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? Gravitate 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?*