

## WALKING ENCYCLOPEDIA

***Using appropriate language: As classroom teachers, who should we think about when communicating ideas and instructions? Is Jude thinking about the effectiveness of his instructions in this incident at the school?***

SCENE 1/TITUS'S OFFICE.

SFX: CHILDREN PLAYING IN THE BACKGROUND

TITUS: we are very grateful to you Mr. Jude for taking time to help us update our records

JUDE: Mr. Titus, I am only relating a proportion of my selfless service to this terrestrial abode.

TITUS: this community is indeed eternally grateful to you Mr. Jude.

JUDE: I am positive this antiquated millennium visual compartment of data stockroom is a glorious triumph for you Mr. Titus

TITUS: you mean the computer is old Mr. Jude. We are sure it will still help raise the standard of our school.

JUDE: (yawning) Oh my! Mr. Titus, is there any

pikanini outside your optical horizon dispensable  
to procuring me a packet of liquid citrus?

SFX

FOOTSTEPS AS IBRAHIM ARRIVES

IBRAHIM:

good afternoon sir,

TITUS:

ahh, you can send him Mr Jude.

SFX:

SOUND OF MONEY GIVEN TO IBRAHIM.

JUDE:

You Picanini, procure me a chilly packet of  
sweet natural citrus liquid.

IBRAHIM:

sir I no understand what you ask me to buy.

JUDE:

how can you assert you don't assimilate what I  
said? Gravitare a fast arrival along with my natural  
orange before my gullet dehydrates.

SFX

FOOTSTEPS AS IBRAHIM JETS OUT.

MUSIC BREAK

## SCENE 2/ SCHOOL COMPOUND

SFX:

JUICE BEING SQUEEZED

KABIR:

Ibrahim, I hope Oga Jude will pay extra  
because this squeezing of orange work no easy o!

IBRAHIM: I do not even know where to pour the orange for him o.

KABIR: get nylon bag from mama sweet to put it inside now.

IBRAHIM: that is true. Kabir, you be smart.

KABIR: just don't forget my own share of the money o; 10 only for explaining oga Jude grammar for you.

IBRAHIM: (walking off) no problem

MUSIC BRIDGE

### SCENE 3/ TITUS OFFICE

JUDE: why is it taking the pikanini an era to procure me a packet of liquefied citrus? (pause) I'm affirmative he is abstracted by juvenile recreation

TITUS: you know it's their break time so I am sure they are a lot of kids at the shop. Be patient.

JUDE: can you imagine I have been waiting for ...

SFX SOUND OF FOOTSTEPS AS IBRAHIM ARRIVES.

IBRAHIM: Oga Jude I have bring it. The oranges is fifty while work for squeezing is twenty naira. Your change is one thirty.

TITUS: (Laughing) Mr Jude

JUDE: (furiously) what is this you have procured for me?

IBRAHIM: it's the sweet natural juice that you send me oga Jude.

JUDE What! Who said anything about squeezing oranges?

TITUS: oh blimey! Mr Jude, when will you ever learn your lesson? (CHUCKLING) Imagine using your big grammar for a child. Thank goodness he was wise enough to at least guess what you sent him to buy for you.

JUDE: Shocked) what? Mr ... Mr. Titus!

***Should teacher Titus have intervened earlier? It is important to use language with our pupils that is appropriate to their level of understanding. How could you check that pupils have understood what you have asked them to do?***

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