door? He wanted to win the No-bell prize!

**(b) Homographic puns**

Homographic pun is formed by using a word that has multiple meanings. You might not tell what exactly what the speaker means.

For example;

Rose is the flower of my life.

**Explanation:** The word 'Rose' is a female name. it could be the person the speaker loves.

It is also a type of flower.

The other examples are;

1. My math teacher called me average. How mean!
2. What do prisoners use to call each other? Cell phones.
3. No matter how much you push the envelope, it'll remain stationery.
4. Have you ever tried to eat a clock? It's very time consuming.
5. A waist is a terrible thing to mind.
6. I am reading a book about anti-gravity. It's impossible to put down.
7. What part of football ground is never the same? The changing room.
8. I want to tell you a chemistry joke but I know I will not get a reaction.
9. Why did the bee get married? Because he found his honey.
10. Did you hear about the guy who got hit in the head with a can of soda? He was lucky it was a soft drink.

**Features of Puns**

Puns are characterized by;

1. They are short.
2. They are humorous.

**Functions of Puns**

They serve functions such as:

**(a)** Teaching pronunciation. For example, homophones.
**(b)** Enhancing creativity. One has to think in order to form their puns.
**(c)** Entertaining. When said one wonders what the speaker intends, the audience will laugh.

**Exercise**

Explain the pun in:

**(a)** I used to be a banker but I lost interest.
**(b)** A bicycle can't stand on its own because it is two-tired.
**(c)** I don't trust these stairs because they are always up to something.
**(d)** Santa's helpers are known as subordinate clauses.
**(e)** The man who drank battery acid got charged.

## TONGUE TWISTERS

- A phrase or a sentence which is hard to speak fast because of alliteration or a sequence of nearly similar sounds is the **tongue twister.**
- It is worth noting that there is usually the use of mnemonic feature (sound devices or sound patterns) in the tongue twisters.
- Let us read the following tongue twisters fast.
    - She sells sea shells on the sea shore.
    - Any noise annoys an oyster but noisy noise annoys an oyster more.
    - Kindly kittens knitting mittens keep kazooing in the king's kitchen.

**Sound Patterns in Tongue Twisters**

**1.** Read the tongue twister below fast.

She saw a fish on the seashore and I am sure the fish she saw on the sea shore was a saw-fish.

In the words: she, shore and sure, there is the repetition of the consonant sound /ʃ/ at the beginning of the words. This is **alliteration**.
Alliteration is the repetition of the initial consonant sound in the nearby words.
Can you identify any other instance of alliteration in the above tongue twister?

**2. Read this other tongue twister and take note of the highlighted letters.**
A sku**nk** sat on a stump and tha**nk** the stump stu**nk,** but the stump tha**nk** the sku**nk** stu**nk.**
The sound pattern here is **consonance.**
**Consonance** is the repetition of the inner consonant sound in the nearby words. An inner sound is that which comes after the first.
There is another instance of consonance. Can you illustrate it?

**3. Repetition**
- In most tongue twisters, there is repetition of words or phrases. In (1) above, the words 'saw', 'fish', etc. have been repeated.
- Now pick out the words and phrases repeated in these tongue twisters.
    **(a)** If you tell Tom to tell a tongue twister, his tongue will be twisted as tongue twister twists tongues.
    **(b)** The sixth sick Sheik's sixth sheep's sick.

**4. Assonance**
**Let's look at:**
How much wood could a wood chopper chop, if a wood chopper could chop wood?

There is repetition of the /u:/ in the words; w**oo**d,c**ou**ld. This is **assonance.**
Assonance is the repetition of vowel sounds in the nearby words.

**Features of Tongue Twisters**

A tongue twister will have the following features:

(1) it is short and brief.
(2) It is alliterative.

**Functions of Tongue Twisters**

1. They entertain. When one confuses the pronunciation of sounds, the audience will laugh.
2. They teach pronunciation. We can, for example, learn the pronunciation of the sounds /f/ and /v/, /s/ and /ʃ/ etc.
3. Enhance creativity.

**Exercise 1**

**With illustrations, identify the sound patterns in:**

**(a)** It's not the cough that carries you off, it's the coffin they carry you off in!
**(b)** If two witches were watching two watches, which witch would watch which watch?
**(c)** If a black bug bleeds black blood, what colour of blood does a blue bug bleed?
**(d)** I wish to wash my Irish watch.

**Exercise 2**

**Read the item below and then answer questions after it:**

***We surely shall see the sun shine soon.***

**(a)** Identify the genre.
**(b)** Which two sounds has the item been used to teach?

## RIDDLES

- A riddle is a statement or a question with veiled meaning posed as a puzzle to be solved.
- The riddles play functions such as:
  - They boost the creativity of kids.
  - They entertain.
- Some examples of riddles include:
  - What gets wetter and wetter the more it dries? A towel.
  - What can you catch but not throw? A cold.
  - What goes around the world but stays in a corner? A stamp.
  - Give me food, and I will live; give me water, and I will die. What am I ? Fire.

**Riddling Process**

- There are two parties involved: the audience (respondents) and the challenger(or the riddler).
- There are basically four stages of a riddling process, but at times six.
- The parts of the riddling process are:

**(1)** The riddlerchallenges the audience. The challenge differs from community to community. Some phrases used here include: riddle riddle!, I have a riddle! Etc.
**(2)** The respondents accept the challenge. The invitations include: riddle come! Throw it! Etc.
**(3)** The riddler then poses the riddle.
**(4)** The guess or guesses. The audience tries to come up with the solution. If they are unable, then the next part follows.
**(5)** The challenger asks for a prize. The prize can be a town or city, or any other thing. The challenger accepts the prize.
**(6)** Then the solution is given by the challenger.

**Exercise**

**Read the riddling convention below and then identify its six parts.**

**Challenger:** I have a riddle!
**Respondent:** Throw it.
**Challenger:** What comes down but never goes up?
**Respondent:** Wind
**Challenger:** no, try again.
**Respondent:** Bird
**Challenger:** What will you give me if I offer the solution?
**Respondent:** You will have the entire fire to yourself.
**Challenger:** The answer is **rain.**

## SECTION 3: SOUND PATTERNS IN POEMS

## ASSONANCE AND ALLITERATION IN POEMS

Assonance and alliteration are sound patterns used in the poem. While assonance makes use of vowel sounds, alliteration makes use of consonant sounds. These sounds are repeated in the words close to one another.

***Now read the poem below aloud by Steven Henderson.***

***Path Choices***

Best, Boy, Believe
That, There, Two
Placed, Possible, Paths

Willing, Wanting, Waiting
Appraising, Asking, Applying
Lessons, Learned, Leads

Compass, Chosen, Course
Fools, Find, Fate
Sin, Street, Set

Driven, Determine, Destiny
Searching, Seeking, Seeing
Offering, Openly, Often
In the poem you realize there is repetition of the beginning consonant sounds. Look at the illustrations:

- Best, Boy, Believes – sound /b/ has been repeated.
- Placed, Possible, Paths – sound /p/ is repeated

This repetition of initial consonant sounds is **alliteration**. Illustrate other instances of alliteration in the poem.

There is also repetition of vowel sounds in the words close to each other. Examples we have seen are:

- Seeking, seeing – the sound /i:/ has been repeated.
- Openly, Often – the sound /e/ has been repeated.

This repetition on vowel sounds in the nearby words is **assonance** .

**Further Practice**

**Pick out all the instances of assonance and alliteration in the poem that follows.**

**My Puppy Punched Me in the Eye**

My puppy punched me in the eye
My rabbit whacked my ear
My ferret gave a frightful cry
And roundhouse kicked my rear

My lizard flipped me upside down
My kitten kicked my head
My hamster slammed me to the ground
And left me nearly dead

So my advice? Avoid regrets;
No matter what you do
Don't ever let your family pets
Take lessons in kung Fu

**CONSONANCE**

Just like alliteration, consonance makes use of consonant sounds, only that these sounds are in in the inner parts of the words (middle or end, but not beggining).

There are illustrations for this in the two poems we have read. In the poem '**My Puppy Punched me in the Eye**' there are the illustrations as follow.

- rabbit, wacked – the sound /t/ has been repeated.
- hamster slammed – there is repetition of the sound /m/

**Note:** Alliteration, assonance, and consonance don't have to have the same letters – it is the sound that must be repeated.

**Role Played by Alliteration, Assonance, and Consonance**

1. Provide musical rhythm.
2. Make poem interesting.
3. Make the poem easier to memorize.

**Exercise**

**Read the poem below and then identify, with illustrations, instances of alliteration, assonance and consonance.**

**BLACK BREWRIES BRAVENES**

**By John Chizuba**

Black breweries braveness
In ink incorporative individualism
Those tinny tracers ticking Time
Be-little black braveness baselessly
Mirror my motion moves momentously
Directed diagonal deeply
Hurt humans heart heavy
Because better black believes
Dedication, determined destinies
Of our oddity, obviously occupied
We welcome world words with warrant
Blacks built braveness buxom butterflies
Enlightment enchanting ego enlarged
Decade braveness debut delightfully.

## RHYME

- Rhyming words are the words that sound the same at the ends. Examples of rhyming words are:
- When a poem has rhyming words at the end of its lines, these are called '**end rhymes**'. Look at these two lines:
  That keep me locked up tight
  All of the things that make me feel not right
  The words '**tight**' and '**right**' rhyme.
- By contrast, **internal rhyme**/ **middle rhyme,** is a rhyme that occurs either when:
  - Two or more rhyming words occur within the same line;
  - Two or more rhyming words appear in the middle of two separate lines, or sometimes more;
  - A word at the end of a line rhymes with one or more in the middle of the following line.

- Read the poem below and then try to identify the instances of rhyme in it.
  **Mystic Travel**
  Mystic travel time
  Too endless islands in your mind

  Tiny lights majestic and free
  Open the skies soar me

  Travel your minds unseen road
  To mysterious lands secrets untold

  The mountains valley lay quiet
  As a shower carries away

  The warmth of an evening breeze
  Built from within a day

  Heat dances shadows on the lakes fiery bay
  Constructing temples where gods could play

  Today is the finest piece
  For tranquil emptiness

  Suggestions of fluent sensations
  Congregated illusions of masturbations

  Sympathize the richness of the truth
  Energize the expected thoughts of youth

Reading the poem aloud, we can point out several rhyming couplets. They include among others:

- Free and me
- Away and day
- Sensations and masturbations
- Truth and youth

**Internal Rhyme in Separate Lines**

Here is are two examples of pairs of lines with middle rhymes in separate lines.

I see a red boat that has a red flag
Just like my red coat and my little red pail

The words '**boat**' and '**coat**' rhyme.

I'd like to jump into the ocean
But don't dump me instead.

The rhyming words are '**jump**' and '**dump**'.

Now read the stanza below from the poem 'The Raven' and identify all the pairs of rhyming words.

Once upon a midnight dreary, while i
Pondered, weak and weary
Over many a quaint and curious volume of
Forgotten lore.
While I nodded, nearly napping, suddenly
There came a tapping
As if someone gently rapping, rapping at
My chamber door
''Tis some visitor,'' I muttered, ''tapping at
My chamber door;
Only this, and nothing more.''

**Rhyme Scheme**

- This is a way of describing the pattern of the end rhymes in a poem.
- The points below will help you in reading and notating the rhyme scheme.
  - Each new sound at the end of a line is given a letter.
  - The letters start with '**a**' , then '**b**', and so on.
  - If an end sound repeats the end sound of an earlier line, it gets the same letter as that earlier line.

- Here are four different stanzas, each with a different rhyme scheme, that can help you understand rhyme scheme.

**1.** From Voices in My Head, by Ivor Davies

Suddenly a voice appears
I hear it in my mind
Within my head not in my ears
Not of the normal kind

The rhyme scheme is: **abab**
It is regular rhyme scheme as it is easy to predict when the sound will next appear.

**2.** From Falling Raindrops' Prayer for the Broken.

I pray for the crying
For the hurt and the dying
For those burned and screaming
For each helper crying

The rhyme scheme is **aaaaa**
This too is regular.

**3.** From the poem by Robert Broadbent.

Early or late,
Patient …can't wait
Lost or your found
The world goes around

The rhyme scheme here is **aabb.** This is a **Regular scheme**

**4.** From Happy Holidays by John Lumber.

Christmas Eve
Oh how supreme!
When Santa comes
Every night!
Then, next day,
I just can't wait,
When the tree is all alight.

The rhyme scheme is **abcdedd.** This is irregular.
The irregular rhyme scheme occurs when you can't predict when the end sound will be repeated.

**Why Rhyme?**

**(a)** Rhyme creates rhythm in the poem.
**(b)** It also makes reading or reciting the poem interesting.
**(c)** The poem is also made easy to memorize.

**Exercise 1**

**Describe the rhyme scheme of the poem below by Robert Broadbent.**

**One Day at a Time**

Happy or sad
Good days or bad
Cherry or down
The world goes around

Give up or try
Out going or shy
A smile or a frown,
The world goes around

Early or late,
Patient …can't wait,
Lost or your found,
The world goes around

Angry, serene
Out spoken, unsent
Tense or unwound,
The world goes around

All future days,
Are hidden in haze,
Don't worry, just learn,
To let the world turn.

**Exercise 2**

**The incomplete poem below has the rhyme scheme: *aabccbddebfe*. Complete it with appropriate words.**

Death did not take Paris silently
Rumbled the grave screaming _____
No child slept easy that _____
Twenty minutes of terror waking
Wee ones from sleep in cold sweats _____
Stealing their peaceful birthright.

Indelible imprints of _____
Ingrained in young psyches forever;
Post traumatic stress syndrome.
They may age, but they will not _____
The bloody death that evil begets
Shadows lurk in dreaming's gloam.
(By ***Catie Lindsey***)

## RHYTHM IN POETRY

## SECTION 4: MASTERY OF CONTENT

## DEBATE

- A formal contest of argumentation between two sides is what debate is.
- Debate embodies the ideals of reasoned argument, and tolerance for divergent points of view.
- There are two sides in the debate: **the proposition** and the **opposition.**
- These two teams are presented with a resolution, such as, '**Girls and Boys Should play in a mixed football team.**'
- The teams are given enough preparation time.
- The team affirming the resolution speaks first.
- The opposing team then must refute the arguments offered by the affirming team and offer arguments rejecting the resolution.
- Both sides are given the opportunity to present their positions and to directly question the other team.
- Neutral judge (s) then evaluate the persuasiveness of the arguments and offer constructive feedback.

**Preparation Time**

This is the time you have from when the motion is announced to the beginning of the debate. During this time:

1. Research on the motion to get facts. The facts can be got from the teachers, other students, etc.
2. Write notes on the facts. You can once in a while look at them during your presentation.
3. Practice how to speak. Do it in front of friends and relatives, as well as in front of a mirror.
4. If anxious, do some physical exercise. You can also take a deep breath just before your presentation.
5. Dress decently.

**Points Delivery**

Here are the points that will help you be successful during your points delivery:

1. Deliver your points in a confident and persuasive way.
2. Vary your tone to make you sound interesting. Listening to one tone is boring.
3. Speak quite loudly to be comfortably heard by everyone in the room. Shouting does not win debates.
4. Make eye contact with your audience, but keep shifting your gaze. Don't stare at one person.
5. Concisely and clearly express your points to be understood by your audience members.
6. Provide a proof for each point you put across. If you don't you will not earn a point.
7. Speak slowly and enunciate your words. When you slow down your speech, you give your audience and the judge more time to process your strong points.
8. Use gestures to elaborate on your points.
9. Pause to divide your major points.

**Heckling**

- Only supportive and argumentative heckling is permitted.
- Heckling is a brief phrase (about two words) or other non- verbal actions that are directed to the judge of the debate.
- They are reminder to the judge to pay close attention to the message immediately expressed by the speaker.
- There are two types of heckles:

- Those that are non-verbal, such as,
  **(a)** Rapping the knuckles on the desktop.
  **(b)** Rapping the palm on the desk.
  **(c)** Stamping the feet
  They are meant to encourage the judge to heed a particularly strong point being made by the speaker.
- Those that are verbal, such as,
  **(a)** Objective
  **(b)** Evidence
  **(c)** Point of information

They are said after standing up by one member of the opposing side. These are meant to alert the judge to a problem in the opposing side's argument.

**Exercise**

After you deliver your points during the debate, everyone claps for you. How could you have delivered your points to earn their heckling?

## INTERVIEWS

Have you ever attended the formal meetings where you are asked questions and are expected to respond to them? More than once you will be invited to attend interviews. You can also invite someone to interview. For this reason, you should some interview tips.

The two participants in an interview are the interviewer (at times a panel of interviewers), and the interviewee.

**Tips for the Interviewees**

**Job Interview Preparations**

If you really want to be considered for a particular job following an interview, you have to adequately prepare to succeed. The following are the preparations the interviewee would put in place before the interview:

**(a)** Contact your referees to alert them that you will be interviewed and they are likely to receive a call.
**(b)** Prepare your documents. Make sure they are neat and well arranged.
**(c)** Know the location where you are having the interview. It will help you know how long it will take you to reach there.
**(d)** Do some research about the organization.
**(e)** Prepare what to wear and how to groom.
**(f)** Anticipate potential questions and prepare answers correctly.
**(g)** Arrive early enough for the interview.
**(h)** Prepare questions to ask the interviewer at the end. It will show how much you are interested in working there.

**During the Interview;**

**(a)** Greet the interviewer.
**(b)** Knock on the door and wait for response before you enter. Shut the door behind you quietly.
**(c)** Wait until you are offered the seat before sitting.
**(d)** Sit or stand upright and look alert throughout.
**(e)** Make good eye contact with the interviewer to show you are honest.
**(f)** Explain your answers whenever possible and avoid answering questions with yes/no as answers.
**(g)** Answer questions honestly. Don't ever lie!

**Common Blunders you MUST Avoid**

Avoid falling foul of the following:

1. Turning up late for the interview.
2. Dressing and grooming inappropriately.
3. Giving simple yes/no as answers.
4. Speaking negatively about your previous employer.

5. Sitting before invited.
6. Discussing time-off or money.

**As an Interviewer**

**Before the Interview:**

1. Write down questions to ask.
2. Call the prospective employee's referees.
3. Prepare the place for the interview.
4. Alert the interviewee about the interview. Mention the time and place.
5. Arrive early for the interview.

**During the Interview:**

1. Allow them enough time to respond to questions.
2. Encourage them to speak by, for example, nodding your head when they answer questions.
3. Speak and ask questions politely. Be friendly but formal as much as you can.
4. Make eye contact with the interviewee to show you are listening to them.

**Exercise 1**

you are the secretary of journalism Club at Maembe Dodo Mixed School. On Friday you would like to interview your school Deputy Principal on the issue of Students' Discipline.

**(a) Write down any three questions you would ask him/her.**
**(b) Other than writing down questions to ask, how else would you prepare prepare for this day?**
**(c) State four things you would do as you interview him.**

**Exercise 2**

**Read the conversation below and then answer questions after it.**

**Ms Naomi:** Welcome to our Doctor's office.
**Mr. Josh:** Nice to be here.
**Ms Naomi:** I see from your resume that you are a cardiologist with 10 years of practice.
**Mr. Josh:** That's right.
**Ms Naomi:** This interview is just to get to know you a little and then there are follow up interviews. So what do you do in your free time?
**Mr. Josh:** I like golfing and swimming. I also like to read newspapers.
**Ms Naomi:**Why did you want to be a doctor?
**Mr. Josh:**Actually I love helping people get well. I think cardiology has made great strides recently and I would like to share my findings with others.
**Ms Naomi:**Have you written in any scientific journals so far?

**Mr. Josh:**Not yet. But hopefully soon.
**Ms Naomi:**OK, we'd like to learn more about you. Let's go for lunch wwith our colleagues, if that's OK.
**Mr. Josh:**That's fine, I am free.

**(a)** What two things qualify Ms Naomi as a good interviewer?
**(b)** Identify two evidences of interview tips displayed by Mr. Josh.

## SPEECHES

Have you ever stood in front of a big group of people to present your talk? Well here we shall learn how to prepare your speech and deliver it effectively.

**Preparation for Speech Delivery**

There are steps any speaker should follow in preparation for presentation of speech. They include:

1. Doing some research on the topic to present. Get the facts about the topic. If you do enough research, your confidence level will be boosted.
2. Practice in front of a group of friends or relatives. This can also be done in front of a mirror, or videotaping your rehearsals. You will be able to correct your gestures, postures etc.
3. Write down the points about the topic on a note pad. You can refer to them when giving the speech.
4. Plan on how to groom and dress decently. You should appear presentable to feel confident.

**Grabbing and Keeping Audience Attention**

Your opening determines how long your audience will listen to your presentation. Of they are bored from the beginning; the chance that your message will effectively get across is very little.

The most commonly used methods are:

1. Asking a question. The question should make them think about the topic. For example, '***How many of you would like to be millionaires?'***
2. Stating an impressive fact connected to the topic of your presentation. For example: '***About 30% of Kenyans are millionaires.***'
3. Telling a story closely connected to the topic. It should neither be too long nor intended to try to glorify the speaker. For example: **"Dear audience, before I begin I would like to tell you a short story about Maina Wa Kamau became a millionaire. Don't worry, it's not too long. ….."**

Other methods of beginning a speech are:

- Using humour
- Starting with a quote that ties with your topic.
- Using sound effect.

**Presentation of Speech**

There are various techniques of delivering speech. They are what will ensure understanding of your message. Some of these techniques include:

1. Use gestures effectively to reinforce the words and ideas you are trying to communicate to your audience. For example, when talking about love, you can use your hands to form a cup shape to indicate how tiny something is.
2. Make eye contact with your audience members to study their reactions to you. If you sense boredom, you need to improve and if you sense enthusiasm, it will help pump you up.
3. Use movements to establish contact with your audience. Getting closer to them physically increases their attention and interest, as well as encouraging response if you are asking questions.
4. Your posture should be upright. The way you conduct yourself on the platform will indicate you are relaxed and in control. Do not lean or slouch.
5. Wear appropriate facial expressions to show feelings and emotions. Smile to show happiness, for example.
6. Speak loud enough to be heard by all your audience members.
7. Pronounce the words correctly and speak clearly for your message to be understood.
8. Pause at key points to let the message sink.

**Stage Fright**

Almost all speakers are nervous. Even the most experienced do. Fear of addressing a group is not wrong, but how we deal with it is what is possibly not good enough. Those speakers who seem relaxed and confident have learnt how to handle anxiety.

**Symptoms of Nervous Speakers**

An anxious speaker can be identified in case of:

- Shaking hands
- Sweating palms
- Dry mouth
- Rapid heartbeat
- Squeaky voice
- Knocking knees
- Facial flushes
- Watery eyes
- Mental confusions
- jitters

**Causes of Fear**

1. Past failures during presentation. Plan to succeed instead.
2. Poor or insufficient preparation. Nothing gives you more confidence than being ready.
3. Discomfort with your own body and movement.

**Dealing with Anxiety**

A speaker can try the suggestions below to deal with anxiety before and on the day of speech.

**Before the day;**

1. Know your topic by doing adequate and thorough research. You will be sure of presenting accurate information and be able to answer questions asked by audience members.
2. Practice delivering your speech several times. This helps you be sure of your organization of the main points.

**On that day;**

1. Do some physical exercises like press ups, push walls, etc. to reduce anxiety.
2. Use simple relaxation techniques like taking deep breath, tightening and relaxing your muscles, etc.
3. Wear clothes that you feel confident in. when you feel good about of you feel, your confidence level is boosted. You don't need to adjust your clothes or hair during your speech.
4. Spot friendly faces in the crowd. These are people who give you positive feedback (e.g. nodding, smiling). Such faces give you encouragement to speak.
5. Come up with ways to hide your anxiety. For example,
    - When mouth goes dry, drink some water
    - Incase of excessive sweating, wear clothes that will not allow your audience detect
    - If your hands shake, use gestures to mask the shaking.

**Exercise 1**

In the next three days, you are presenting a speech on the topic: **Effects of HIV/AIDS.**

**(a)** Write down any three ways you would prepare for the speech delivery.
**(b)** State the techniques you would employ to ensure your audience listens to you throughout and that they understand the message during the presentation.

**Exercise 2**

Makufuli is presenting his speech. Your friend, Makwere claims that Makufuli is not confident.

**(a)** What could have warranted this claim?
**(b)** State four reasons that could be behind Makufuli's state?

## DISCUSSION

- Discussion is a process where exchange of ideas and opinions are debated upon in a group.
- A group which comprises a small number of people is given a topic to discuss.

**Preparation for Group Discussion**

Do the following before you start the discussion:

1. Select/choose group leaders. Choose the secretary to write the points down and the chair to lead the discussions.
2. Research round the topic to make sure you have the points. You can get the points from the sources including:
    - Newspapers and magazines
    - Friends, relatives and teachers
    - Text books
    - Internet
    - Television
3. Arrive early for discussions. It is advisable you do so so that you start early and finish early.
4. Gather writing materials – pen and note book.
5. Prepare with questions to ask.

**Participating in a Group Discussion**

Remember the tips below for success during the discussion:

1. Learn to listen to each other and respond to what other people have to say.
2. Speak with moderation. What you say is usually more important than how much you say. Quality is needed rather than the quantity.
3. Back up each point you put across. You can explain your points in a number of ways including:
    - Providing facts or statistics to support it;
    - Quoting expert opinion;
    - Explain why said what you said; and
    - Referring to your own experience.
4. Stay calm and polite. Use polite words like 'May I ….?, please …, etc.'
5. Take notes of important words and ideas.
6. Speak clearly.
7. Speak loud enough to be heard by all the group members.

**The Common Discussion Mistakes**

Having learnt what you should do during the discussion, let us now learn what under no circumstances y do. You should never:

- Dominate the discussion;
- Interrupt abruptly;
- Be inaudible;
- Carry out mini-meetings; or
- Talk over each other.

**Exercise**

You and your group members have been assigned the topic: '**Responsibilities of a Good Citizen**' by your teacher of History and Government. You are supposed to discuss this before you give the presentation in two days.

**(a)** State three ways in which you would prepare before you start discussing the topic.
**(b)** How would you ensure your group members and yourself benefit from this discussion?

## ORAL REPORTS

- From the heading, an oral report is spoken, not written.
- Being oral, it doesn't mean writing is not involved. As part of preparation, you have to write notes on the topic or at least an outline of points.
- When asked to present an oral report you get the opportunity to practice your speaking skills.
- A spoken report has various elements including an introduction, body and conclusion.

**Preparation for Oral Reports**

You can prepare by:

1. Researching on the topic. Get all the facts about what is known and unknown by your audience.
2. Take notes on the facts about the topic. Choose your words appropriately in the process.
3. Practice the report before presenting it. You may
    - Practice in front of a mirror.
    - Practice in front of friends or relatives.
    - Videotape your rehearsals.

    More practice is required if it has to be memorized.
4. Plan on how to dress and groom.
5. Prepare the visual aids if you plan to use the them. Select the appropriate chart, picture, etc. that will make abstract ideas concrete.

**Reporting**

1. Stand up straight. Your upper body should be held straight, but not stiff. Do not fidget.
2. Make eye contact in order to look surer of yourself and to ensure your audience listens better.
3. Vary your tone appropriately and speak clearly.
4. Use gestures to make your points well understood and to keep the audience interested.
5. Pause at key points to let the point sick.
6. Speak loud enough for everyone to hear you.
7. If you have visual aids use them appropriately.

**Exercise**

You have seen thieves robbing your neighbor's house. During this time you have your phone that you have used to capture one of the two robbers. The next day you are called at the police station to report on what occurred.

**(a)** State any three ways you would prepare to deliver this oral report.
**(b)** What three details would you include in your report?
**(c)** How would you deliver the report to ensure the information is understood?

## SECTION 5: ETIQUETTE

Etiquette is the rules that indicate the proper and polite manner to behave.

## USE OF COURTEOUS LANGUAGE

- When one uses courteous language, he/she uses a language that is very polite and polished to show respect.
- At no time should you allow yourself be rude, ill-mannered, impolite, inconsiderate, or even thoughtless.
- Being and remaining polite will go a long way in building relationships.
- To show politeness and respect:
  - Use the word please in request;
  - Say thank you to those who help or compliment you.
  - Start your requests or interrogatives beginning with words such as can, could, may, will, or would.
  - Say excuse me when you interrupt other people or intrude into their time or privacy.
  - Use question tags.
- In this section, we shall learn the words and phrases that show respect.

**(a)** Please
- We use it when you want someone to do something for you. For example: **Can you pass that cup, please?**
- also used when you want something from someone. For example: **Lend me ten shillings, please.**

**(b)** Thank you
- Use it whenever someone does something for you.
- Use it when someone commends you.

**(c)** Sorry
- Say it any time you inconvenience someone.
- Say it when step on someone's toes, etc.
- Also when someone asks you something you cannot do.

**(d)** Excuse me

To introduce a request to someone, or to get past someone, use this phrase. For example

Excuse me, can you show me where Amina lives?

**(e)** Pardon me

Almost as ‘excuse me’

**Exercise 1**

Jennifer has gone to the shop to buy a bar of soap. The shopkeeper tells her to be polite the next time she comes to buy from him. Showing where, which polite phrases could Jennifer have failed to use?

**Exercise 2**

**Read the dialogue below and then explain how Jacinta expresses politeness.**

**John:** I would like to send this letter to japan by airmail, how much is the charge?
**Jacinta:** It’s one pound, do you need extra stamps?
**John:** I do, I have been also expecting a package from New-York. Here is my identity card and receipt.
**Jacinta:** Would you mind signing this form? Here is the package.
**John:**Finally, I would like to send this registered letter to London.
**Jacinta:**Please fill in the complete address in capital letters.

## TELEPHONE ETIQUETTE

Telephone etiquette are the rules that demonstrate the proper and polite way to use your phone/telephone.

It starts from how you prepare for phone calls to when you end the call.

**Preparation for Phone Call**

The following should be done before placing a call:

- Ensure you have enough time. It will not auger well to suddenly end the conversation because of insufficient airtime.
- Go to a place where there is silence. Too much noise will distract your attention.
- Think through exactly what you want to say. Write it down if possible so you don’t forget what to say or ask and look as though you didn’t have anything to say.

**Tips to Display When Making a Call**

Whether at work, at home, or on your mobile phone, remember to display the tips below at all times:

1. Identify yourself at the beginning of the call.
2. Speak clearly and slowly especially when leaving the message.
3. Speak with a low tone of voice. Be sure to know how loud you may be.
4. Always end with a pleasantry, for example,’ **Have a nice day.’**
5. Let the caller hang up first.

6. Stay away from others while talking on the phone. They don't need to hear your private conversation.

**What to Avoid**

1. Avoid being distracted by other activities while speaking. Some of these activities include:
   - Rustling papers
   - Chewing
   - Driving
   - Speaking with someone
   - Shopping
   - Working on the computer
2. Avoid allowing interruptions to occur during the conversation.
3. Do not engage in an argument with the caller.
4. Talking too loudly.

**Not at these Places**

The following are places you should not make a call. You should even have your cell phone in a silent mode or switch it off altogether.

- Bathrooms
- Hospitals
- Waiting rooms
- Meetings
- Museums
- Places of worship
- Lectures
- Live performances
- Funerals
- Weddings

**Telephone Conversations**

Here we shall focus on majorly business telephone conversations. It should be noted that there are patterns that are followed; but not all will follow this rigid pattern. The six patterns include:

1. The phone is answered by someone who asks if he/she can help.
2. The caller makes a request either to be connected to someone or for information.
3. The caller is connected, given information or told that that person is not present at the moment.
4. The caller is asked to leave a message if the person who is requested for is not in.
5. The caller leaves a message or asks other questions.
6. The phone call finishes.

**Exercise 1**

***Read the telephone conversation below and then answer questions that follow.***

**Pauline:** (a form two student, Wajanja School) ring ring… ring ring …

**Secretary:** Hello, Wajanja School, this is Ms Esther speaking. How may I be of help to you?

**Pauline:** Yes, this is Pauline Karanja a form two student calling. May I speak to the principal, please?

**Secretary:** I am afraid MsKaluma is not in the office at the moment. Would you like to leave a message?

**Pauline:** I would really want, thanks. When she comes back, tell her I wanted to ask for one day permission. My brother is sick and I would like to request her that I report one day after the opening day. It is I who will be left with my siblings as the brother goes to the hospital. That is all.

**Secretary:** Sorry for that, I wish him quick recovery. I would give her the message as soon.

**Pauline:**I would be grateful madam. Thanks again.

**Pauline:**Welcome Pauline. Just ensure you report as stated here.

**Secretary:** Ok have a nice day madam.

**Pauline:**You too have a perfect day. Goodbye

(a) **With examples, outline the patterns of telephone conversation in above.**
(b) **Identify evidences of telephone etiquette tips displayed by Pauline in the conversation above.**

**Exercise 2**

Your sibling is very sick. You are planning to make a doctor a phone call to come to your home to provide medication.

(a) **State any three preparations you would put in place before making this important call.**
(b) **Give four bad habits you would avoid when making this call.**

**Exercise 3**

Joan has just called the parent to ask them to pay the school fee. Unfortunately, the parent is not happy with the way she has made the call. Identify any four telephone etiquette tips shecould have failed to display.

## APPROPRIATE CHOICE OF REGISTER

- Register denotes the choice of language, whether that be formal or informal.
- It is the choosing of appropriate language for the context.
- There are factors that determine the language we use.
- It is important to select the right language for the right situation.
- The choice of register is affected by:

**(a)** The setting of the speech;
**(b)** The topic of the speech;
**(c)** The relationship that exists between the speakers; and
**(d)** The age.

**The Setting**

There are words we use depending on the field. There are those we use in the field of medicine, in the field of law etc. they are also those that we use at home when talking to family members. A chemist, for example, will ask for 'sodium chloride' while at the laboratory, while at home she will request for 'salt'. At work place, people tend to use formal language while informal language at home.

**Topic**

- If, for example, you want to ask for something valuable from a brother you would say: '***I was wondering if you could lend me….***'. This is a formal language even though it is your family member you are talking to.
- When offering your boss tea or coffee, you will still use formal language for example: '***Would you mind being served tea or coffee?*** ' and to a friend you will say: '***Tea or coffee?***'

**Relationship**

There are words you use when speaking to different people in different situations. More often than not, an intimate couple will use words like '**darling**', '**honey**', etc. These words cannot be used to address your colleague at work place; or even your pastor.

**Age**

There are ways to speak to a child and those of speaking to adults. To a baby, we use words like 'popopoo' while to an adult 'long call', etc.

**The Words used in Different Fields**

**Field of Medicine**

Some words used in the hospitals, clinics and other health stations include: X-ray, syringe, paracetamol, doctor, nurse, mortuary, patient, etc.

**Police Station**

Lockup, cell, bond, etc.

**Airport**

Aircraft, flight, air hostess, etc.

**Information Technology**

Computer, laptop, CPU, Monitor, software, hardcopy, hard disk, etc.

**School**

The words used by the teachers, students and others at school are: chalk, ruler, blackboard, senior teacher, deputy principal, dean of studies, etc.

**Law**

Technical terms used by lawyers and in the courts of law include: adult probation, affidavit, alimony, Amicus Curiae brief, annulment, appeal, appellant, appellee, arrest, plaintiff, defendant, dismissal, oath, revocation hearing, learned friend, etc.

**Exercise**

**Read the conversation below and then answer question that follow.**

**Caller:**Is this the Credex?
**Receptionist:**Yes, how may I be of help to you?
**Caller:**It's Dorothy calling.
**Receptionist:**Oh, Dorothy! How is the going?
**Caller:** Lunch today?
**Receptionist:** Of course..
**Caller:** what time then?
**Receptionist:** After I have seen the deputy principal. There are packets of chalk I am supposed to deliver.

**(a)** Giving the reasons, where is the Credex?
**(b)** What is the relationship between the caller and the receptionist?
**(c)** Explain the formality of the language the receptionist and the caller use.
**(d)** Give illustrations for (c) above.

## TURN-TAKING

Being a cyclical process, turn taking starts with one person speaking, and continues as the speaker gives control to the next individual. This is then offered to another person and then back to the original speaker. Orderly conversation has to take place.

A turn is a crucial element within turn taking. Each person takes turn within the conversation – either in person or on phone.

**Achieving Smooth Turn Taking**

It is achieved with:

1. Using specific polite phrases, for example, those for,
    - Interrupting
    - Accepting the turn when offered it

- Keeping your turn
- Getting other people speaking, etc.

2. Using gestures to indicate you have completed what you are saying or that you want to say something. You drop your arm when you have completed and raise it when you want to say something.
3. Varying the intonation to show you have or have not finished speaking.
4. Use noises like 'uming' and 'ahing' while thinking so as not to lose your turn.

**Turn Taking Cues**

There are various ways of signaling a finished turn. They might be indicated when the current speaker:

1. Asks a question, for example, ' ***Did you want to add anything?'***
2. Trails off (his/her voice becomes weaker to the extent you may not hear his words)
3. Indicates they are done speaking with a closing statement, for example, '***That's all I wanted to say.***'or '***I think I have made my point.***'
4. Uses marker words (those that allow the other a chance to speak), for example, 'well…' or 'so…'
5. Drops the pitch or volume of their voice at the end of their utterance. This is the use of falling intonation.
6. Uses gestures to signal that another can contribute.

**Violations in Turn-Taking**

There are **five** well known turn-taking violations in a conversation. They are: interruptions, overlaps, grabbing the floor, hogging the floor, and silence. Do you know what they really are? If you don't, read the explanations for the violations in that order.

1. Inhibiting the speaker from finishing their sentences during their turn.
2. Talking at the same time as the current speaker. This is interruptive overlap. However, cooperative overlap is encouraged as it shows you are interested in the message.
3. Interrupting and then taking over the turn before being offered it.
4. Taking over the floor and ignoring other people's attempt to take the floor.
5. Remaining without saying anything for quite some time.

**The List of Turn-Taking Phrase**

**To interrupt;**

- Before I forget, …
- I don't like to interrupt, but ….
- I wouldn't usually interrupt, but …
- I'm afraid I have to stop you there.
- I will let you finish in a minute/second/moment ….
- May I interrupt?

**To accept the turn when offered it;**

- Thanks. I won't take long.
- What I wanted to say was …

**To stop other people from interrupting you during your turn use;**

- I have just one more point to make
- I have nearly finished
- Before you have your say …
- I haven't quite finished my point yet
- I know you're dying to jump in, but….

**To offer the turn to another use;**

- …., right?
- But that's enough from me.
- Can you give me your thoughts on …?
- Does anyone want to say anything before I move on?
- How about you?

**To take the turn back after being interrupted;**

- As I was saying (before I was interrupted)
- To get back on topic…
- Carrying on from where we left on…

**Note:** The list is endless, and you can come up with other appropriate phrases.

## INTERRUPTING AND DISAGREEING POLITELY

- English is a polite language. For this reason, it is advisable to indirectly contradict a person. It is rude to do it directly.
- Although conversation is a two way street, interrupting a speaker is usually regarded as rude. However, at times you need to interrupt. When then can one interrupt?
- You can only interrupt to:
  **(a)** Ask a question;
  **(b)** Make a correction;
  **(c)** Offer an opinion; and
  **(d)** Ask for clarification.

In this section, we shall learn how to interrupt and disagree politely.

**Steps to Interrupting**

It is important to take note of the following steps when interrupting a speaker during a conversation or during a discussion:

1. Signal to the speaker that you have something to contribute by implementing the body language such as:
   **(a)** Making eye contact;
   **(b)** Slightly raising your hand;
   **(c)** Sitting forward on your seat;
   **(d)** Quietly clearing your throat; or
   **(e)** Coughing quietly.
2. Wait patiently until the speaker pauses or incase of a lull in the conversation.
3. Speak clearly using polite phrases. These phrases will be learnt later.
4. Wait for the speaker to acknowledge your request to speak before you do so.
5. After you have spoken, thank the speaker and allow them continue.
6. Take a deep breath and calm yourself before interrupting when you feel angry or annoyed.
7. Take care to use low tone of voice.

**Avoid:**

1. Unnecessary interruptions.
2. Finishing speaker's sentences.
3. Interrupting to correct the speaker unnecessarily.
4. Speaking harshly or using disparaging comments.

**Phrases used in Interruption**

Below is the list of phrases which you can use to politely interrupt someone:

- May I say something here?
- I am sorry to interrupt, but …
- Excuse me, may I add to that…?
- Do you mind if I jump in here?
- Before we move on to the next point, may I add …?
- Sorry, I didn't catch that, is it possible to repeat the last point?
- I don't mean to intrude ….
- Sorry to butt in, but …
- Would this be a good time to ….?
- Excuse the interruption, but …
- I hate to interrupt, but …
- I know it is rude to interrupt, but …

**How to Disagree Politely**

The tips that follow will help you handle disagreements without annoying the other person in a discussion or discussion:

1. Actively listen to the other person's point of view. This helps in showing respect and understanding of the other person's perspective.
2. Stay calm even if you feel angry.
3. Acknowledge the other person's point of view before the buts.
4. Disagree only with the person's idea but not he person.
5. Use polite phrases to respectfully disagree.
6. Speak in a low tone.
7. Give some credence to the other person's point of view before challenging it. For example, say: **It's partly true that I bought this phone at a cheap price, but ...**

**Disagreeing Politely Expressions**

- I agree up to a point, but ...
- I see your point, but ...
- That's partly true, but ...
- I'm not so sure about that.
- That's not entirely true
- I am sorry to disagree with you, but ...
- I'm afraid I have to disagree
- I must take issue with you on that
- It's unjustifiable to say that..

## NEGOTIATION SKILLS

- This is the process of discussion between towo or more disputants, aimed at finding the solution to a common problem.
- It is a method by which people settle their differences.
- It is also the process by which a compromise or agreement is reached while avoiding arguiment.
- There could be a difference between people with different aims or intentions, especially in business or politics. When this happens, they have to reach an agreement.
- Negotiation skills will be helpful when:
    - Haggling over the price of something;
    - Negotiating with your employer e.g. for higher salary;
    - Negotiating for peace/ solving conflict;
    - Negotiating for better services; etc.

**Stages Of Negotiation**

1. Preparation comes first. During this time, ensure all the pertinent facts of the situation is known in order to clarify your own position. It will help in avoiding wasting time unnecessarily.

2. Discussion then follows. This is the time to ask questions, listen and make things easier to understand. At times, it is helpful to take notes to record all points put forward.
3. Negotiate towards a win-win outcome. Each party has to be satisfied at the end of the process.
4. Agreement comes after understanding both sides' viewpoints and considering them.
5. Implement the course of action. If for example, paying the amount, it has to be paid.

**Points Every Negotiator Should Consider**

1. Ask questions, confirm and summarise. These three activities ensure that there is no confusion on what each party wants.
2. Acknowledge each other's point of view. Show that you have listened to and understood their perspective. Show appreciation of the other person's point of view.
3. Listen attentively to the other person.
4. Respond to negative comments and complaints. Avoid confrontational language.
5. Behave in a confident way, but don't be rude. Make polite but firm requests.
6. Give options/alternatives. You can both win if you recognise that you share a common ground.

**Exercise**

**You are planning to buy a new model car.**

**(a)** Write down three relevant facts you would want to know before going to buy the car.
**(b)** State any three hints for the negotiators you would consider when haggling over the price of that car.

## PAYING ATTENTION (LISTENING)

Listening is different from hearing. When you listen, you understand both the verbal and non verbal information.

*Why should you listen?* You listen:

- To obtain information
- To understand the message
- For enjoyment
- To learn

In this section, we shall learn the techniques of active listening.

**Techniques of Paying Attention**

In order to benefit from a talk as the listener, you should take note of the following key tips:

1. keep an open mind. Listen without judging the speaker or mentally criticizing their message they pass. You just have to hold your criticism and withhold judgment.

2. Familiarize yourself with the topic under discussion. Audience tend to listen more if they have idea of the topic being discussed. How then can one familiarize himself/ herself with the subject? They can do this by:
   **(a)** Reading from the books.
   **(b)** Reading from the internet.
   **(c)** Asking for ideas from those who know.
3. Use the speaker responses to encourage the speaker to continue speaking. You will also get the information you need if you do so. Some of the speaker responses we use include:
   **(a)** Slightly nodding the head, but occasionally.
   **(b)** Smile occasionally.
   **(c)** Using small verbal comments like yes, uh huh, mmmh, I see, etc.
   **(d)** Reflecting back e.g. you said …
4. Take notes on the important points. This can in itself be a distractor. You should therefore know when to and when not to take notes.
5. Listen for the main ideas. These are the most important points the speaker wants to get across and are repeated several times.
6. Wait for the speaker to pause before asking a clarifying question. Just hold back.
7. Avoid distractions. Don't let your mind wander or be distracted by other people's activities. If the room is too cold or too hot get the solution to that situation if possible.
8. Sit properly. Sit upright
9. Make eye contact with the speaker. when you do this you will be able to understand the non verbal messages too.

**Signs of Inactive Audience**

You can easily tell whether your audience listens or not. The inattentive listeners tend to posses the following characteristics:

**(a)** Fidgeting
**(b)** Doodling
**(c)** Playing with their hair
**(d)** Looking at a clock or watch
**(e)** Picking their fingernails
**(f)** Passing small pieces of paper to one another
**(g)** Shifting from seat to seat
**(h)** Yawning

**Barriers to Effective Listening**

There are many things that get in the way of listening and you should avoid these bad habits so as to become a more effective listener. These factors that inhibit active listening include;

1. Lack of interest in the topic being discussed.
2. Unfamiliarity with the topic under discussion.

3. Fear. One might fear being asked a question and in the process fail to look at the speaker.
4. Noise. In case of noise the listeners might not get what the speaker is saying.

**Exercise 1**

MwangiMwaniki, the author of one of the set text you study, is coming to your school to give a talk on the themes in his novel.

**(a)** How would you prepare for this big day?
**(b)** State what you would do to ensure you benefit from the talk during the presentation.

## SECTION 6: ORAL NARRATIVES

## FEATURES OF ORAL NARRATIVES

Oral narratives have many features. The main ones include:

- Use of opening formula. This is used to indicate the beginning of a story. It also remove the audience from the world of reality and take them to the world of fantasy. A world of fantasy is where bones speak, a king is the lion, etc. some commonly used opening formula phrases are ' **a long time ago…**', '**once upon a time**', '**there once was ….**', and '**long, long ago…**'
- Use of Closing formula. It makes the end of a story. It also removes the audience from the world of fantasy and take them back to the world of reality. Here are examples of closing formulae:
  - And that is why …
  - And there ends my story.
  - From then onwards …
  - To come to the end of my story …
- Use of idiophones. There is the use of words that imitate the movement or sounds made by characters in the story. For example,
  - The bees flew buzz buzzbuzz.
  - The woman laughed hahahahaha.
  - The branch was cut kacha.
- Repetition. A word, phrase, a song, or even a sentence can occur more than once in a story. The repetition is meant to bring out the meaning.
- Use of songs. Many narratives have songs. The songs perform the following functions:
  **(a)** Brings out the character traits.
  **(b)** Brings out the theme.
  **(c)** To entertain.
- Fantasy.
- Use of suspense. Here the audience is left wondering what will happen next.
- There is also the use of dialogue. A character speaks directly to the other. Dialogue is used to bring out the theme, character traits as well as to develop the plot of the story.

## TECHNIQUES OF STORY TELLING

- There are several story telling devices a narrator can decide to use when delivering an oral narrative.
- The techniques a narrator can use include:
  - **Use of gestures.** Gestures are meant to reinforce the idea. For example when talking about a character going, you can stretch your arm to show that.
  - **Altering your facial expressions** according to the emotion and feelings in the story. Do not frown when the emotion happy.
  - **Varying the tone of your voice** depending on what you are saying and who is saying it. The tone should be low when for example a small animal talks, and high when a big one speaks.
  - **Changing the pace of narration.** There are those unimportant details that can be said faster.
  - **Involving the audience in the narration.** Asking them to join you when singing will be okay.
  - **Use of mimicry.** Here a narrator imitates the walking style of a character, etc.

## SECTION 7: NON VERBAL SKILLS IN LISTENING AND SPEAKING

## IMPORTANCE OF RESPECTING PERSONAL SPACE

A personal space is an imaginary area between a person and their surrounding area. This space makes the person feel comfortable and should therefore not be encroached.

The distance can exist at work, at home and in our social circles.

The personal space varies depending on factors such as:

**(a)** Gender
**(b)** Trust
**(c)** Relationship
**(d)** Familiarity with the person.

**Why Respect People's personal Space?**

1. To make them feel comfortable.
2. To maintain good relationships.
3. To enhance listening. Especially during a talk.

**General Personal Space Rules**

The personal space guidelines below will help enhance listening and speaking:

1. Respectfully keep your distance if you walk into a room and see two people in private conversation.
2. Pay attention to your volume when you speak, whether on the phone or in person, to ensure you don't distract attention of others.
3. Maintain physical space at table and chair rows so the people around you have enough room to write, raise their hands, etc.

4. Be mindful of amount of perfume or cologne you wear as if it is in excess it might distract others.
5. Never lean on the other person's shoulder unless invited to.
6. Don't eavesdrop on another person's phone conversation. In case you overhear details of the conversation, keep it confidential.

**Dealing with Space Intrusion**

Depending on the nature of the intrusion, you would deal with space encroachment in different ways. Here are the steps of dealing with a person who leans on your shoulder:

1. Lean away or take a step back away from the person hoping they would take a hint.
2. Come right out and say you feel discomfort being too close.
3. Explain why you need more space. You can for example tell them you need more space to write.

**Exercise**

You have attended a one day seminar. The person sitting next to you is said to be intruding your personal space. What four personal space guidelines could this person have failed to follow?

## FACIAL EXPRESSIONS

- The face you wear is a great component of emotion and feeling.
- The various facial expressions represent various feelings. A smile for example, represents joy, while a scowl, anger.
- When speaking or listening, flex your facial muscles as appropriate. You can't smile when the speaker is talking about incidence of tragedy. Doleful face will do.
- Remember your face is like a switch and will keep changing depending on the feelings and emotions.

**Some words for Describing Facial Expressions**

| **Emotion/ Feeling** | **Facial Expression** |
|---|---|
| Approval/ agreement | **Appealing** |
| Happy and peaceful | **Beatific** |
| Angry or unhappy | **Black, grave** |
| Worried | **Bug-eyed** |
| Sad | **Doleful** |
| Confused | **Quizzical** |
| Surprised | **Wide-eyed, quizzical** |
| Extremely happy | **Radiant** |
| Embarrassed | **Withering** |

## GESTURES

- A speaker will always move part of their body especially a hand, arm or the head when speaking.

- This is done to express the idea or meaning.
- As a speaker you can use illustrators of what you are saying using your hands. They will add mental image to what is being conveyed. For example,
    - Headshake to mean 'no'.
    - Use hands to form the shape of heart to express love.
    - Use the hands to form the bow shape to show the big belly. Etc.

## EYE CONTACT

- Did you know you can use your eyes to listen? We use the eyes to listen to another person's body language – gesture included.
- An eye is a powerful tool of effective communication.
- Let us learn some situations that demand different uses of the eyes. For example:
  **(a)** When arguing, hold your gaze.
  **(b)** When deferring, lower your eyes.
  **(c)** When loving someone, stare in the pool of their eyes.
- Making eye contact is very vital as you can get the feedback from your listeners, on your message. When you notice they are bored you know you have to make adjustments and when they show enthusiasm then this will help in pumping you up.
- Too much eye contact by the listener indicate they have interest in either you or the information you are putting across.
- Speakers tend to look up:
  **(a)** At the end of their utterances.
  **(b)** To indicate to the others to have their turn.
- Speakers tend to look away when:
  **(a)** Talking non-fluently.
  **(b)** Thinking
  **(c)** Not sure of the topic.

## BOWING/CURTSYING

- A curtsy is a polite gesture of respect or reverence made chiefly by women and girls.
- It is the female equivalent of males' bowing.

**When to Bow or Make Curtsy**

- To end a performance.
- To show respect.

**How to Curtsy**

- Lower your head.
- Hold your skirt at the edges with both hands.

- Place your right foot behind the left.
- Bend your knees outward

## APPERANCE AND GROOMING

How you look when speaking in front of an audience or when going for an interview is very crucial. It both boosts your confidence level and build respect.

Your appearance involves the clothes you wear as well as how you groom.

Grooming on the hand involves what you do to your body other than the clothing. Your personal hygiene is the simplest term that can replace the term grooming.

**Clothing**

The kind of clothe you wear will depend on such factors as:

**(a)** Your occupation;
**(b)** Weather;
**(c)** Location; and
**(d)** Your preference.

**Guidelines for Clothing**

1. Your cloth should fit comfortably.
2. The cloth should also be neat and clean.
3. Wear the right cloth for appropriate occasion.

**Grooming**

Read the grooming checklist below.

1. Your hair should be lean, trimmed and neatly arranged.
2. If you are a man, ensure your facial hair is freshly shaved.
3. Fingernails should be neat, clean and trimmed.
4. Teeth should brushed and with fresh breath.
5. Body should be freshly showered.
6. If a woman, use make up sparingly and be natural looking.
7. Use perfumes/aftershave/colognes sparingly or even use non at all.

**Exercise**

Ayub has been invited to an interview. State four grooming mistakes he should be careful to avoid.

## SECTION 8: INSTRUCTIONS TO FRIENDS AND RELATIVES

## GIVING AND RECEIVING INSTRUCTIONS

Giving clear instructions is one of those things that seems easy to do but actually are more complex.

The tips that follow will help you in giving clear instructions:

1. Get the attention of the other person. Be sure you have the attention of the person, or people, you are giving instruction. This is one way in which you will tell whether they are listening. Do you know ways to get the attention of a child or even a group of people in some noisy place? Here are some suggestions;

- Ring the bell
- Bang the table/door
- Switch off the lights
- Clear your throat
- Blow the whistle, and many others.

2. Use simple language that can be understood. Avoid using too much vocabulary.
3. Break instructions down and deliver them in steps. Give one instruction at any given time to avoid any confusion.
4. Repeat instructions to them.
5. Be loud enough.
6. Give instruction beginning with a verb i.e. use the imperative forms. For example: **Take three cups...**
7. Ask them repeat instructions to you in their own words.
8. Make eye contact.

**Exercise**

You are a mother. On a certain day, very early in the morning, you want to go to pay your friend a visit. Before you leave, you have decided to leave your 6-year old son instructions on how to prepare his lunch.

**(a)** Make a list of methods you would use to get his attention before giving instructions.
**(b)** Other than getting his attention, how else would you ensure you leave him clear and understandable instructions?

## GIVING DIRECTIONS

Once in a while people will ask you to lead them to their destination. If it is not possible to do this then the best thing to do will be to give them directions to those places. The most important thing to do is to be brief and clear.

Let us learn the steps to giving the clear directions.

**Steps to Giving Clear Directions**

1. Give the direction with few turns. Remember shortcuts may be faster, but at times are complicated especially in the case of many turns.
2. Indicate the turns—whether left or right. Tell them to turn a left or a right. For those who know cardinal points, you can use north, south, west, or east.
3. Mention the landmarks, for example, a large clock, a school, a river, e.t.c. Tell them: `you will see a blue church…
4. Specify distance. Offer the Ballpark Figures (rough estimates of the time and length of travel). The three ways of specifying the distance are:
   **(a)** Telling them how many streets or buildings to pass;
   **(b)** Giving them distance in kilometres, metres , or miles;and
   **(c)** Telling them how much time in minutes or hours it will take them to reach their destination.
5. Warn them about any confusing parts of the route. For example, let them know of a narrow road that people normally miss.
6. Say which side of the street or road their destination is on. There could be two houses that look alike on either sides of road. Tell them: My house is on the right.
7. Repeat directions to them and allow them repeat back directions to you.
8. Draw a simplified map if paper and pencil or pen are available.
9. Give them a drop-dead point. This is the place when if you reach you know you are lost and have to make a U-turn. For example, tell them: if you see a big black billboard you have gone too far.

**Exercise**

Your church is in the same estate you live. Your mother goes to a different church. On this particular Sunday she has decided to join you later in your church. For that reason, she asks you to give her the direction to the church.

**(a)** Mention three ways you would specify her the distance from your home to the church.
**(b)** Apart from specifying the distance, how else would you ensure she reaches the church when giving her the direction?

## ANSWERS

### PRONUNCIATION OF VOWEL SOUNDS

/'/

- Hill
- Sit
- Still
- Blip
- Fill
- Blink
- Thrill

/i:/

- Jeep
- Creek
- Greased
- Teal
- cheat

/e/

- jet
- bed
- wet

**PRONUNCIATION OF CONSONANT SOUNDS**

**Exercise 1**

Sound /s/: seven, students, first, test, licen**c**es

Sound /z/ : driver's, licence**s,** Thursday

**Exercise 2**

**(a)** Garage
**(b)** Gift
**(c)** Go
**(d)** Digit
**(e)** Entangle
**(f)** Gecko

**Exercise 3**

**Sound /ˈ/ :**tissue, passion, ocean, cautious, solution, pressure, Persian, chef, sure, precious

**Sound /ʒ/ :**Caucasian, division, leisure, vision, casual, conclusion, television, decision, collision, exposure

**Exercise 4**

**Sound /f/ : fo**rgive, **f**or, **f**orgetting, le**f**tover, **f**ood

**Sound /v/ :**forgi**v**e, lefto**v**er

**DIPHTHONGS**

**(a)** Gate
**(b)** Made
**(c)** Male
**(d)** Pail
**(e)** Pane
**(f)** Plane
**(g)** Sail
**(h)** Tail
**(i)** Vane/vein
**(j)** Waste
**(k)** Weight
**(l)** Ate
**(m)** Sow
**(n)** Know
**(o)** Tow
**(p)** Groan

**MINIMAL PAIRS**

**Exercise 1**

**(a)** Heat
**(b)** Shit
**(c)** Teen
**(d)** Pitch
**(e)** Leap
**(f)** Knit
**(g)** Keep
**(h)** Ill
**(i)** Grid
**(j)** Peel
**(k)** Skid
**(l)** Scheme

**Exercise 2**

**(a)** Hid
**(b)** Mess
**(c)** Hem
**(d)** Led
**(e)** Fin
**(f)** Led
**(g)** Din
**(h)** Pig

**Exercise 3**

**(a)** Fail
**(b)** Pen
**(c)** Hell
**(d)** Sail/sale
**(e)** Whale
**(f)** Met
**(g)** Read/red
**(h)** Debt
**(i)** Main
**(j)** Stead

**Exercise 4**

**(a)** Bat
**(b)** Much
**(c)** Mud
**(d)** Flash
**(e)** Come
**(f)** Dam
**(g)** Sung
**(h)** Ankle
**(i)** Crush
**(j)** Suck
**(k)** Damp
**(l)** Tag

**Exercise 5**

**(a)** Merry
**(b)** Bland
**(c)** Kettle
**(d)** Vet
**(e)** Sex
**(f)** Track
**(g)** Tread
**(h)** Mat

**Exercise 6**

**(a)** Fir/fur
**(b)** Hard
**(c)** Purse
**(d)** Firm
**(e)** Shirk
**(f)** Cart

**Exercise 7**

(a) Ban
(b) Vote
(c) Best
(d) Bowels
(e) Bent
(f) Very
(g) Lobes
(h) Verb

**Exercise 8**

**(a)** Very
**(b)** Leave
**(c)** Fast
**(d)** Vine
**(e)** Halve
**(f)** Prove
**(g)** Fail
**(h)** Grieve
**(i)** Carve
**(j)** Vault
**(k)** File
**(l)** Strife

**Exercise 9**

**(a)** Bad
**(b)** Got
**(c)** Ride
**(d)** Ant

**(e)** add
**(f)** Bet
**(g)** Bought
**(h)** Aid
**(i)** Bed
**(j)** feed
**(k)** Hid
**(l)** Heard
**(m)** Mad
**(n)** Meant
**(o)** need
**(p)** Not
**(q)** Said
**(r)** Plate
**(s)** Sad
**(t)** Debt

**Exercise 10**

**(a)** Tag
**(b)** Flock
**(c)** Tuck
**(d)** Come
**(e)** Cash
**(f)** Jag
**(g)** Gave
**(h)** Sack
**(i)** League
**(j)** Grab
**(k)** Glass
**(l)** Could
**(m)** Coat
**(n)** Block
**(o)** Gill
**(p)** Duck
**(q)** Cut
**(r)** Lock
**(s)** Rag
**(t)** got

**HOMOPHONES**

**(a)** bee, be
**(b)** see, sea
**(c)** aye, eye
**(d)** pee, pea
**(e)** tea, tee
**(f)** ewe, you

**SILENT LETTERS**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **i.** | b | **vi.** | b | **xi.** | n | **xvi.** | t | **xxi.** | p | **xxvi.** | ue |
| **ii.** | s | **vii.** | s | **xii.** | t | **xvii.** | t | **xxii.** | x | **xxvii.** | e |
| **iii.** | c | **viii.** | h | **xiii.** | t | **xviii.** | b | **xxiii.** | m | **xxviii.** | th |
| **iv.** | t | **ix.** | d | **xiv.** | h | **xix.** | t | **xxiv.** | b | **xxix.** | th |
| **v.** | c | **x.** | d | **xv.** | t | **xx.** | e | **xxv.** | z | **xxx.** | s |

**STRESS**

**Exercise 1**

**1.**

**(a)** Bamburi cement was used to cement the bridge.
**(b)** After leaving us his address, he will address those students over there.
**(c)** He had to permit us to do business since we had a business permit.
**(d)** The content of the letter will content the man.

**2.**

**(a)** Sert, de
**(b)** es, cort
**(c)** re, sume
**(d)** test, con
**(e)** vict, con

**Exercise 2**

**(a)**

- I – no one else loves your sister's handwriting.
- Love – I don't hate your sister's handwriting
- Your – Not any other person's sister
- Sister's – not your brother's or your uncle's
- Handwriting – It I only your sister's handwriting I love, not her walking style or her cooking.

**(b)**

- You – all the others came early
- Came – you did not leave late
- Late – Not early
- Yesterday – the rest of the days you came early

**INTONATION**

| | | | | |
|---|---|---|---|---|
| (a) Falling | (e) Rising | (i) Falling | (m) Rising | (q) Falling |
| (b) Falling | (f) Rising | (j) Rising | (n) Falling | (r) Falling |
| (c) Falling | (g) Rising | (k) Falling | (o) Rising | |
| (d) Falling | (h) Falling | (l) Falling | (p) Falling | |

**PUNS**

**(a)** Interest has multiple meanings. Interest is the state of wanting to do something. It is also amount paid at a particular rate for money borrowed from the bank.

**(b)** There is a twist on the word 'tired' which is originally supposed to be spelt 'tyred.'

**(c)** Up to something means doing something wrong. It also means the stairs could be leading him to another floor.

**(d)** The word 'Santa's' has been twisted. It is supposed to be spelt 'sentence'.

**(e)** Charged means passing electric current. It also means being formally accused in the court.

**TONGUE TWISTERS**

**Exercise 1**

**(a)**

- Alliteration: **c**ough, **c**arries, **c**offin, **c**arry
- Consonance: cou**gh**, o**ff**, co**ff**in, o**ff**
- Repetition: off

**(b)**

- Alliteration**: w**itches, **w**ere, **w**atching, **w**atches, **w**hich, **w**itch, **w**ould, **w**atch, **w**hich, **w**atch
- Consonance: wi**tch**es, wa**tch**ing, wa**tch**es, whi**ch**, wi**tch**, wa**tch**, whi**ch**, wa**tch**
- Repetition: watch, which, two

**(c)**

- Alliteration: **b**lack, **b**ug, **b**leeds, **b**lack, **b**lood, **b**lue, **b**ug, **b**leed

- Consonance: b**l**ee**d**s, b**l**oo**d**, b**l**ee**d**
- Repetition: black, blood,  bug repeated

**(d)**

- Sibilance: wi**sh**, wa**sh**, Iri**sh** …. Or consonance
- Alliteration**: w**ish, **w**ash, **w**atch

**Exercise 2**

**(a)** It is a tongue twister.

**(b)** The sound /s/ and /ʃ/

**RIDDLES**

- Challenge – I have a riddle!
- Acceptance – Throw it.
- Pose/ Riddle – What comes down but never goes up?
- Guesses – wind, bird
- Prize – Fire
- Solution – rain

**RHYME**

**Exercise 1**

**(a)** Violently **(b)** Day **(c)** shaking **(d)** terror **(e)** Forget

**Exercise 2**

aabcddbceeccffccgghh

**ALLITERATION AND ASSONANCE IN POEMS**

**Alliteration**

- **B**lack **B**reweries **b**raveness  /b/
- Tracers ticking Time /t/
- Black braveness baselessly /b/
- Mirror, my emotion moves momentarily  /m/
- And others

**Assonance**

- **I**n **i**nk **i**ncorporat**i**ve **i**nd**i**vidualism
- D**i**rected d**i**agonal
- Etc.

**Consonance**

- Little, black, baselessly /l/
- Black believes /l/
- Determined, destinies /t/

**DEBATE**

**I could have:**

- Spoken confidently
- Varied my tone appropriately
- Spoken loud enough to be heard by everyone
- Made my contact with my audience
- Provided proofs for my points in persuasive way.
- Spoken slowly and enunciated words correctly
- Used gestures that reinforced my ideas
- Paused at key points

**INTERVIEWS**

**Exercise 1**

**(a)** Questions

- How would you handle cases of indiscipline among the students?
- Will you appoint prefects in charge of discipline?
- What punishment will you mete out on those who are indiscipline? Etc.

**(b) I would;**

- Inform him about the interview.
- Arrive early for the interview.
- Prepare the place to interview him..

**(c) I would;**

- Allow him enough time to respond to the questions.
- encourage him to speak by slightly nodding my head.
- Make eye contact with him.

**Exercise 2**

**(a)** Ms Naomi is a good interviewer because;

- She warmly welcomes Mr. Josh, hence making him feel free to speak.
- She also offers to take Mr. Josh along with her for lunch.

**(b)** Mr. Josh:

- Explains her answers well.
- Is honest. When asked whether he has written in any scientific journal he says not yet.

**SPEECHES**

**Exercise 1**

**(a) I would;**

- Do some research on the topic.
- Practice adequately.
- Write down my points.
- Dress and groom well.

**(b) I would;**

- Effectively use gestures to reinforce my ideas.
- Make eye contact with my audience.
- Wear appropriate facial expressions.
- Speak loud enough to be heard by all.
- Pronounce my words correctly.
- Pause at key points to let the information sink.
- Speak slowly to allow my points be processed.

**Exercise 2**

**(a)** Makufuli could have:

- Had shaking hands
- Sweating palms
- Dry mouth
- Rapid heartbeat
- Squeaky voice
- Knocking knees, etc

**(b)** Makufuli probably:

- Could have dressed uncomfortably.
- Could have failed to research on the topic.
- Could have failed the first time and could have feared to fail again.
- Could not have rehearsed his speech.

**DISCUSSION**

**(a)**

- Choose group leaders.
- Do research on the topic to get facts.
- Write the points.
- Arrive early for the discussion.
- Gather writing materials to use.

**(b)**

- Ensure each point given is backed up.
- Ensure members speak with moderation.
- Speak clearly.
- Take notes on what is discussed.
- Ensure members listen to each other.

**ORAL REPORTS**

**(a)**

- Prepare the photo to show the police.
- Ask the neighbours questions to get more facts.
- Practice how to report.

**(b) I would:**

- Vary my tone appropriately.
- Make eye contact with the officer.
- Use gestures effectively.
- Pause at key points.
- Speak loud enough enough.
- Speak slowly.

**USE OF COURTEOUS LANGUAGE**

**Exercise 1**

- Failed to use 'thank you' after being given the bar of soap.
- Failed to use 'please' when asking to be given the bar of soap.
- Failed to use 'excuse me' to get the shopkeeper's attention.

**Exercise 2**

- She has used 'please' when asking John to fill the address.
- She has used 'would' in asking questions.

**TELEPHONE ETIQUETTE**

**Exercise 1**

**(a)** The patterns include;

- Answering of the phone – Hello, …
- Request -- May I speak to the principal, please?
- The caller is told the principal is not in the office at the moment.
- Pauline is asked to leave a message.
- Pauline leaves the message for the principal.

- The call finishes with pleasantry – have a nice day.

**(b)** Evidences:

- She introduces herself to the secretary.
- She ends the call with pleasantry.
- She speaks politely to the secretary.

**Exercise 2**

**(a)** I would:

- Ensure I have adequate airtime.
- Go to a quiet place.
- Jot down what to tell the doctor.
- Ensure the place to make the call has network.

**(b)** I would avoid:

- Talking too loudly
- Engaging in an argument with the doctor.
- Interrupting the doctor.
- Being distracted by other activities.

**Exercise 3**

Joan could have failed to:

- Identify herself at the beginning of the call.
- Speak clearly and slowly.
- Speak with a low tone of voice.
- End the call with a pleasantry.

## APPROPRIATE CHOICE OF REGISTER

**(a)** Credex is a school. There is the use of words such as 'pieces of chalk', and the 'deputy principal'.

**(b)** The two are friends .

**(c)** At first it is formal. But when the receptionist realizes it is Dorothy calling it becomes informal.

**(d)**

**Formal**

Is this the credex?

**Informal**

How is the going?

Lunch today?

## NEGOTIATION SKILLS

**(a)**

- Know the prices elsewhere
- Whether I can get discount
- Whether the purchase of the car comes with any offer
- Whether the car is in high demand
- Whether the car is readily available. Etc.

**(b)** I would:

- Make polite but firm requests.
- Ask questions and summarise to avoid confusions.
- Respond to negative comments from the seller.
- Give alternatives.
- Show appreciation of the seller's viewpoint.
- Listen attentively to the seller.
- Ensure we arrive at a clear agreement acceptable to both of us.

**PAYING ATTENTION**

**(a)** I would:

- Read the set book to remind myself of the themes.
- Ensure I sit where I would be comfortable.
- Prepare questions to ask him.

**(b)** I would:

- Take down the main points.
- Make eye contact with the author.
- Hold back until the speaker pauses before I interrupt.
- Encourage the speaker to continue speaking by using some responses.
- Avoid interruptions.

**IMPORTANCE OF RESPECTING PERSONAL SPACE**

He could have failed to:

- Speak in a low voice during the talk.
- Maintain the physical distance between the two of us at the table.
- Resist leaning on my shoulder or chest.
- Resist eavesdropping on my phone conversation.

**APPEARANCE AND GROOMING**

I would avoid:

- Dirty unarranged hair
- Dirty fingernails

- Foul breath teeth
- Unbathed body
- Excess make up
- Excess perfumes or colognes

**GIVING AND RECEIVING INSTRUCTIONS**

**(a)**

- Switch off the lights in his room
- Call his name
- Bang the table beside him
- Clap my hands

**(b)**

- Use simple language
- Give one instruction at a time
- Be loud enough
- Repeat the instruction.
- Ask him if he has any question
- Ask him repeat instructions back to me.
- Make eye contact.

**GIVING DIRECTIONS**

(a)

- Giving the distance in metres.
- Telling her time in minutes.
- Telling her the number of streets to pass.

**(b)**

- I would give her the route with minimal turns.
- I would indicate the turns.
- Mention the landmarks.
- Warn her about any confusing part of the route.
- Have her repeat directions back to me.
- Draw a simplified map.