

Module 4

Speech

Listening comprehension exercise

Listen carefully as your teacher reads out a short passage. After that, you will be required to provide answers to the questions below by choosing the correct alternative from those provided. Now listen to the passage.

Teacher reads the passage 2 in the appendix.

Questions

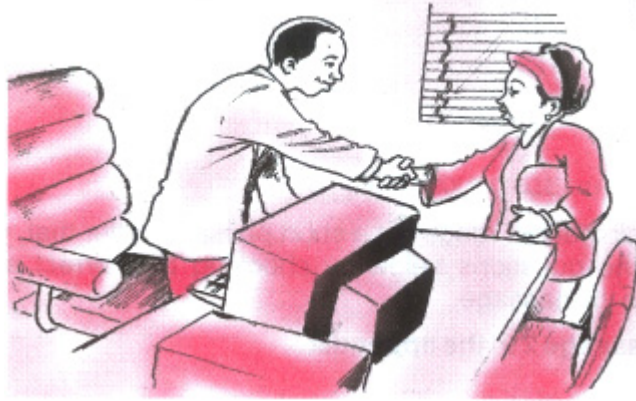
1. The first way a person can catch the HIV infection is
 - A. by moving closely with an infected person.
 - B. using an injection needle which an infected person had used.
 - C. through sexual intercourse with an infected person.
2. We can conclude from the passage that the second route of HIV transmission is through
 - A. contact between the blood of the infected person and the healthy person.
 - B. careless handling of injection needle and syringes by medical persons.
 - C. organ transplants.
3. One lesson from this passage is that
 - A. one should never accept blood transfusion.
 - B. it is unsafe to have an organ transplant.
 - C. treatment involving blood must be carefully handled.
4. From this one could counsel infected women
 - A. never to think of having babies.
 - B. to plan their pregnancy and childbirth under strict medical guidance.
 - C. to ensure that they do not breast-feed their babies at all.
5. The passage has shown that
 - A. women generally are more prone to HIV/AIDS.
 - B. most women in Africa have got the HIV/AIDS.
 - C. the highest incidence of women with HIV/AIDS is in Africa.

Grammatical Structure

Adjuncts

An adjunct is a type of adverb. An adjunct is a group of two or three words which provide useful information. Adjuncts answer the questions how, when, where, reason, concession and condition. For this reason, we have adjuncts of manner, time, place, reason, and condition.

Read the following dialogue carefully.



Tom: Mama, where are you going so *early this morning*?

Mama: I have an appointment with the manager of the Agricultural Bank.

Tom: So where are you going exactly?

Mama: I am going *to the bank*.

Tom: How much loan are you asking for?

Mama: Did I tell you I wanted a loan?

Tom: Well thatâ€™s the reason people see the manager of an Agricultural Bank.

Mama: Anyway, Iâ€™m just asking for ₦5,000.00

Tom: What do you need that money for?

Mama: I need it to *build a poultry farm*.

Tom: How do you plan to pay back?

Mama: I plan to pay *by instalments*.

Tom: Not a bad idea, at all. When do you hope to get the money?

What did you notice about the italicized words? They tell us the time of an action, the place for the action and the reason for an action. They are adjuncts.

Let us consider the different types of adjuncts.

A. Adjuncts of time

Adjuncts of time tell us the time that an action took place, e.g.

- i. The wedding will hold *at 11 am*.

- ii. *For a long time*, I have not seen my father.
- iii. *Last year*, her husband retired.
- iv. The election lasted for *two whole weeks*.
- v. *Occasionally*, grandmother told us stories.
- vi. Since *January*, we have not made any reasonable profit.
- vii. Dad sent the money *when he got my mail*.
- viii. *During the rainy season*, clothes do not dry in time.
- ix. *When I visited him in prison*, I was allowed to see him for ten minutes.
- x. It is good to get married *when one is mature*.

B. Adjuncts of place

Adjuncts of place give information about the place where an action took place, e.g.

- i. The election will hold *at the Law Faculty*.
- ii. Many skilled persons *in Nigeria* are unemployed.
- iii. The girl *at the reception office* is very polite to costumers.
- iv. The drama lecture holds *in Room 3058*.
- v. *Outside my window*, a nightingale sang all night.
- vi. The politician was caught with illegal ballot papers *in his house*.
- vii. The flowers *in the garden* are growing well.
- viii. *At the hospital bed*, the family members wept because of their sick father.
- ix. It rained heavily *at the outskirts of the town*.
- x. She defended her husband *at the printing press*.

C. Adjuncts of manner

Adjuncts of manner show the way something is done. They answer the question, "How?"

- i. Grace left *in a hurry*.
- ii. The carpenter did the work *in a haphazard way*.
- iii. She spoke to me as *if she never knew me*.
- iv. Peter wrote *in a haste*.
- v. The minister walked *in a confident way*.
- vi. The Vice Chancellor laughed *heartily*.
- vii. My French teacher dresses *shabbily*.
- viii. John spoke rudely to his teacher.
- ix. The choir master *scarcely* laughed.
- x. The governorship candidate argued *intelligently*.

D. Adjuncts of frequency

The table below provides some examples of adjuncts of frequency. Can you identify them?

My fiance	<i>hardly ever</i>	gets angry.
My brother	<i>scarcely ever</i>	quarrels with people.

His aunt	<i>nearly always</i> <i>almost always</i>	appears unhappy.
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Position of adjuncts

From the examples above we can discover the positions of adjuncts. Adjuncts occupy initial, medial and end positions. In sentences B ii, iii, vii; ix and D sentences, the adjuncts appear in the middle of the sentence. And in sentences A i, iv, vii and x, the adjunct appears at the end of the sentence; while in A ii, iii, vi, viii, ix, the adjuncts appear at the beginning of the sentence. In all these examples, the adjunct appears very close to the verb.

Exercise

1. Write out ten sentences from the table in D above.
2. Rewrite the sentences you have formed from the table, with the adjunct coming first. Here is an example: "Hardly ever does my fiancée get angry."
3. Form 10 sentences from the box below.

He	went	to London.
She	travelled	to Hong Kong.
	is away	to Mecca.
They	relaxed	at home.
My granny	rested	at the office.
		at the seaside.

Reading Comprehension

Before reading, discuss the following:

- ❖ A person performs well when everything around him helps his performance.
- ❖ Same thing with a person trying to read; the conditions around him must be right.
- ❖ Have you ever thought of the type of light with which you read?
- ❖ Do you need glasses and you are managing to read without a pair?
- ❖ Do you think you can read well if there is always a loud noise around?
- ❖ How do you think all these can affect your reading performance?



Factors Affecting Reading

The conditions under which you read are often as important as your reading habits. To read under very poor light is to strain your eyes. Often, when the light is too dim, you may have to interrupt the reading and move to an area where the light is brighter or you may have to adjust the angle at which the book is turned towards the source of the light. The strain on the eyes caused by the poor light is often similar to the strain suffered when one has bad eye-sight.

Moreover, for a person with normal eye-sight to read with glasses could be disastrous. If a person with normal eye-sight tries on a pair of glasses normally used by a friend with poor eyesight, then he would not see properly, or at best he would suffer a lot of strain. Similarly, to read with dark glasses under the shade is to create some problem for the eyes. The fact is that one should read under conditions much similar to what the eyes are normally used to.

Music, we know, is a stimulant to many human activities. Some people work better when there is some form of background music. But music of any kind does not seem to help the act of reading. Much as the brain is a most versatile organ, it allows a man to cope with only one activity at a time. If you try to listen to music, or worse still news while you are reading, then you will find yourself either coping with the reading and not the music, or with the music and not the reading. One is bound to suffer.

Finally, it has been established through research that a person's reading rate and comprehension level vary according to the stage reached on a reading task. When a person is just starting a new book, the enthusiasm for the book makes the reading smooth and fast. But when the initial enthusiasm drops, after the first chapter or so, then the reading becomes more tedious and slower. This persists till one is approaching the end. At about a quarter or so to the end, the reading rate picks up, and the reading is much smoother. These facts account for why a person tends to remember facts from the beginning and the end of a novel much more than from the middle. To some extent, this is what happens with a passage, especially a long one. (415 words)

Answer the following questions without going back to the

passage.

1. It is not good to read under very poor light because
 - A. the poor light forces one to interrupt the reading.
 - B. one may have to adjust the angle of the reading material.
 - C. one would not see the words very clearly.
 - D. words may be mistaken for what the author does not intend.
2. When a person with normal eyesight uses the medicated glasses of his friend, this can be likened to when that friend with prescribed glasses
 - A. tries to read without glasses.
 - B. puts on his own glasses.
 - C. tries to read with glasses newly acquired.
 - D. puts on his own glasses without reading.
3. From this passage, we can see that
 - A. it is good for one to read with glasses.
 - B. one should not try to use glasses at all.
 - C. it is risky to use glasses for the fun of it.
 - D. many people are using glasses not meant for them.
4. From the passage, we can advise anyone doing serious reading to
 - A. stimulate the brain with some soft music.
 - B. avoid listening to music while reading.
 - C. study only in noise-proof rooms.
 - D. keep background music very soft and stimulating.
5. From the final part of this passage, we can say that
 - A. the beginning of a book is usually more interesting than the middle.
 - B. the end of a book is usually more interesting than the middle.
 - C. one is usually more keen for the beginning of a book than for the middle.
 - D. one is usually more keen for the middle than for the end of a book.
6. The last paragraph should advise us that when reading a book we should
 - A. try to be intentionally more alert when reading the middle than we are now.
 - B. try to put down notes when we read the middle of a book.
 - C. ensure that we read the middle of a book only in very quiet places.
 - D. approach the middle of a book with the same zeal as we did the beginning.

Now read the passage again and then answer the following questions:

7. What is the intention of the writer of this passage?
8. What advice would you give someone whose eyes are bad and who is not using glasses?
9. What would you say is the place of music in the home of someone who is still learning?
10. Why do you think a person reads the beginning, the middle and the end with different speeds?
11. How best would you revive your enthusiasm for a reading task when you are approaching the middle?
12. What then would you say are the ideal conditions under which one should read?
13. *If a person with normal eye-sight tries on a pair of glasses normally used by a friend with poor eye-sight, then he would not see properly, or at best he would suffer a lot of strain.*
 - a. What is the grammatical term for this type of sentence?
 - b. Identify the main clause[s] and the subordinate clause(s).
14. Give the meanings of the following words as they are used in the passage:
 - a. strain
 - b. disastrous
 - c. cope
 - d. enthusiasm e.extent.

A note on the grammatical name for the sentence

If a person with normal eye-sight tries on a pair of glasses normally used by a friend with poor eye-sight, then he would not see properly or at best he would suffer a lot of strain.

Study this sentence carefully. How many ideas does it contain? You can work this out by studying the action verbs in it. These are *tries*, *not see*, *would suffer*. So, you have more than one idea. So, you have to rule out simple sentence. Go further; do we have more than one subject? The main subject is a *person*. This is later represented by *he*. So, there are two subjects. From this you can identify the main ideas thus: *he would not see properly* and *... he would suffer a lot of strain*. These are the two main clauses.

Now when a sentence has two main clauses, it is more than a simple sentence. It has the features of a compound sentence.

But then, there is another clause,

If a person with normal eye-sight tries on a pair of glasses normally used by a friend with poor eye-sight ...

What type of clause is this? It cannot stand on its own. So, it is not a main clause, but a subordinate clause. What function does it perform? Study it carefully, and you would see that it is giving us a condition, *If*. So, it is a subordinate adverbial clause of condition.

Thus, with the analysis, we can see that the sentence is **a compound & “ complex sentence, with two main clauses and one subordinate adverbial clause of condition.**

Summary Work

A good summary work should begin from when reading the passage through. There is need for utter concentration and at the same time that ability to list the points in one’s mind as one reads through. It is the points that would be used in the summary at the end.

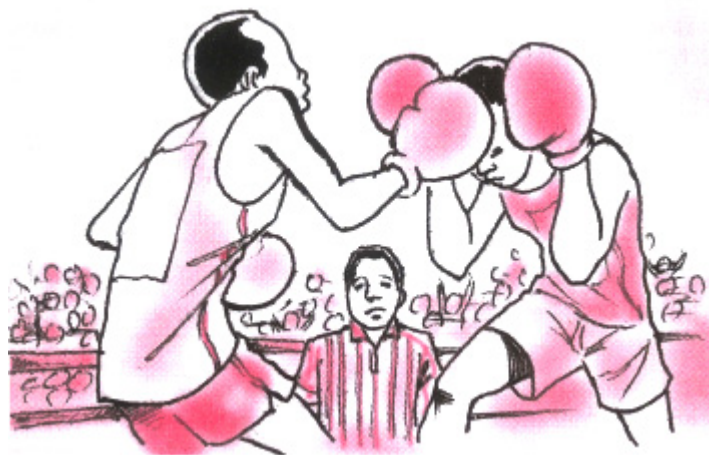
Now for the present passage, what are the points made by the author? Fortunately, the passage has developed one point in one paragraph. In many cases, the main point, called the topic sentence, comes up in the very first sentence of the paragraph. In this passage, this is so for some paragraphs but not for all.

Read through again and try to get those points. Use the table below.

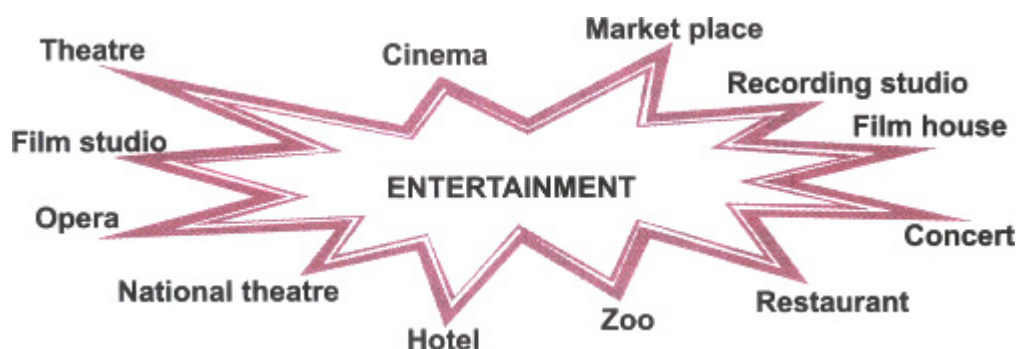
Paragraphs	Points made
Paragraph 1.....
Paragraph 2.....
Paragraph 3.....
Paragraph 4.....

Vocabulary Development

Words associated with entertainment and places for entertainment



We are still on the words associated with entertainment. You will be taken through the words connected with places for entertainment. These are also called **register of entertainment**. Go through the words in the diagram below.



Have you been to any of the places indicated above? How many of the places have you been to?

Activity I

Use your dictionary to check up the meanings of these words.

Theatre	Gymnasium	Film Studio	Bill	Stadium	Arena
recording studio	village square	ticket film house	bar man	national theatre	concert hall

Activity II

Now form correct sentences with the six words indicated above.

Continuous Writing

Writing an argumentative essay”1

In SS 1, you were given some hints on writing an argumentative essay. In this module, you have more hints on how to write effective

argumentative essays.

More useful hints on writing an argumentative essay

Notice that there are always two sides to this kind of essay topic. One contrasts with the other; that is, one may be in favour while the other may be against.

The topic may be in the form of a question. Consider the following examples:

- a. Is the teaching profession better than the nursing profession?
- b. Are single schools better than co-educational schools?

The students should be able to state their case for or against the statement in the topic. They should be able to intelligently indicate that they are aware of the two possible sides to the issue. They should prepare some guide points of arguments **for** or **against** the issue at stake.

You must not be one-sided when presenting your argument. So, there must be relevant points that would be in support of the issue and some points against. The way you treat the issue in each paragraph should clearly show which side you support.

You should learn to use expressions of certainty and emphasis in argument. Examples of this kind of expression are:

Certainly;
it is clear that;
as a matter of fact;
there is no doubt that;
I am very sure that, etc.

An argumentative issue may be in the form of statement, e.g.:

You are the chief speaker in a school debate: the topic of which is, "Public secondary schools are better than the private ones." Write your speech for or against the topic.

However, sometimes, it may not be apparent, just from the appearance of the topic, that the issue is an argumentative one. Here is an example:

"Democracy is the best form of government." Do you agree? Present your case in as clear a manner as possible.

Now, if you consider the issue very well, you would realise that you are being asked to compare democracy as a form of government with some other forms of government. So, in tackling this issue, you cannot avoid

comparing democracy with other forms, e.g. military dictatorship, theocracy, oligarchy, etc. In this exercise, you should cite the strengths of democracy vis-à-vis the strengths of other forms of governance. In the process, you would cite the weaknesses of both sides. Then you will arrive at a conclusion in which you will take a definite stand.

Now write your own attempt on the topic discussed above.