

# READINGS IN BASIC ENGLISH *for* Higher Education

Edited by:  
**RICHARD C. IHEJIRIKA**



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**READINGS IN BASIC  
ENGLISH**  
*for*  
**HIGHER EDUCATION**

*Edited by*

**Richard C. Ihejirika**

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## **Dedication**

This work is dedicated to all our English teachers at all levels of education, who lit the light on us that is now a source of illumination to many.

## NOTE ON CONTRIBUTORS

**Mr. Richard C. Ihekirika** read at the University of Ife, Ile-Ife (now Obafemi Awolowo University, Ile-Ife) and the University of Nigeria Nsukka (UNN), where he obtained B.A. Ed. and M.A. English respectively. For now, he is of the Directorate of General Studies, Federal University of Technology, Owerri (FUTO), where he teaches the "Use of English" and "Technical Report Writing". He also teaches English at the National Open University of Nigeria (NOUN) and Alvan Ikoku College of Education on part-time basis. Mr Ihejirika has authored and co-authored several books and contributed to scholarly journals both locally and internationally. He has also attended many conferences. Meanwhile, Mr. Ihejirika is a doctoral student at the University of Uyo.

**Anthony Ezechukwu Ogu** is a lecturer in the Directorate of General Studies of the Federal University of Technology, Owerri. He has first and second degrees from the University of Nigeria, Nsukka, and is currently doing a doctorate degree in English language at the University of Uyo. He has taught the English language in Nigeria for many years.

**Mr Dan Chima Amadi** holds degrees in English from universities of Jos (B.A.) and Nigeria (M.A.) and currently a doctoral students in English at the Abia State University, Uturu. He has written many books and



contributed papers to several journals both locally and internationally. He was the branch chairman Association of Nigerian Authors, Enugu State and now lecturer at the Directorate of General Studies, Federal University of Technology, Owerri. He is married with a son.

**Mrs. Queen Ugochi Njemanze** teaches the "Use of English" and "Technical Report Writing" in the Directorate of General Studies, Federal University of Technology Owerri. She has contributed to learned journals, and has several conference papers to her credit. She also belongs to many professional organizations. She graduated from the University of Nigeria and the Imo State University where she obtained her Bachelor of Arts and Master of Arts degrees respectively in English Language.

**Uwakwe, Uchenna David** is a lecturer in the English Unit of the Directorate of General Studies, Federal University of Technology, Owerri (FUTO). He read for his B.A. and M.A degrees in English and Literary Studies at the University of Port Harcourt. He is currently pursuing his doctoral studies at the Imo State University. He is a Christian and married with a baby boy.

**Ngozi Anigbogu** holds a Bachelor of Arts in English of the University of Maiduguri. She also holds a masters degree in English as a Second Language of the University of Nigeria, Nsukka. She is currently a lecturer in the Use of English at the Federal University of Technology, Owerri.

**Chika Opara** is a lecturer in the Use of English at the Federal University of Technology, Owerri. She holds a Bachelor degree of Arts in English of the Federal University of Uyo and a Masters degree in English of Imo State University.

# Preface

Given the battery of texts on the Use of English available in markets, bookshops and libraries, one may be tempted to ask the need for new ones. However, it is pertinent to point out that language is dynamic and in order to accommodate the dynamism of language, including the English Language, curriculum designers have continued to revise language curriculum in order to meet the needs of the learners. Hence, writing text on the "Use of English" has continued to be a continuous process. It is against this backdrop that ***Readings in Basic English for Higher Education*** is conceived.

The book is designed to meet the changing needs of learners of English as a second language, especially students of tertiary institutions, whose academic programmes require appreciable level of proficiency in the "Use of English". The book meticulously addresses the basic language skills such as speaking, reading and writing. In addition, there are detailed discussions on such vital areas of the "Use of English" such as grammar, vocabulary development, summary writing, common errors in English and literary appreciation. Apart from the exercises provided at the end of each topic and chapter, the book makes provision for past questions, which create ample opportunity for the learners to do necessary and meaningful revisions.

***Readings in Basic English for Higher Education*** is the brain child of veteran lecturers and researchers in



the "Use of English" and "Applied English Linguistics", hence the various topics covered are given professional touch. This outstanding quality of the book stands it out as first among equals. It is our hope that students, teachers and lecturers of English as a second language would find this book exceedingly useful.

We remain grateful to our students at various levels of education, whose responses to our teachings provided the needed raw material with which this book is manufactured. We also wish to acknowledge our indebtedness to the numerous authors whose works were consulted, quoted and referred to during the course of the writing. Above all, we are grateful to God for everything.

**R. C. Ihejirika**

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## ***Chapter One***

### **READING AND COMPREHENSION**

*By Richard C. Ihejirika*

#### **1.1 Reading and Comprehension: An Overview**

Reading and comprehension are two concepts that are intertwined. The presence of one presupposes the other. We read in order to comprehend and comprehension is usually an outcome of reading. Thus, any reading that cannot give rise to comprehension could be regarded as an exercise in futility.

In language learning or acquisition process, reading is one of the language skills that are usually emphasized; others are listening, speaking and writing. It is a skill that takes a central position not only in language learning but also in learning as a process of acquiring formal education. In fact, when one says that one is learning, what it connotes is that one is reading.

Reading, especially in a second language situation, is an exercise that does not go down well with too many people because of some obvious reasons. In the first place, deficiency in the target language does not give room for proficiency in reading and comprehension. Secondly, lack of interest and poor reading culture have been found to constitute serious barrier to efficient reading. Nigerians in general, both young and old, teachers and students, academics and non-academics, etc are regrettably guilty of this offence.

Everybody is obsessed with the acquisition of material wealth and get-rich-quick syndrome appears to be the order of the day. Only very few care to acquire knowledge through reading.

Among the students, the much they do is "compulsory reading", that is, reading for assignments, tests or examinations. For the teachers and lecturers they are in the habit of recycling the lecture notes written several years back instead of reading in order to up-date and up-grade their knowledge. For other categories of Nigerians, only very few consider reading for pleasure worthwhile.

The consequences of these negative attitudes to reading cannot be over-emphasized. In the first place, poor reading culture among students and their teachers/lecturers is tremendously responsible for the seeming downward trend of standard at all levels of education. It is in the bid to address this problem that language experts have always emphasized reading component in any language curriculum at all levels of education including tertiary. At the tertiary level, reading ability is quite indispensable because the students are always faced with too many reading responsibilities. And one's success in the responsibilities depends to a large extent on one's ability to read and understand.

It is in recognition of this fact that this section of the book addresses reading in its entirety. The essence is to expose students of tertiary education to the necessary techniques needed for effective and efficient



reading and comprehension.

## **1.2 Why Reading?**

The English Language as we already know is not only a second language in Nigeria but also the official language. And as a second language, one of the roles is that it is the language for education. Formal education at all levels in Nigeria is transmitted through the medium of the English Language. Therefore, it is the target language. As the target language, it is the ambition of every stakeholder in the field of education to be proficient in it. Linguists are of the view that one of the best ways to learn a language is by reading that language. Therefore, we read in order to be proficient in the target language.

Through the process of reading one develops and enriches one's vocabulary. With rich vocabulary, one can effectively express oneself. Reading extensively exposes one not only to good and correct usages but also to creative use of language. One area that has been a torn in the flesh of learners of English as a second language especially students, is poor spelling ability, which may be partly traced to the problem inherent in the language. For instance, some words are not spelt according to their sounds. Extensive reading is one of the surest ways of overcoming the problem. In addition, research findings point to the fact that there is correlation between extensive reading and effective writing. People who read extensively have been found to be good writers.

Another reason why we read is that reading broadens our knowledge. Through the process of reading



we get to know more about our environment and understand the world around us. Learning is a life-long experience and reading is one way of attaining the goal.

Reading is a source of pleasure and relaxation. People can overcome their emotional and psychological trauma by reading.

Reading enhances personality development. Man is the product of his environment and environment by extension includes what one comes in contact with including what one reads. Reading the profile of a great personality may go a long way in shaping one's behaviour and attitude.

In view of the foregoing, one can argue that reading should be a way of life. Students should therefore review their poor attitude to reading and embrace it because the gains of reading are too numerous to mention.

## **Exercises**

1. Do you think the time spent on reading is justified? Give reasons for your answer.
2. There is correlation between reading and writing. Discuss
3. What do you understand by target language?

### **1.3 What to Read**

So far we have made a very strong case for reading. But a pertinent question is: "What should one read?" The answer to this question is not far-fetched. A student of engineering, for instance, is expected to read

materials on engineering. Also a student of social sciences is also required to read texts in his area of specialization. Suffice it to say that although these readings are necessary as far as the students are concerned, they are not the extensive reading we are advocating. The ultimate reading according to our vision, is one taking some time out to read materials written in good English outside one's area of specialization. For this reason, the reading materials that quickly come to mind include novels, newspapers, magazines, journals, etc.

### **Exercises**

1. State names of authors and titles of at least five novels you have read in your life.
2. In not more than two foolscap pages summarize the story of one of the novels.
3. Which is your favourite newspaper? Give reasons for your answer.
4. Which is your favourite magazine? Give reasons for your answer.

### **1.4 Types of Reading**

There is no one way of classifying reading. One's classification, to a large extent, depends on one's purpose. Therefore, for our purpose in this context, we shall first classify reading based on how it is rendered. On this note, reading can either be silent or loud.

Primarily, reading is done silently, especially when

one reads for oneself. It is really odd to read aloud when the reading is not meant for an audience. Students are therefore advised to cultivate the habit of reading silently as that would go a long way in enhancing their reading efficiency.

However, some situations call for loud reading. Examples include news casting, presenting a paper at a seminar or conference, reading minutes of meetings, etc. In addition to reading silently, students should learn to read aloud in order not to be found wanting when the need arises.

Reading is further classified under two main heading, namely, intensive reading and extensive reading.

#### **1.4.1 Intensive Reading:**

This is the kind of reading embarked upon for the sole purpose of gathering information for a given assignment. It includes, for instance, reading for a test or examination, reading for a research, reading in order to gather information for a talk, debate, speech, etc. Intensive reading by its nature is a kind of reading that calls for seriousness and carefulness in order to ensure that all the details of the reading material is adequately taken care of. In extensive reading no stone is left unturned.

Intensive reading demands much from the reader. The reader has to possess a good mastery of the target language. By so doing, he should

- (i) have good knowledge of the language;
- (ii) be able to interpret figurative and idiomatic expressions;
- (iii) be able to appreciate denotative and connotative uses of words;
- (iv) be able to appreciate the style of the writer.

#### **1.4.2 Extensive Reading:**

This is otherwise known as recreational reading or reading for pleasure. It is the kind of reading that takes one away from one's area of specialization. In extensive reading, the reader has no target. The reading is done for reading sake. Extensive reading exposes one to wide variety of reading materials such as novels, magazines, newspapers, journals, short stories, biographies, autobiographies, etc. Language scholars have always advocated this kind of reading because of the numerous benefits. For one thing, it is a source of pleasure and relaxation. In addition, it serves as a source of acquisition of general knowledge, which helps in building one's personality. Besides, extensive reading creates room for a better learning of the target language.

#### **Exercise**

1. What situations call for loud reading?
2. Distinguish between intensive and extensive reading

#### **1.5 Reading Faults**

Reading is an act that is governed by rules. Reading



becomes pleasurable and result oriented when the rules are observed. But where the contrary is the case, reading becomes a difficult task, laborious and an exercise without a corresponding result. Many students read with little or no comprehension. This may be partly as a result of poor reading habits. The poor reading habits are what we refer to as reading faults. They include the following:

- (i) **Head Movement:** Some readers are in the habit of moving their heads from one end of the reading material to another in the course of their reading. This is wrong and therefore a reading fault. Usually, it is the eye balls that move during reading and not the head. Readers who have this habit often develop neck-ache and get tired easily. If you are guilty of this offence take some time out to practise reading without moving your head. You stand to be a better reader if you can avoid this poor habit.
- (ii) **Vocalization:** This is a reading fault which has to do with either reading aloud when one is expected to read silently or moving one's lips as the reading progresses. This reading fault could be a source of distraction to the reader, which may give rise to poor comprehension.
- (iii) **Sub-Vocalization:** Many readers are guilty of sub-vocalization as a reading fault. Sub-vocalization is a situation whereby a reader without moving his



lips or reading aloud, goes on to articulate and mention the words individually in one's mind as the reading goes on. This is usually common among slow readers as well as those that have small eye span. To avoid this reading fault, the reader should strive to read in phrases and avoid finger pointing.

- (iv) **Pointing at Words or Finger Pointing:** Another reading fault that is inimical to efficient reading is what has been described as pointing at words or finger pointing. It is a situation whereby the reader uses his finger or any other object to point at the words as he reads on. This reading fault usually gives rise to sub-vocalization and slows down reading speed. Students who find themselves in this kind of habit should endeavour to avoid it as it is capable of retarding reading efficiency.
- (v) **Small Recognition Span:** By recognition span we mean the amount of words a reader can recognize at a fixation. People's recognition span varies. While some people can only recognize one or two words at a fixation others may recognize three or more. Those who recognize one or two words could be said to have small recognition span. For such people, they are likely to practise sub-vocalization and their reading speed is likely to be low. Students should practise to read in phrases and by so doing they will improve their recognition span.

- (vi) **Regression:** Some readers are in the habit of going back to re-read some lines of the reading material especially when they feel that they are not comprehending what they are reading. The effect is that it usually slows down reading speed and tends to distract the flow of the thoughts. The best way to overcome lack of comprehension in a reading process is not by regressing. Rather the reader can slow down his reading speed and concentrate more. If lack of comprehension persists, one can suspend the reading or change the reading topic.
- (vii) **Haphazard Eye Movement:** This is a situation whereby the reader's eye movement on the reading material is not regulated. Ideally, the eye movement should be rhythmic, that is, the reader should organize his eye movement in such a way that it should move at regular intervals on the reading material. Rhythmic eye movement gives rise to efficient reading.

### **Exercises**

1. Consider the reading faults discussed above. List the reading faults you have and discuss how you can avoid them.
2. Practise fixing your eyes on a reading material and determine how many words you can recognize at a fixation.

3. What do you understand by recognition span? How can you improve your recognition span?

### 1.6 Speed Reading.

At the tertiary institutions students are always saddled with too many reading responsibilities. If a student must cope with the reading responsibilities, there is the need for him to cultivate the habit of reading fast. Besides, research findings point to the fact that there is correlation between reading speed and comprehension. That is, people who read fast tend to comprehend better than those whose reading speed is low.

As a student, you should be capable of calculating your reading speed and try to improve on it. The formula for calculating reading speed is as follows:

$$\frac{\text{No. of words in the text}}{\text{No. of seconds taken to read the text}} \times \frac{\text{No. of seconds in a minute}}{1} = \text{Your reading speed}$$

Let us, for instance, assume that you read a text of 1500 words within 5 minutes, your reading speed is as follows.

$$\frac{1500}{300} \times \frac{60}{1} = 300 \text{ wpm}$$

It should be pointed out that any reading speed that is below 300 wpm is grossly inadequate and it is not capable of placing a student in a position to cope with the reading responsibilities. The target of a student should always be to attain an optimum reading speed of 600 wpm.

However, the students should note that the ultimate is not to attain only appreciable level of reading speed but also to accompany whatever speed one has with comprehension. It is by so doing that the speed becomes worthwhile.

## 1.7 TECHNIQUES FOR FASTER READING

The following techniques will no doubt enhance your reading.

### 1.7.1. Phrase Reading

Phrase Reading is a reading technique in which words that make up the reading text are recognized in groups rather than individually. Apart from the fact that this technique enhances speed reading, it also gives rise to meaningful interpretation of words and comprehension. The reason is that in a stretch of meaningful utterance, words combine to project a given meaning. Thus, in reading when such word combinations are taken in phrases, comprehension is facilitated. Take a look at the following texts, the slashes indicate the grouping of the words according to how they combine to project meaning.

- i. Hitler and Mussolini/have often been taught of/as twin dictators, / but there were / considerable differences / between the two men / and their regimes, / and Hitler was more extreme. / These differences / become apparent / when one considers / the nature of their beliefs, / their racial



views, / their commitment, / and their materialistic designs. /

- ii. Racism is justly associated / with all facism at that time, / and therefore, / Mussolini, along with Hitler, / is implicated. / It should be pointed out, however, / that the blatant racism/ by the Italians / occurred after Musolini's/ deep association with Hitler. /

**(Culled from Paragraphs and Essays with Multicultural Readings by Lee Brandon)**

In reading the above excerpts, it is expected that each unit of thought as indicated with the slashes should be taken as a whole and recognized as such. This technique will not only enhance the speed reading of the texts but also engender meaningful comprehension.

## **Exercises**

Practise phrase reading by reading the following texts. As you read, observe the grouping of the thought units as indicated with the slashes. Note that if you recognize the words individually the aim of the exercise is defeated.

- (i) The Council of the Owerri Ecclesiastical Province / of the Anglican Communion / has rejected / the results of the national population census / recently released / saying it is far from reflecting / the true population of Nigeria. In a communiqué / released after its meeting / held at the Christ the Good Shepherd Centre/ Owerri Imo State, the council described the figure/ assigned to the states



in the South East/ as ridiculous, embarrassing and unfortunate/ (culled from Christian Voice, Sunday February 11-17, 2007).

(ii) Love in our dreams/ may be something/that takes place in a moment,/at first sight./ we meet / the gaze of someone/across a crowded room/and that's it for life./ For most people,/falling in love for life/ is much less spectacular./ It may even follow disappointments./ My uncles, George and Aunt Hira,/had that experience./and they are the leading characters/ in my favourite/love story of all time./ Uncle George/lived in Singapore/when he fell deeply in love./ At least he thought so./ As a member of a traditional Chinese family, / he worked hard/ and established himself in business/ before he would permit himself/ to think about marriage./ When he was thirty,/ he was finally secure,/ and ready:/ so he started working around./ and discovered/ that just next door/was a beautiful young single woman./ They exchanged glances,/ and being sure that he was in love,/ he asked his parents/ to talk to her parents about wedding./ (culled from paragraphs 8 Essays).

(iii) That formal education/ is the bedrock for the development/ of every nation/ cannot be overemphasized./ Almost every class of people in Ghana/ desire to see their children/ reach the highest rungs/ of the education ladder./ Unfortunately,/ the cost of education in Ghana/ has become so expensive/ that only

the rich/ are able to send their children to school./ Fees that parents pay each academic term,/ especially at the tertiary level,/ are higher than the month's salary/ of a well paid civil servant in Ghana./ The majority of the country's youth/ are therefore slouching on the streets/ unable to go to school./ The frustration that many of the youth go through/ compels them to turn to crime. If Ghana is going to catch up with the rest of the world,/ then the government must subsidize education for the people of Ghana/. (Francis Sackitey, Aksombo, Ghana).

### 1.7.2 Increasing Recognition Span

As you already know, recognition span is the amount of words a reader can recognize at a fixation. Therefore, if one must enhance one's reading speed, there is the need to increase the recognition span. The following exercises are designed to enable you promote your recognition span. Take some time out to practise the exercises seriously.

#### Procedure for practising the Exercises

- i. The contents of the passages are arranged in phrases and the phrases are supposed to be thought units.
- ii. A vertical line is drawn top-down the passage.
- iii. Fix your eyes on the vertical line beginning from the top and move your eyes down the passage. As you go down the passage, try to recognize the words both at the left hand side and right hand side of the

vertical line.

## TEXTS FOR INCREASING RECOGNITION SPAN

Emerson's Advice  
To the Scholar

Gentlemen,  
I have ventured  
to offer you  
these considerations  
upon the scholar's place  
and hope,  
because I thought  
that standing,  
as many of you now do,  
on the threshold  
of this College,  
ready to do  
and assume tasks,  
public and private,  
in your country,  
you would not be sorry  
to be admonished  
of those primary duties  
of the intellect  
which you will seldom  
hear  
from the lips  
of your new  
companions.  
You will hear everyday  
the maxims  
of a low prudence;  
You will hear  
that the first duty

is to get land and  
money,  
place and name.  
'What is this Truth  
you seek?  
'What is this beauty?  
men will ask,  
with derision.  
If nevertheless  
God has called any of  
you  
to explore truth and  
beauty,  
be bold, be firm, be  
true.  
When you shall say  
'As others do,  
so will I,  
a more convenient season';  
- then dies the man in you;  
then once more perish  
the buds of art,  
and poetry and science  
as they have died already  
in a thousand, thousand men.  
The hour of that choice  
is the crisis  
of your history,  
and see

that you hold yourself fast  
by the intellect.

It is  
this domineering temper  
of the sensual world  
that creates  
the extreme need  
of the priests of science.

Be content  
with a little light,  
so it be your own.  
Explore and explore.  
Be neither chided  
nor flattered  
out of your position  
of perpetual inquiry.  
Neither dogmatize  
nor accept

another's dogmatize.  
Why should you renounce  
your right to traverse  
the starlit  
deserts of truth,  
for the premature comforts  
of an acre, house and barn?  
Truth also has its roof  
and bed and board.  
Make yourself necessary  
to the world,  
and mankind  
will give you bread  
and if not in excess  
yet enough  
so as not to reduce  
your property  
in all men's affections.

Address by His Excellency  
General Yakubu Gowon,  
Head of  
The Federal Military Government  
Commander-in-chief  
of the Nigerian  
Armed Forces,  
on the occasion  
of the Tenth Anniversary  
of Ahmadu Bello University,  
Zaria,  
on Saturday,  
2nd December, 1972

May I now share  
some thoughts with you  
on some  
of the burning issues  
facing the nation.  
We are passing  
through a phase  
in the social  
and political evolution  
of this country,  
after our baptism of fire,  
in which we as a people  
have to take  
many important decisions  
with far reaching  
consequences  
for our destiny  
of the African Continent.  
Beginning from now  
and for some years to come  
the nation  
will have to tackle

and settle, if possible,  
once and for all  
a number of vital  
and controversial issues  
among which are  
the question  
of educational imbalance  
and the quota system  
of admission,  
cultural revival  
and revolution,  
a lingua franca for Nigeria  
the location  
of the capital  
the type of government  
that will succeed  
the military regime  
and many other subjects  
additional to  
the political programme  
that was initiated  
in 1970.



These are  
very delicate issues  
They are by nature  
controversial  
and will naturally  
provoke  
a great deal of  
discussion and debate.  
They are bound  
to generate heat.  
These discussions  
And debates  
are welcome  
for I believe  
that discussions  
and debates  
by citizens on issues  
which affect their lives  
is an important ingredient  
of any good government.  
However,  
I wish to appeal  
to the academic community  
including the students  
of our institutions  
of higher learning  
in particular,  
to make their contributions  
in the forthcoming  
great debates  
institutions  
of the country  
and even  
from the view point  
of the greatest good  
of the greatest number

of our fellow countrymen  
rather than from  
the petty, selfless angle  
of how these issues  
affect us as individuals  
or rather ethnic groups  
or states;

Let us eschew  
bitterness or violence  
in these discussions  
and debates.  
We should,  
in all respects,  
in a constitutional manner  
and without fanning  
embers of tribalism  
and ethnic antagonism  
Let us examine  
the grave issues  
avoid anything  
that will divert  
our energies  
into sterile channels.  
we owe it  
as a duty to ourselves  
and to prosperity,  
to ensure  
that all changes  
are brought about  
in this country  
by a process  
of pragmatic evolution  
rather than through  
painful,  
destructive revolution \*

c.

Early African Writing  
in English"  
by Dr. S.E. Ogude

It is not generally recognized that the origins of African Writing in English go far back into the 18th century. Indeed, few students of African Literature appreciate the fact that the first serious adventure into the realm of creative writing in English by Africans began as early as the eighteenth century. Even students of English Literature both in Africa and the rest of the English-speaking world, with the exception of America, show little or no evidence became known through the two editions of Paul Edwards. Yet there is

a considerable body of African Writing in English which first appeared in 1770 and increased in number and quality towards the end of the century. This sudden awakening of the African genius which continued to flourish for the rest of the century may be regarded as the first phase of African Literature in English. The second phase was ushered in almost two centuries later. By Amos Tuluola And Dennis Osadebay Of the awareness, of the existence of early African Writing in English. It is only recently That Equiano's interesting Narrative and has been brought to its present

flourishing state  
By camera Laye,  
Chinua Achebe  
and Wole Soyinka,  
to mention just a few.

**"The History**  
Behind the Establishment  
of some of  
Nigeria's Military Barracks  
By G.O.I. Omolola

Most Nigerians  
are not aware of  
the background history  
of some names  
of the military barracks  
in this country.  
I have in mind the names  
of those barracks  
established in Nigeria  
during the Colonial era,  
post-dating  
the Second World War.  
Prominent  
among such military barracks  
are Abalti, Dodan, Dalet,  
Letmauk,  
Mogadishu and Myohaung.  
The first, second, third  
and sixth  
are located in Lagos,  
the fourth in Kaduna.  
Mogadishu was the capital city  
of former Italian Somaliland,  
now capital

of the Somali Republic.  
Abalti  
was a strong military outpost  
of the Italian  
occupation forces  
in south-western Ethiopia.  
Dodan  
was a village  
on the eastern bank  
of the Saigudin stream  
in the south-western  
coast of Burma.  
Myohaung,  
The ancient capital city  
of the Arakan,  
lies in the broad alley  
between the river Lamro  
in the east,  
the Yan  
and the river Kaladan  
in the west.  
Dalet was a village  
in Southern Arakan,  
situated on the western bank

of the river Dalet,  
 above the mouth  
 of that river  
 in the Bay of Bengal,  
 south-west of Burma.  
 Letmauk is situated  
 about 6 miles  
 east-south-west of Dalet.  
 These and other place names  
 in Nigeria  
 which now form part  
 of her colonial heritage,  
 are monuments  
 serving to commemorate  
 Nigerian's participation  
 in the military campaigns

of the Second World War.  
 They stand as memorial  
 tablets  
 for those numerous  
 Nigerians  
 who served with distinction  
 and those of their comrades  
 whose number we do not  
 know,  
 who laid down their lives  
 on the battlefields  
 in Italian East African  
 and south-east Asia  
 in the service of Britain  
 and the allied Powers. 18

# "The Need for a New Source of Protein" by O. L. Oke

The three major constituents  
 of food are  
 carbohydrates,  
 fats and proteins.  
 Carbohydrates provide  
 a source of energy  
 of people in Eastern Asia  
 and West Africa  
 are derived from  
 Carbohydrate foods and  
 grains.  
 Fat can be regarded  
 as a concentrated form

of energy,  
 yielding  
 about the twice as much  
 energy  
 as the same weight  
 of carbohydrate.  
 The National Research  
 Council  
 recommended at least 20%  
 of the total calories  
 be fat.  
 About 30 – 40%  
 of the total calories



of the average American diet  
is derived from fat  
while in some  
oriented countries  
and part of Southern Europe  
the corresponding figure  
is as low as 8%.

Proteins  
are essential constituents  
of all living cells.

Each protein  
is made up of amino acids.

A balanced diet  
should consist of  
20% protein.

Protein deficiency results in  
reduced growth rates,  
impaired health,  
impairment of  
intellectual development  
of infants and young children.

There is  
loss of resistance  
to diseases  
and the efficiency  
more quickly  
than fats or proteins.

Carbohydrate foods  
make up from 50-60%  
of the American diet,  
while over 80%  
of the calories

of the adult is lowered.

In young children  
kwashiorkor and marasmus  
may result

which could lead to death.  
The indigenous African foods  
are starchy roots and tubers  
such as yam, cassava,  
cocoyam

and sweet potato  
and also plantain.

These are all rich  
in carbohydrates,  
about 80% or more,  
but very poor in proteins.

These crops  
are easier to cultivate  
than grains,  
and do not need much  
attention

once they germinate;  
some of them will thrive well  
even in bad soils  
and such crops have been  
the main staple food for  
ages.

Although they do supply  
A lot of energy

They are not enough  
To keep the body in health

And the people  
Although they look fat,  
Are still malnourished  
And easily subjected to  
diseases.

The solution

To protein deficiency  
Will be to eat

A lot of protein-rich food  
Such as eggs, milk,

Cheese and meat.  
However,  
These are not accessible  
To the average man  
Mainly because  
They are too expensive.\*9

Taxation in Northern Nigeria  
1900 - 1910  
The Utilization  
of Pre-Colonial Sources  
of Revenue  
by A. O. Anjorin

One of the essential features  
of government  
is taxation,  
and its imposition  
on the governed  
implies the provision  
of essential amenities  
for the people.  
For some six centuries  
such as the land tax  
and the cattle tax.  
The Sokoto Caliphate  
inherited from the Habe rulers,  
who were supplanted  
early in the 19th century,  
some sources of revenue  
which the Fulani  
utilized effectively  
and to which they added  
some religious levies  
sanctioned by Islamic law.

When Lugard  
took over the administration  
of the territory  
from the Fulani,  
he in turn exploited  
some of the traditional sources  
of revenue  
with modifications.  
The various  
sources of revenue  
in the country  
during the 19th century  
can be classified  
under three main headings.  
The first  
consisted of booty  
from military  
or expeditionary campaigns  
against non-Muslim  
communities  
both within and outside

the Sokoto Caliphate  
under the guise  
of religious wars.  
Booty from such campaigns  
consisted mainly of captives  
whose services as farm  
slaves  
were generally attached to  
the estates of rich-holders  
before the imposition  
of British rule  
over Northern Nigeria  
in 1990.  
Many parts of the territory  
were familiar  
with well organized  
and highly institutionalized  
forms of taxation,  
both for internal defensive  
and external offensive  
campaigns  
in the Caliphate.  
Tributes formed  
the second group  
of sources of revenue  
in the country.  
During important  
Muslims  
Festivals,  
such as the greater  
and lesser Beiram  
all loyal vassal states  
paid tributes  
to their overlords  
in Sokoto and Gwandu.  
Other tributes included gifts

from newly enthroned emirs,  
death duty on the property  
of deceased rulers  
and alms donated by Muslims  
for charity to feed the poor,  
entertain strangers,  
maintain mosques  
as well as religious teachers  
and to pay for  
the freedom of slaves.  
Similar tribute  
was collected  
from non-Muslim  
conquered communities  
of the Caliphate,  
but under a different name  
so as to differentiate it  
from the Muslim alms.  
Lugard did not make  
use of these two groups  
Of sources of revenue.  
It was the third group,  
Known as tolls  
that he utilized  
and rulers of the emirates.  
But some of the captives  
particularly the brave ones  
could become members  
of the royal bodyguard.  
Horses were highly prized  
as were booty,  
for they served  
as reinforcements  
for the cavalry of the rulers,  
particularly  
that of the Caliph.

The open savannah  
type of vegetation  
in the northern emirates  
of the country  
made cavalry  
an indispensable part  
of the Caliph's army  
most effectively  
during the first five years  
of the twentieth century  
when the new local  
government sources  
of revenue  
which he introduced

were not yielding  
any significant revenue.  
They were court fees  
And fines, rents, marines,  
Posts and telegraphs  
Tolls were levies  
imposed upon the various  
productive professions  
in the country,  
the most prominent  
being cattle rearing,  
handicrafts, farming,  
land and caravans. \*10

"Lugard's Educational Policy  
in Nigeria 1912 – 1918"  
by Dr. Ade. Fanaja.

More than half a century  
after his departure  
from the shores of Nigeria,  
Sir Lugard's name  
is still remembered  
everywhere in Nigeria  
as the first  
Governor-General  
and the man who amalgamated  
the Northern  
and Southern provinces.  
In fact, hardly can anyone  
who went through Primary  
or Secondary School System  
before 1960  
be found

who would not have had  
some knowledge of him.  
But while many recall  
his political achievements  
very few know  
anything at all  
about his revolutionary  
programme of education  
embodied in  
the 1916 Education  
Ordinance.  
Even Margery Perham,  
his biographer,  
devoted only one chapter  
of her two large volumes  
to this subject



the East Africa Company  
and between 1892 and 1894  
he campaigned in England  
for the retention of  
British influence in Uganda.

and in fact,  
laid the foundation of  
the British East African  
Empire

By 1894 he was in West  
Africa

leading an expedition  
to Nikki

in the service  
of the Royal Niger Company.  
In 1897

He was appointed  
Commissioner  
for Nigeria's hinterland,  
and he raised and commanded  
the West African Frontier Force

At the age of 42  
he was appointed to the post  
of high commissioner  
over the protectorate  
of Northern Nigeria,  
a post he held until 1906.  
In 1907 he became  
governor of Hong Kong  
and remained in the post  
until he was invited  
to undertake the work  
of amalgamation  
in Nigeria in 1912.

which Lugard himself  
proclaimed the most  
important  
duty of government  
and on which  
all other things depended.  
Lugard was not new to  
Nigeria.

Nor was he new to Africa.  
His career in Africa  
Dated back to 1888

When he took command,  
under the African Lakes Co.  
of a campaign against  
Arab slave-traders.  
In 1889 he took service  
under

A careful study of his career  
during the period 1900 –  
1919

shows clearly that Lugard  
had gradually developed  
a considerable interest  
in education  
and that by 1912  
he had evolved  
a philosophy of education  
which influenced  
his educational programme  
in Nigeria  
particularly during  
his Governor-  
Generalship.\*11

*(culled from Use of English: A Text)*

### 1.7.3. SKIMMING AND SCANNING

Skimming and scanning are two related but different techniques that enhance speed reading. For skimming, it is a selective kind of reading which is carried out at a very appreciable speed; and the aim is to arrive at the main idea of the reading material. There are some reading situations that call for skimming technique, and they include:

- i. Going through a book in order to determine whether it meets the needs of the prospective reader;
- ii. Going through a daily newspaper, especially when one has no time to go through the paper line by line, or page by page but one is interested in knowing the main headlines of the day's news.

According to Obah and Olagburuagu (1992) the steps to be followed in skimming a passage include:

- i. Read the opening paragraph well. Ask questions to establish the main point.
- ii. Glide over the lines until your eyes pick up a new point that relates to the main point.
- iii. Slow down and read the section in which the new point occurs.
- iv. Continue the gliding – reading action
- v. Note all headings and subheadings.

Scanning on the other hand, is a fast reading technique which enables the reader to arrive at a particular detail or information contained in a reading

material. It is a technique used in search of a name, date, word etc. contained in a reading material, especially one that has already been read at least once. On how to carry out the technique of scanning, Obah and Otagburuagu (1992) recommend the following steps.

- i. Fix in your mind the information you are looking for.
- ii. Turn to the section of the book or chapter where you expect to find the information.
- iii. Glide over paragraph, skipping whole sections, if necessary
- iv. Search for the needed information imagining the type of phrase or sentence that will carry the information.
- v. When you locate the section, slow down to read carefully.

Note that your purpose of reading a material determines the reading technique you should adopt. Skim when your purpose is to arrive at the main idea of the reading material. If on the other hand your purpose is to pick particular information or a detail, your choice should be scanning.

### **Exercises**

- i. Skim through any three chapters of this book and state the main ideas contained in each of them.
- ii. Using a novel you have read or any reading material, practice scanning technique.

### 1.8 **READING WITH PURPOSE AND FLEXIBILITY**

Some people are poor readers simply because they are ignorant of the fact that effective reading is guided by rules and regulations. And until these rules and regulations are observed one's reading may be characterized by some defects which ultimately may give rise to poor comprehension. To attain appreciable level of proficiency in reading, one should not only read with purpose but also with flexibility.

There are different purposes of reading. For instance, one may read for examination or pleasure. Also reading could be intensive or extensive. It is also possible to read in order to get the main idea or a particular detail. Thus, each reading purpose demands a different approach and technique. The technique and approach adopted when reading for examination, for instance, can never be the same when reading for pleasure. It is therefore necessary that an efficient reader should first determine the purpose for his or her reading before embarking on the reading.

Reading experts are also of the view that reading with flexibility enhances effective and result-oriented reading. By reading with flexibility we mean varying ones reading speed, technique or approach to suit the reading purpose and the nature of the material at hand. For instance, a reading material that is presumably characterized by difficult concepts, words and sentence structure would require more careful reading and a reading speed that is relatively low. On the other hand, a



high reading speed would be more suitable for a simple and straight-forward material .

### 1.9 STUDY READING (SQ3R).

Study reading is an integral part of intensive reading. It simply implies reading with the ultimate aim of comprehending the details and remembering them. It also entails a critical evaluation of the reading material. The SQ3R technique is a formular that enhances study reading. It is a reading technique which serves as a guide to an intensive reader. Thus, the formular is interpreted as follows.

S= Survey

Q = Question

R1 = Read

R2 = Recall/Recite

R3 = Review

**Survey:** This is the process of skimming through a reading material in order to determine the nature of the material and what it is all about. For instance, to survey a text book implies quickly ascertaining the title, skimming through the table of contents, introduction, and of course, the blurb if any. By so doing, the reader will be in a proper position to have an overview of a book, and ascertain the composition of the book in terms of contents, divisions, level of difficulty, the nature of the language of communication, etc.

Survey, ideally, should be the very first step to be

taken in a reading process by an efficient reader. This is so because it affords the reader an opportunity to have an idea of the material to be read before commencing the reading proper.

**Question:** It is expected that if one must read effectively and efficiently, one should design some questions based on the reading material and the answers to such questions would serve as a guide to the reader during the course of the reading. The questions which are expected to agitate the mind of the reader soon after the survey include:

- i. Why do I want to read in this material?
- ii. Do the contents meet up with my needs?
- iii. Do I read the material to get the main idea or details?
- iv. How current is the information contained in the material? etc.

**Read:** This is the third step in the process of study reading. It is at this stage that the reading proper is done. Whatever approach or technique to be employed at this stage is usually influenced by the outcome of the survey and question discussed above. If for instance, the survey reveals the nature of the reading material and the answers to the questions project the purpose for the reading, the reader will in turn condition his reading style to suit the nature of the material and the purpose of reading. It should be pointed out that at this stage adequate efforts should be made to ensure that the

reading is accompanied by the necessary comprehension.

**Recall/ Recite:** This stage is very crucial in the process of study reading. And on no account should it be left out because the process of study reading is not completed without it. At this stage, the reader is expected to tax his or her memory by trying to recall some of the main ideas of the content of the material with the reading material closed. The exercise would determine the extent the reader has comprehended the material and how much of it he or she can remember. This technique is very useful especially when reading for examination, interview, presentation of seminar paper, etc. It is suggested that if one has to read for two hours, for instance, at least thirty minutes of the two hours should be spent recalling or reciting.

**Review:** No study reading process has ended until there is a review. It is at this stage the reader revisits the material in order to reaffirm the main ideas or make clear those areas that are not well understood. In fact, it is a period of going back to the material in order to cross t's and dot i's.

In all, the SQ3R technique should not only be noted but also meticulously applied in any study reading process. It is one of the surest ways of guaranteeing efficient reading and comprehension.

## **1.10: READING FOR UNDERSTANDING**

For one who has followed our discussions in this chapter, this sub-heading "Reading for Understanding" may appear repetitive may be because all we have emphasized all long has been reading and understanding. But in reality and for our purpose, this sub-heading is very much in order since it is designed to address reading and understanding in specific rather than global terms, which has been the case all along. Under this heading, therefore, we shall discuss some technique that enhance specific understanding of a reading material.

### **i. Reading with Question**

Previously when we discussed SQ3R technique, we emphasized the need for questioning in the reading process, especially as a pre-reading activity. But it should not be limited to only the pre-reading activity. It should be made to run through the three basic stages in reading, that is, pre-reading, reading and post reading. The questions which should agitate the mind of the reader at the three stages include:

- i. Before you begin to read or study:
  - a. What is the topic of the text?
  - b. What do I already know about the topic?
  - c. What more can I find out about the topic?
- ii. During the reading/study period
  - a. What is the sequence of ideas?
  - b. Am I following the writer's line of argument?



- c. Can I predict what is coming next?
- iii. At the end of the reading/study period,
  - a. Have I missed a point?
  - b. Have I understood all implications?
  - c. Can I accept the writer's point of view as valid?
 (Obah and Otagbunagu, 1992:21).

The answers to the questions above would serve as a guide to the reader for effective comprehension. Besides, the presence of the questions in the mind of the reader as the reading progresses demonstrates the fact that reading is an interactive process.

## **ii. Reading for main idea**

For a better understanding of a text, the reader should be capable of locating the main idea of the text. Usually, ideas are developed in paragraphs. This is why a paragraph is defined as a collection of related sentences on one idea. By this definition we mean that a well developed paragraph is usually an embodiment of one idea which is developed in related sentences. Among the sentences that constitute a paragraph, there is always a sentence that states the main idea. The sentence is usually called the topic sentence while other sentences are referred to as elaborating or supporting sentences. The topic sentence can occur at the beginning, end and occasionally middle of a paragraph depending on the style of the writer. Therefore, to locate the main idea in a text, the reader should trace the paragraphs and the topic

sentences in the paragraphs. Let us examine the following paragraphs.

**A. Topic sentence at the beginning of a paragraph**

*Okonkwo was well known throughout the nine villages and even beyond. His fame rested on solid personal achievements. As a young man of eighteen, he had brought honour to his village by throwing Amalinze, the Cat. Amalinze was the great wrestler who for seven years was unbeaten, from Umuofia to Mbaino. He was called the Cat because his back would never touch the earth. It was this man that Okonkwo threw in a fight which the old man agreed was one of the fiercest since the founder of their town engaged a spirit of the wild for seven days and seven nights. (Chinua Achebe, *Things Fall Apart*, London: Heinemann 1958), p.3.*

The paragraph above is developed in six sentences. The first sentence depicts the essence of the paragraph by highlighting the main idea. In this case Okonkwo was portrayed as famous and popular in his locality. But there is the need to demonstrate how his fame and popularity came to the lime light. This is the question the remaining five sentences in the paragraph which can be tagged elaborating or supporting sentences set out to answer. You can therefore see that the six sentences have a chain-like relationship, highlighting one main idea. Thus, a reader whose purpose is to pick the main idea of the paragraph must pay particular attention to the first sentence, which is the topic sentence.

## **B. Topic sentence at the middle of a paragraph.**

Recently, I was expecting a visit from friends who had never been to my house. In anticipation of their arrival I decided to clean at least the surface of all the rooms they 'd see. As I moved from room to room surveying the job I was amazed at the amount of dust everywhere I looked. Under beds and surfaces I found huge dust balls. My rarely-used dining room table was covered with a fine gray film that I could write in. Some of my windowsills were coated with a darker, grittier substance. By the time I started upstairs I was noticing dust in the heating grate, dust on the mouldings, and even dust clinging to old spider webs<sup>3</sup>.

(culled from English for Academic Purpose edited by H. Chumwuma and E.J. Otagbunuagu).

As stated earlier, a writer can sandwich the topic sentence of his paragraph in the middle. The paragraph above illustrates this style. The paragraph is made up of five sentences and the second sentence turns out to be the topic sentence. You can see that the sentence states the main idea while other sentences are merely elaborating the main idea.

## **C. Topic sentence at the end of a paragraph**

It began with a heavy cloudy sky which suddenly enveloped a very bright and sunny day. This is quickly followed by storm and ear-deafening thunder. There was pandemonium. People were not only scared but also ran helter-skelter for their dear lives and property. Trees,



make shift huts and buildings on weak foundations started falling in turns. Before long the heavens were let loose. The downpour that ensued was the heaviest and worst of its kind in the recent past.

As you can see, the paragraph above is made up of seven related sentences all pointing to the fact that it rained cats and dogs, which of course, is the main idea. It is the last sentence of the paragraph that made this revelation, and it is no doubt the topic sentence. Paragraphs developed in this style usually keep the reader in suspense.

### iii. **Reading for Details**

At this level of reading, what concerns the reader most are the details of the main idea, that is, the facts, examples and illustrations the writer used to develop the main idea. Whereas the topic sentence gives clue to the main idea, it is the elaborating or the supporting sentences that highlight the details. Therefore in reading for details, the reader should ask such pertinent questions as who, what, where, when, which, why, how about the key point in the topic sentence (Obah Otagburuagu, 1992:25). For instance, in the paragraph above on Okonkwo we noticed that the topic sentence states that Okonkwo was famous and popular in his locality. If we go ahead to ask, what makes Okonkwo famous and popular or how is he famous or popular? There is a long list of details provided by the elaborating sentences which are likely to provide the answer to the question. This is



exactly what we mean by reading for details.

Also, if we examine the third paragraph above on heavy rain and go ahead to ask why was the rain the heaviest and worst of its kind? You will as well see that the first six sentences of the paragraph highlight the answer.

In all, when you read for details, look for facts, examples and illustrations about the main idea.

#### **iv. Reading for Links**

To attain appreciable level of comprehension in reading, it is necessary the reader identifies how the various components of the ideas, examples and illustrations are sequentially linked. Different authors employ different stylistic devices in developing their ideas. It is only when the reader is capable of identifying the stylistic devices that meaningful comprehension can follow. Let us now examine some language devices used to establish link.

##### **(a) Use of Special linking words.**

Special linking words, otherwise known as connectives or paragraph linkers are language devices used within and between paragraphs in order to achieve cohesion. Their primary function is to establish link between ideas, sentences and paragraphs. Some of them and their functions include:

Function		Connectives
i	addition	- moreover, furthermore, in addition, and, also, etc
ii	contrast	- yet, however, but, on the other hand, in contrast, etc.
iii	comparison	- similarly, likewise, in like manner, by contrast, etc
iv	cause	- since, because, for, in as much as, etc.
v	result	- consequently, as a result, accordingly, thus, therefore, etc
vi	order	- first, second, third, finally, next etc.
vii	time	- meanwhile, afterward, immediately, presently, etc.
viii	illustration	- for example, for instance, to illustrate, etc.
ix	explanation	- in other words, that is, etc.
x	intensification	- above all, most importantly, especially, particularly, etc.
xi	purpose	- for this purpose, to this end, etc.
xii	conclusion	- thus, therefore, etc.

When you read, pay particular attention to the use of these special linkers and establish the functions they perform.

### **(b) Use of Pronouns:**

Pronouns, as you already know, is a word used in place of a noun. Usually the essence of the use of

pronouns is to avoid repetition. When pronouns are used they tend to refer back to nouns earlier mentioned and by so doing establish link between what has been said earlier and what is to come. Examine the following:

A girl stood before him midstream, alone and still gazing out at sea. She seemed like one whom magic had changed into the like of a strange and beautiful sea bird. Her long shoulder bare legs were delicate as a crane's and pure except where an emerald trail of seaweed had fashioned itself as a sign upon flesh.

(James Joyce, A Portrait of the Artist)

In the example above, the use of "She" and "Her" in the second and third sentences respectively points back to "girl" used in the first sentence thereby establishing cohesion and link in the paragraph.

### (c) Word Repetition

Writers also establish link in their text through the repetition of key words. The repetition could be in form of synonym or near synonym or outright repetition of the same word. Examine the following:

Stopping in front of a mud hut, the health worker reached into his folder. "Have you seen anyone with a rash like this?" he asked, handing a colour photograph to an Ethiopian family. The picture showed a forlorn face of a small boy whose features were swollen and pocked. Bumps and ridges swan over his checks, his forehead was a field of blisters, his eyelid disfigured. The child had small pox. The villagers studied the photo

intently and answered: "No" (Newsweek, January 1, 1979).

Take special note of the words underlined in the passage above. For instance, the word "photograph" in sentence two is repeated as "picture" and "photo" in the third and last sentences respectively. While "small boy" in sentence three is repeated as "the child" in the last but one sentence. These go to illustrate how repetition can be used as a device of achieving cohesion and relatedness.

#### **(d) Sentence and paragraph order:**

When you read for links it is necessary you pay special attention to sentence and paragraph order as it is another stylistic device of establishing links in a text. In a text, a sentence could be structured to present a statement or an idea while a subsequent sentence goes on to provide illustration.

Similarly, a whole paragraph could be designed to provide a definition while a follow-up paragraph goes on to give illustration. In such a context, the order of the sentences and paragraphs gives clue to the link between the ideas being discussed. Let us examine the following passage.

Hitler and Mussolini have often been thought of as twin dictators, but there were considerable differences between the two men and their regimes, and Hitler

introduction with  
thesis



was more extreme. These differences become apparent when one considers the nature of their beliefs, their racial views, their commitment, and their militaristic designs.

Both were fascists; however, the intensity of their beliefs varied. Until he fell under the influence of Hitler, Mussolini had tended to be pragmatic and often moderate. Though Italian fascism coined the concept of "totalitarianism," it allowed some non fascist elements to enjoy partial liberty and never achieved a true totalitarian state. Hitler, on the contrary, carved out a series of weird, nihilistic goals near the beginning of his career and held to them unswervingly. Though he often showed a fine sense of tactics and timing, he was not so pragmatic and adjustable as Mussolini, but was bent on fixed, narrow ends. He was sexually perverted and his mind betrayed the marks of severe compulsive neurosis and emotional instability, conceiving irrational hatreds and enthusiasm of a thoroughly demonic nature which he was determined to see through to the end.

Racism is justly associated with all fascism at that time, and, therefore,

topic sentence

middle  
paragraph

topic sentence

Mussolini, along with Hitler, is implicated. It should be pointed out, however, that the blatant racism by the Italians occurred after Mussolini's deep association with Hitler. Prior to that, for many years there had been no racial doctrine in Italian fascist ideology. But Hitler had held racist views from the beginning of his political movement, and it was a main motive in the Nazi movement. To resolve the "Jewish problem," he eventually slaughtered at least five million people.

(middle  
paragraph)

Their degree of commitment to act also varied. From a distance toward the end of the war, they may have seemed quite similar, but over the span of their reigns, they were different. Mussolini merely talked and strutted for the most part. He had few fixed doctrines and increasingly accommodated himself to circumstances. But Hitler meant every bit of his bellicosity, and was willing to wage the most frightful war of all time.

topic sentence

A study of their involvement in that war, however, reveals striking dissimilarities. Italian fascism was comparatively restrained and conservative until the Nazi example spurred it to new activity. Mussolini talked

topic sentence

(middle  
paragraph)

of a militaristic policy, while he followed a more temperate course in practice and kept the peace for thirteen years, knowing that Italy could not gain from a major war. In contrast, the radical and dynamic pace of Hitler hardly flagged from January 1933 to April 1945. In the process, anti-Semitism, concentration camps, and total war produced a febrile and sadistic nightmare without any parallel in the Italian experience.

Thus, though both were fascist, history shows them to be different in both ideas and action. Only at the end of their relationship, when Mussolini succumbed to Hitler's domination, do the two leaders appear as twin dictators, but beneath those appearances it is Hitler who is the pure true believer, the fascist dictator.

conclusion

*(culled from Paragraphs and Essays with Multicultural Readings by Lee Brandon)*

As you can see, the passage above is made up of six paragraphs. The introductory paragraph (the first paragraph) states the thesis of the passage, which has to do with the fact that although Hitler and Mussolini appear to be twin dictators, there are differences in their regime. The subsequent paragraphs (paragraphs 2 – 4) go on to elaborate the thesis statement by highlighting the differences between Hitler and Mussolini. The last paragraph, which happens to be the concluding

paragraph sums up the discussion by reiterating the fact that differences exist between Hitler and Mussolini. Thus, by the sequence or order of the paragraphs, the reader can have a clue to the link between the ideas being expressed.

The order of the sentence in each paragraph should also be noted. Each of the paragraphs begins with a topic sentence, which states the gist of the paragraph while the subsequent sentences go further to elaborate the main idea. Thus, the order of the sentences has also contributed in establishing the link between the ideas.

### **1.11 Reading Comprehension Questions**

The essence of comprehension questions is to determine the extent the reader has been able to comprehend the contents of the given reading material. In examination situation, comprehension questions take different forms depending on what the examiner intends to achieve. Basically, comprehension questions could be in form of objective (multiple choice) or subjective (essay). For the objective questions, multiple choice answers are provided out of which one is correct. This form of question is what is usually obtainable in the University Matriculation Examination (UME), Poly JAMB and similar examinations. The subjective type of comprehension question gives more freedom for the expression of oneself. The comprehension question in the Senior School Certificate Examination (SSCE) is usually in



subjective form.

For the objective and subjective forms of comprehension questions, none is superior to the other. The choice depends on the examiner and what he intends to achieve. All it takes for a success in any of these types of questions is absolute comprehension of the passage in question.

According to Obah (1981), comprehension questions could be structural questions, factual questions, inferential questions, conjectural questions and vocabulary development questions. Structural questions are designed to test the reader's understanding of the structure of the language. Such questions which have to do with stating the grammatical name of a given expression and its function in the context where it occurs are structural questions. Factual questions are the ones that test the knowledge of the facts contained in the passage. For instance, in a passage on a scene of a fatal accident, a question that asks to know how many people that died in the accident is a factual question. For inferential questions, they are designed to test the reader's understanding of the implied meaning of the contents of the passage.

Besides, one level at which a passage could be comprehended is the conjectural level. That is, a situation where a reader is able to use the ideas gained from a given reading material to generate ideas outside the reading context. Any question that requires this kind of comprehension is referred to as conjectural question. On

the other hand, vocabulary development questions are designed to test the reader's knowledge of vocabulary. In some comprehension tests, words are listed from the passage and the candidates are asked to give their meanings according to how they are used in the passage. Also, some questions may require the knowledge of idioms and figures of speech. Such questions are generally called vocabulary development questions.

From the foregoing, it is necessary to determine the nature of a comprehension question and the knowledge it sets out to test before answering the question.

Read through the following passage and examine the questions on it. The questions are designed to illustrate the different comprehension questions discussed above.

Years after he had left home for the capital, first as a student and later as a struggling businessman, Oliha returned to his village, having been informed of his father's failing health.

He was amazed that not much had changed since he left as a youth. Every experience shocked him: the coloured water with a strong taste; the eye-sore of a dunghill on which everyone excreted; the absence of electricity and so on. As he went to bed late in the evening, after a meeting with his younger brothers on how he would pay his own share of their father's medical expenses, he prayed for the early arrival of the morning. He decided to leave early and put the trying experience behind him.

But morning brought him the greatest shock of his life. Informed by his niece that there was a bucket of water for him in the bath, he hurried down there, half-dressed, holding a towel. The bathroom, located by the side of the building, was an improvised rectangular enclosure made of palm fronds. Hissing to himself, he went in and used his clothes and large towel to cover some openings in the enclosure. He started bathing. Then it happened. With every inch of his body thoroughly covered with ~~soap~~ lather, hardly able to open his eyes, he heard someone removing his clothes and towel. With the corner of his half-opened eyes, he saw a man making away with the clothes and towel. Hardly giving the matter a thought, naked except for the covering of soap lather he ran out and gave the thief a hot chase.

As he ran after the thief, he heard everyone shouting. "The lunatic has broken loose again! But as soon as the people saw him, everyone shouted, 'Ah, another mad man had broken loose!' Men, women, children all ran away, seeking refuge in their homes, slamming their doors. By the time he realized what was happening, daring men were after him. Just as Oliha was about to beat a retreat, he was held by strong, muscular men who overpowered him and carried him to the quarters of the village's foremost occult healer who alone knew how to cure lunatics.

## Questions

### 1. Inferential Questions

- a. Why did Oliha return to the village?
- b. Why was it possible for the thief to remove the clothes without Oliha stopping him?

### 2. Factual Questions

- a. Mention two basic facilities lacking in the village
- b. What was the subject of the meeting which Oliha held with his younger brother?

### 3. Structural Questions

- a. "...who alone knew how to cure lunatics"
  - i. What is the grammatical name of the above expression?
  - ii. What is the function in the sentence?

### 4. Conjectural Questions

- a. Who should be blamed, Oliha or those who bundled him to the occult healer?
- b. If you were Oliha, **what** would you have done when the thief removed your clothes and towel?

### 5. Vocabulary Development Questions

- a. For each of the following words, find another word or phrase that means the same and can replace it as used in the passage.
  - i. shocked



- ii. trying
- iii. thoroughly
- iv. refuge
- v. foremost
- b. "...the early arrival of morning"
- i. What figure of speech is the above expression?
- ii. Why do you consider it so?

### **1.12 Techniques for answering comprehension questions**

It is one thing to understand a passage and another thing to answer the questions on the passage correctly. In examination situation, the following guides should be strictly adhered to as they would go a long way in helping you tackle comprehension questions.

- i. Efforts should be made to ensure that the passage is well understood.
- ii. Efforts should be made to avoid all forms of grammatical and expression errors when answering comprehension questions.
- iii. For each question, only one answer should be given unless otherwise stated. The reason is that where one gives two answers for a question that requires only one answer, if one of the answers is wrong, the wrong answer vitiates the correct one.
- iv. In subjective comprehension questions, answers need not be written in complete sentences unless otherwise directed. What this rule implies is that if a

question says, for instance, mention two basic facilities lacking in the village.

The answers could simply be:

- i Lack of good drinking water
- ii Lack of electricity

These answers need not be written in full sentences before they can score. The short answers are better for several reasons. First, it saves time. Secondly, the chances of committing grammatical and expression errors are reduced.

- v Some Comprehension questions require words or phrases to be used to replace words or phrases in the context where they occur. In such a situation, the words and phrases playing the role of replacement should fit in perfectly in the context. For example:

It is vital to go through one's work before submitting in an examination. If the question requires that the word vital in the sentence be replaced with another word that has the same meaning, the words "important" "necessary" and essential" can fit in very well in the passage. Thus, we can have

It is important to go \_\_\_\_\_

It is necessary to go \_\_\_\_\_

It is essential to go \_\_\_\_\_

Note that in this kind of question, the word or phrase to be used to replace the one in the context must agree with it in all grammatical properties. If, for instance, the

word in the passage is a noun, the one to be used to replace it must also be a noun; if it is in plural form, the substitute must be plural; and if it is a verb in either present or past, the replacement must also be a verb in either present or past.

vi **Multiple Choice Comprehension Question:**

Multiple choice question is a type of objective question in which options are provided from which the correct answer is chosen. This kind of question is becoming popular among examiners and examination bodies. For instance, Joint Admissions and Matriculation Board (JAMB) adopts this kind of question for both UME and MPCEME. Also the post UME screening tests conducted by universities and, pre-degree examination conducted in FUTO take the same shape.

From all indications, students and candidates seem to prefer multiple choice question to subjective question. For them, it is easier because it does not require them to do extensive writing, which has been their greatest bane. But the truth remains that the multiple choice question is more tricky than essay question. Experience shows that students/candidates do better in essay questions than multiple-choice question.

Thus, students are advised to be very much careful when they have to answer multiple-choice questions, especially when it has to do with reading comprehension. In this case, they should read between the lines to ensure

that the comprehension passage is fully understood before they choose their answers. They should pay particular attention to individual words, phrases, clauses, sentences and even punctuation marks. This is so because the ability to choose the correct option from the multiple choices may depend on the candidates knowledge of the various language units as used in the context.

## Exercises

The following exercises are designed to enable you practise all you have learnt in this chapter. Read the passages carefully and answer the questions on them.

### Passage 1.

With some ten hours journey before them, the professor and his men at first thought of heeding Pa Chukwuka's advice that they should stay till Monday morning. But the professor knew that his department would almost be paralyzed for a whole day if he and his colleagues should stay on. That he did not like. So, the journey commenced and, a little later, the heavens were let loose.

Stubbornly, the five cars ploughed through. The Niger was crossed a little after 4p.m., and Asaba was soon behind the travelers. In front was the departmental car with the professor, his two kinsmen, and his bride. Their mission was the formal traditional marriage ceremony. At the rear was the secretary's car. Stealthily,



against all odds, the convoy crept on. Yet, for hundreds of kilometers, the rain persisted; lighter in some places, heavier in others but present in one form or the other throughout.

Darkness descended with a gentle suddenness over the landscape. The dark arrow of finality nearly struck Dr. Stephen Dimgba a few kilometers outside Aba. The on-coming heavy truck dazzled him with its powerful headlights. As it roared toward him, his bespectacled eyes were momentarily blinded. He swerved off the road for the devil of the long lorry. The muddy, wide gutter helped turn the swerve into an exaggerated skid. By the time the monster roared past, Stephen and his four fellow travelers were struggling to get off the inferno that started after the accident.

- (a) What has the travelers been told before the journey started?
- (b) Why did the professor and his colleagues decide to travel all the same?
- (c) i) What was the mission of the travelers?  
ii) Quote the sentence that tells you this.
- (d) i) Where did the accident occur?  
ii) Give two reasons why the accident occurred.
- (e) i) What figure of speech is the expression, the heavens were let loose?  
ii) Give the meaning of the expression as used in the passage.
- (f) Give another word or phrase that can replace each of the following words as used in the

passage: (i) heeding, (ii) kinsmen, (iii) odds, (iv) roared, (v) monster, (vi) inferno.

## Passage 2.

Her first evening at the College of Education was eventful, not so much for what she did but for her reminiscences. She has travelled all day long from Ubeku, her village, to Lagos in a luxury bus. Most of the time the roaring engine has robbed her of a much needed sleep. Throughout the journey, she reflected on her recent experiences with her male boss who got her sacked for refusing his advances. She surveyed the world before her which held so much promise. Of one thing, she was sure she would not be found wanting in the academic tasks before her.

The noise would not let her sleep, much as she tried. So, by the time the bus arrived in Lagos, she was completely worn out, but was thankful that the ordeal was ending. It was then, when she got down, that she discovered that one of her two bags was missing from the luggage compartment. The bag contained some of her clothes, shoes, materials for make-ups, and the like. A very thorough search by the driver and other passengers yielded no positive result. It has apparently been taken away by either an absent-minded passenger who had alighted before she did or by a thief. Sadly, she gave up and accepted her lot.

The sleep that had been denied her in the bus continued to elude her in bed. Alone in her smartly

painted, quiet, and well-furnished room, she found her mind continually going on adventures into her past. In vain, she closed her eyes to woo the goddess of sleep; defiantly, her other self reenacted long forgotten scenes, until finally, a little before midnight, she found herself hand-in-hand with a man she had never met before. He was leading her to a beautiful garden with a quietly flowing stream in the valley. Some how, though they did not speak to each other, their minds communicated, and she loved him dearly. But all this was before they got to the biggest part of the stream; there, the man suddenly pushed her into the water.

As she screamed, she found herself panting on her bed

- (a) What two losses had the lady suffered?
- (b) '.... The world before her which held so much promise. To what does this refer?
- (c) Why did she remain awake for so long in the comfort of her room?
- (d) What was actually happening when she found herself with a man in the garden?
- (e) '...when she got down..'
  - i) What grammatical name is given to the above expression as used in the sentence?
  - ii) What is its function?
- (f) For each of the following words find another word or phrase that means the same and can replace it as used in the passage:
  - (i) reminiscences    (ii) reflected.    (iii) ordeal

(iv) a lighted (v) screamed.

### Passaage 3.

Marriage as a human institution is facing its greatest threat ever in the twentieth century. Never, since the first man and woman were joined together, has the institution been beset by as many problems as it is now. And this trend, which started in the Western World, has spread and is spreading to all parts of the globe.

The most disturbing problem is the high rate of divorce. It is no longer a social stigma for women to fill in forms indicating that they are divorced; men, too proclaim their liberty from the shackles of matrimony somehow with pride. Little wonder that young couples resort to separation and eventually divorce, at the slightest disagreement.

The availability of an alternative aggravates the seriousness of the problem. Instead of entering into matrimony, very many couples simply decide to live together.

Even the courts now recognize such common law marriages, and respect the right of partners in such associations. The great advantages this accords the partners is the fluidity of the association, the ease with which one or both can call off the union.

Besides, very many countries now enact laws that recognize the rights of children born out of wedlock. This singular factor has helped to shoot up the number of such children in many civilized communities. A recent



survey in an urban college shows that about forty percent of the students were born out of wedlock.

Not less among the factor hastening the death of the marriage institution is the progressively rising cost of living. Nowadays, it is essential for both partners to be gainfully employed to be sure of a reasonably decent level of existence. The marriage ceremony itself costs so much that the young men save towards it for years. Little wonder, then, that many young men simply remain single, raising one or two children from ladies who themselves are often willing collaborators against the institution of marriage.

- (a) What does the author mean by referring to marriage as an institution?
- (b) What do the words liberty and shackles mean, as used in the passage?
- (c) i) What, according to the passage, is common-law marriage?  
ii) Mention one advantage of this system.
- (d) Mention any two factors that are seriously threatening the marriage institution.
- (e) .....who themselves are willing collaborators against the institution of marriage?
  - i) What is the grammatical term used to describe the above expression as used in the passage?
  - ii) What is its function?
- (f) For each of the following words, find another word or phrase that means the same and which can replace it as used in the passage:

- i) globe (ii) stigma  
iii) an alternative (iv) enact v) survey

#### Passage 4.

I have learnt to exercise caution in whatever I say or do since the episode on the Garawa Baruwa Road. I had arrived at the Garawa Police Station with my driver to lodge a serious protest against the officers who have accosted us on the road. My car had been dangerously overtaken by another which pulled up before us, forcing us to a halt. In a flash, four uniformed men had grabbed my driver's shirt and slapped him several times. Angered by this uncivilized behaviour, I had got out and challenged the men.

They alleged that my driver had broken several road traffic regulations and they tried to seize my car ignition key.

I had stood my ground, refusing to let the key be surrendered. Several harsh words were exchanged between them and me. They had manhandled me, trying to shove me aside, but I had firmly resisted. They brawl lasted about fifteen minutes and suddenly they rushed to their car and sped off.

Their uncivilized behaviour had so infuriated me that I had decided to report the incident to the Divisional Police Officer at Garawa. Back we turned, and made the station in twenty minutes. Angrily, I had demanded to see the boss immediately. The junior officers accorded me due regard as a traditional chief and led me to the Divisional

Police Officer's office. There, hardly coherent I reported the incident, calling the young police officers rather rude names.

Calmly, the DPO listened. Apart from nodding his head occasionally as I ranted on, he said nothing. I had expected him to apologize for his boys' action. But he didn't. Instead, what he said stunned me. "Chief", he said calmly, "I'm surprised that up till now you've not realized that you ran into armed robbers in police uniform. I thought you would have heard of their recent operations in this areas. Did you not hear of how they killed Chief Koku?"

Disarmed, mouth agape, I sank into the chair which I had earlier on rejected. The sudden realization of how confidently I had marched on death's ground sent cold shivers through my body. For the first time since the encounter, I began to perspire.

- (a) Who did the writer take the uniformed men for?
- (b) What gave the writer enough boldness to resist the men?
- (c) What was the intention of the four uniformed men?
- (d) Why was the police chief surprised at the writer's ignorance?
- (e) Why did the writer perspire after the police officer's explanation?
- (f) I had stood my ground.
  - i) What type of figurative expression is this?
  - ii) What does it mean?
- (g) "... which I had earlier rejected.

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  - ii) What does it mean?
- (g) "... which I had earlier rejected.



- i) What grammatical name is given to the above expression as used in the sentence?
- ii) What is its function?
- (h) For each of the following, give another word or phrase that means the same and which can replace it as used in the passage:
  - (i) caution, (ii) pulled up, (iii) brawl, (iv) infuriated, (v) regard, (vi) agape.

### Passage 5.

I was passing by the faculty main notice-board when I recognized a grey-haired balding man I had last seen fifteen years before. He was in the midst of a group of people clustering around the board, eager to see if their names were up. The list of successful candidates for the new part-time bachelor's degree programme has been displayed a day earlier.

Immediately I saw him, I went closer and greeted him, prostrating myself halfway to the ground. He held me, adjusted his bifocal glasses, and then, embraced me warmly. He called me by the pet name he had given me long ago, and then asked, 'Is your name also up for admission?'

I answered in the negative. He felt genuinely sorry for me. Before I could embark on the difficult task of explanation, however, he consoled me. 'Don't worry, yours will soon come. Just never give up.' With that I decided to let the matter rest, hoping to find time to explain that I had not sought admission. But that opportunity

didn't offer itself since I didn't see him again for some time.

Then, one day, a fortnight later, I stood before the class. I had started teaching before I saw his bespectacled face among the many students. Our eyes met as I was explaining away Pavlov's theory of conditioning. For a brief while, I couldn't continue, rather embarrassed by this reversal of our old roles. He understood, nodded and smiled. It was the kind of approving nod a father would give a son in the course of a worthwhile assignment.

The class ended. I was packing my materials when he came forward and hugged me.

'Class, do you know this boy?' he shouted. Of course, they didn't. 'This boy', he said proudly, 'was my pupil in the primary school fifteen years ago. I'm glad that one of my products is now my teacher and yours'.

If I was embarrassed by the unexpected gesture, I was far more overwhelmed by the ovation that greeted the announcement.

- (a) What was the balding man doing when the writer first saw him?
- (b) What evidence is there in the passage that the other man was older than the writer?
- (c) Why do you think the writer found the task of explanation very difficult?
- (d) What precisely did the author mean by 'this reversal of roles'?
- (e) How would you describe the attitude of the older

- teacher?
- (f) 'Class, do you know this boy?' he shouted. Change the above into reported speech.
- (g) '...When he came forward and hugged me'.  
(i) What is the grammatical name given to the above expression as used in the sentence?  
(ii) What is its function?
- (h) For each of the following, find another word or phrase that means the same and can replace it as used in the passage:
- (i) displayed; (iv) embark on;  
(ii) embraced; (v) assignment.  
(iii) genuinely;

### Passage 6.

Conversation, in part, is self-expression. It is a two-way thing, involving give and take, action and reaction. Indeed, it is a many-way thing: the communication of many ideas among many people. Good conversation can be fun, making an evening pass pleasantly and creatively. Conversation also has more serious values. It links people – family, business associates, friends. It is perhaps the most important single factor in establishing or improving human relations. It provides us with opportunities for asserting our individuality, telling the world just how we feel, or 'letting off steam'.

Good conversation aids us in that much criticized drive to get ahead; but it also helps us to achieve that relaxation, that freedom from worry and care, that peace

of mind and soul which we all desire. Yet many of us, when we plan a party, spend much time preparing food and games but do not give conversation a thought. Although it is bound to be an important part of the evening in any case, we seldom plan for it. We invite guests without considering whether they will have mutual interests to talk about. In introducing those who are meeting each other for the first time, we often fail to mention things they have in common that can set them off on a pleasurable conversation.

Even in business interviews, we prepare for everything except the very core of the matter. We may come with shoes shined, trousers pressed, fingernails manicured but vague about what we are going to say. Many of us are not merely unprepared, we dread conversation itself. Some of us are shy about meeting strangers; some of us shun working on committees; some of us avoid any conversational situation....probably because we feel inadequate in talking to others. We are afraid of repeating the mistakes we made at our first dinner party, or at our first job interview.

(Adapted from the Art of Public Speaking by W.R. Godin and E.W.Mammen).

1. The author reasons that many people shy away from conversations because
  - A. they are afraid to talk.
  - B. they want to cover up their inadequacies.
  - C. conversation are for the educated only.
  - D. they do not know what to say.



2. One factor that makes conversation an important element to an individual is that it
  - A. is a communication of ideas between people.
  - B. attempts to link people together.
  - C. can be fun.
  - D. provides an opportunity to 'sell' oneself.
3. One major reason which the author gives for parties becoming uninteresting is
  - A. a lack of good talkers.
  - B. inadequate preparation.
  - C. incomplete introduction of guests.
  - D. inadequacy of food and drinks.
4. A business interview, according to the passage, is made more successful by
  - A. a conducive atmosphere for easy flow of conversation.
  - B. the ability to dress very well and impressively.
  - C. having enough questions to ask.
  - D. having talkative people on the panel.
5. From the passage, which of the following can enhance public relations?
  - A. making a lot of friends.
  - B. ability to talk fluently.
  - C. good conversational ability.
  - D. facing an interview panel properly.

### **Passage 7.**

After the glimpse I had had of the Serpians emerging from the cylinder in which they had come to the earth

from their planet, a kind of fascination paralyzed my actions. I remained standing knee-deep in the heather, staring at the mound that hid them. I was a battle ground of fear and curiosity.

I did not dare to go back towards the pit, but I felt a passionate longing to peer into it. I began walking, therefore, in a big curve seeking some point of vantage, and continually looking at the sand-heaps, that hid these new-comers of our earth. Once, a leash of thin black whips, like the arms of an octopus, flashed across the sunset and was immediately withdrawn, and afterwards a thin rod rose up, joint by joint, bearing at its apex a circular disc that spun with a wobbling motion. What could be going on there?

Most of the spectators had gathered in one or two groups – one a little group towards the east, the other a knot of people in the direction of the west. Evidently, they shared my mental conflict. There were few near me. One man I approached and accosted was, I perceived, a neighbour of mine, though I did not know his name. But it was scarcely a time for inarticulate conversation.

1. The author said he was a battle ground of fear and curiosity because he was
  - A. afraid to go near the pit.
  - B. curious about the visitors' identity but afraid to approach them.
  - C. eager to approach the pit and identify the new comers to earth.
  - D. curious about the identity of the visitors.

2. Another word in the passage that means the same thing as mound is  
A. disc                                      B. sand-heaps  
C. pit                                        C. heather.
3. The visitors' space ship landed  
A. in a pit,                                  B. on a battle ground.  
C. on the sand-heap.                  D. on the cylinder.
4. The visitors described in the passage could be called  
A. creeping objects.                  B. octopuses.  
C. serpents.                              D. strange creatures.
5. The spectators had gathered in order to  
A. witness the arrival of the visitors.  
B. establish the identity of the visitors.  
C. witness a fight among the visitors.  
D. witness an inarticulate conversation between the author and the visitors.

### Passage 8.

Yellow fever is a disease of warm lands that is found mainly along the shores of the Atlantic Ocean. It was first noticed in the Americas, but may well have come from elsewhere and reached the New World with or soon after Columbus. Until about fifty years ago, yellow fever was still one of the most feared diseases in the United States where many died in repeated outbreaks. An outbreak which was to lead to surprising developments was one that happened in Cuba during the Spanish-American war. As a result, an army group under Major Walter Reed was sent there in June, 1900 with orders

to give special attention to questions concerning the cause and prevention of yellow fever". In a daring group of experiments using human beings, Major Reed proved the truth of an idea advanced in 1881 by a Cuban doctor, that the city type of mosquito passed on the disease.

The successful result of these experiments gave birth to another and still more important idea: kill off the city type of mosquitoes and there would be no more yellow fever. Fortunately these mosquitoes are one of the easiest types to destroy. They are born in pools of quiet, warm water, within a short distance of people's houses.

So to Havana came a general with orders from the United States government to dry up these pools. He carried out his task so well that the mosquitoes disappeared. With them went yellow fever, never to return to Havana. A few years later the same general successfully repeated this operation in Panama and in this way made possible the building of the Panama Canal. It all seemed so simple. End the mosquitoes; end the disease. Man even began to dream getting rid of yellow fever from the world.

Meanwhile one question still remained unanswered. The city type of mosquitoes carried the fever, without doubt, but how? After many experiments, a member of the United States Army Yellow Fever Commission feared that the disease must be carried by something too small to be seen. Of his own free will, this devoted scientist dared to allow himself to be bitten by an infected



mosquito. Then, taking some of his own infected blood, he injected it into three other members of the group who wanted to help. Two of the three got yellow fever – and recovered. This shows that the disease was carried by a virus too small to be seen through the microscopes of the day.

6. The building of the Panama Canal was made possible by the
- A. success of the Spanish-American war.
  - B. work of the United States army.
  - C. killing of mosquitoes nearby.
  - D. development of special drugs.
7. One of the reasons for the successes in the eradication of yellow fever was that
- A. some people were willing to sacrifice themselves for others.
  - B. doctors were paid a lot of money if successful.
  - C. orders of the army had to be carried out at any cost.
  - D. public feeling was strong against the disease.
8. When the doctors found that blood samples could carry the disease, they examined them with microscopes and saw
- A. nothing.
  - B. viruses.
  - C. germs.
  - D. different signs of the disease.
9. According to the passage, war against disease is best carried out by
- A. generals.
  - B. individual brave doctors.
  - C. a large army.
  - D. Cubans.
10. This passage deals with

- A. American atrocities against the Cubans.
- B. the bravery of American soldiers.
- C. public health problems.
- D. deficiencies of the early 20th century microscopes.

### Passage 9.

The diseases afflicting Western societies have undergone dramatic changes. In the course of a century, so many mass killers have vanished that two-thirds of all deaths are now associated with the diseases of old age. Those who die young are more often than not, the victims of accidents violence and suicide.

The changes in public health are generally equated with progress and are attributed to more or better medical care. In fact, there is no evidence of any direct relationship between changing disease patterns and the so-called progress of medicine.

The impotence of medical services to change life expectancy and the insignificance of much contemporary clinical care in the curing of disease are all obvious, well documented but well suppressed.

Neither the proportion of doctors in a population nor the quality of the clinical tools at their disposal nor the number of hospital beds is a causal factor in the striking changes in disease patterns. The new techniques available to recognize and treat such conditions as pernicious anaemia and hypertension, or to correct congenital malformations by surgical interventions, increase our understanding of disease but do not reduce

- A. American atrocities against the Cubans.
- B. the bravery of American soldiers.
- C. public health problems.
- D. deficiencies of the early 20th century microscopes.

### Passage 9.

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its incidence. The fact that there are more doctors where certain diseases have become rare has little to do with their ability to control or eliminate them. It simply means that doctors, more than other professionals, determine where they work. Consequently, they tend to gather where the climate is healthy, where the water is clean, and where people work and can pay for their services.

1. The statement, 'The diseases afflicting Western societies have undergone dramatic changes', implies that:
  - A. changes have taken place in the mode of disease affliction
  - B. medical services have been important in changing life expectancy.
  - C. a lot of significant progress has taken place in public health.
  - D. deaths from diseases in western societies are minimal.
2. The writer is of the view that the diseases which prevail in contemporary Western societies
  - A. result from modern life styles.
  - B. are concentrated among the elderly.
  - C. kill many people at once.
  - D. are resistant to drugs.
3. The author thinks that the presence of a large number of doctors in a community
  - A. does not have much effect on the control of diseases.
  - B. disguises the true facts about diseases.



- C. controls the spread of diseases.
- D. improves the overall quality of life in the community.
- 4. Many doctors, according to the passage, choose to live where
  - A. research facilities are available
  - B. they are most needed
  - C. they can be near colleagues
  - D. conditions are more in their favour.
- 5. The author's attitude to developments in medicine is
  - A. matter-of -fact.
  - B. cautions.
  - C. indifferent.
  - D. cynical.

### Passage 10.

**ADUKE:** Listen, my fellow women. The issue has little to do with being literate or not. It is true that most members of NAM (New Awareness Movement) are literate, but this does not make all of us enlightened. We must be able to draw a line between the two. You may be literate and yet possess a consciousness that is decadent and servile. On the other hand, you may not have received any formal education and yet may be the greatest exponent of progressive ideas.

**HASANA:** I agree with what our sister has said. Let us not allow ourselves to be divided by a greedy and an inflated notion of the certificates we possess. In this century, as we march towards the year

2000, our primary concern should be how best to improve the lot of womanhood in our society. Let us not forget that for each woman who is beaten up by her man for flimsy reasons, the status of all of us here is downgraded. For each woman who is insulted for no other reason than that of her sex, every one of us here is spat on in the face. For each woman who is denied opportunities in the society simply because she is a woman, the whole lot of us here are dehumanized. Each widow in this society is an every woman, and the lot of each of us should be viewed as collective. Each rotten egg that is thrown at any one of us is an eternal splash of dirt on our faces. Each decayed tomato that is cast at her is a collective curse on our fecundity; each pebble thrown at her, a missile against our very womanhood. This is an age of awareness, and it is the duty of NAM to collectively rise in defence of the rights of women.

**IME:** We can no longer allow ourselves to be fried alive. We are going to squeeze ourselves into tight-fitting trousers, register into judo classes, and then file out into the street and punch the face of every man we behold.

1. In distinguishing between literacy and enlightenment, Aduke implies that:

- A. it is useless to be literate.
  - B. enlightenment is inborn.
  - C. progress can take place without literacy.
  - D. None of the above.
2. Hasana believes that NAM should not be divided by
- A. the worthless certificates which the women possess.
  - B. inflation and greed.
  - C. a misunderstanding of the worth of their certificates.
  - D. a selfish and over-rated belief in their certificates.
3. "Each widow in this society is an every woman" means that
- A. every woman in the society is potentially a widow.
  - B. every widow in the society is a woman.
  - C. the suffering of every widow represents the burden of all women.
  - D. widowhood implies the isolation of the woman in society.
4. The speech of Hasana implies that
- A. it is the practice to throw rotten eggs at women.
  - B. it is the practice to cast decayed tomatoes at women.
  - C. to throw rotten eggs and decayed tomatoes at women is to reduce their fecundity.
  - D. to throw rotten eggs and decayed tomatoes at women is dehumanizing.
5. From the speech by Ime, it is clear that the women
- A. intend to do a real battle with the men folk in defence of their rights.
  - B. will no longer perform their traditional duties.

journey. I had never felt so relaxed, and my jolted heartbeats each time the plane took what appeared like a sudden brief decent, did not matter. When eventually we were set for landing, the anxiety that came over me was almost thrilling. What was the wonderland going to be like? So overwhelmed was I that I almost lost consciousness of what happened thereafter.

But I would never forget the shock that greeted me when we arrived in the tubes station and boarded a train to behold the sea of white faces and the furtive glances from apparently indifferent co-passengers. I believe that the nostalgic feeling for Lagos which later became part of my life all my days in London began at this point.

1. Before the writer left Lagos, he believed London was
  - A. a very neat place.
  - B. a very peaceful place.
  - C. situated in paradise.
  - D. noiseless.
2. Before the plane left Lagos, the writer must have
  - A. had a second thought about leaving his country.
  - B. been very hungry in the lounge.
  - C. been frightened of all the people in the lounge.
  - D. detested the filth surrounding the lounge.
3. When the plane finally took off, the writer felt happy because

