

# Module 10

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## Section A: Oral Practice

1. *In this module, there are two oral exercises. In the first one, your teacher will read you a poem while you listen carefully. While listening, you could take some notes. Then, there will be a second reading. Thereafter, you should answer the following questions which are based on the passage you have just listened to.*

(The teacher now reads the passage 3 in Appendix One)

### QUESTIONS

1. The intention of the poet is to .....
  - A. create an awareness to maintain cleanliness in people.
  - B. explain to people what it means to be clean.
  - C. teach us how to clean ourselves and our homes.
2. The first part of the poem stresses that we should clean .....
  - A. our bodies.
  - B. our homes.
  - C. everything about us.
3. When the poet says we should clean our psychological environment, he means that we should clean our.....
  - A. surroundings.
  - B. emotions.
  - C. words.
4. What does the reference to God in the last part of the poem imply?
  - A. Cleanliness is complete only when we have godly thoughts.
  - B. We must fill our minds with religious thoughts.
  - C. We must allow God to think for us.
5. From this poem we can say that the poet himself is .....
  - A. a preacher.
  - B. a moralist.
  - C. preaching what cannot be practised.

### II. Revision of phonetic symbols (IV)

#### The consonant sounds (B)

Revise the pronunciation of these consonant sounds in the box below and take note of the words that contain these sounds.

- |   |
|---|
| 1. /t̪/ both, method, thanks, thin, birth |
|---|

2. /ð/ they, another, that, bathe, mother
3. /r/ ruler rule, Wright, write, wretched
4. /m/ man, may, comb, smile, him
5. /n/ noun, knee, knight, net
6. /ŋ/ among, wing, young, song
7. /tʃ/ rich, nature, chief, teach, chest
8. /dʒ/ bridge, rejoice, jam, jug, gem
9. /l/ flog, pull, luck, leg, leap
10. /w/ wine, watch, window, work, win
11. /v/ verb, valley, vest, village, van
12. /j/ yes, youth, young, few, York

## Exercise

Choose from the options labelled A to D the one that contains the sound segment represented by the given phonetic symbol.

1. /V/ A. levy B. cause C. knot D. lung
2. /tʃ/ A. judge B. measure C. chain D. tissue
3. /dʒ/ A. pigeon B. you C. mayor D. yard
4. /î./ A. apostle B. honest C. health D. then
5. /r/ A. clerk B. write C. lord D. tour
6. /ŋ/ A. English B. knight C. note D. being
7. /j/ A. few B. judge C. just D. joy
8. /L/ A. kind B. psalm C. leap D. half
9. /w/ A. York B. suite C. few D. new
10. /ð/ A. other B. cloth C. breath D. thigh
11. /dʒ/ A. desk B. usual C. June D. garage
12. /tʃ/ A. bridge B. major C. coach D. gem
13. /î./ A. told B. weather C. thread D. these
14. /î./ A. sun B. king C. when D. pen
15. /j/ A. jeep B. just C. yes D. joke
16. /m/ A. tongue B. tomb C. king D. pink
17. /dʒ/ A. young B. nature C. badge D. match
18. /ð/ A. cloth B. three C. there D. theme

19. /Ĵ./ A. path B. part C. teach D. other  
20. /r/ A. lord B. learn C. playwright D. towards

## Section B: Structure

### Tenses

In *Functional English* Books 1 and 2, we learnt about the different tenses. In this module we shall revise some of them.

#### Read the passage carefully.

Just recently, I *have begun* to learn about the usefulness of exercise. I *had thought that* getting more and more sleep was what I *needed to* feel good. But lately, I *discovered* that I felt unwell even when I *had enjoyed* eight hours of sleep at home. My friend, Zanab, *advised* me to try playing tennis.

At first, I got easily tired after playing for a short while and so I did not see any value in playing tennis. But as I *persisted* in playing the game, I began to reap the fruits of exercising my body regularly. I discovered that rather than feel tired, I *felt* stronger after playing for about thirty minutes. As I continued to play the game regularly, my early tiredness *disappeared*. So did the pain on my legs caused by arthritis. I also *discovered* that I no longer got *exhausted* after walking for a short distance. My stamina *increased*. My total well-being *improved*. Today I *play* tennis three times a week. Where I am unable to make it, I do quick strides along my street and some aerobics in my room. Exercises are indeed a health tonic for everyone.

### Exercise 1

Identify the different tenses used in the passage.

#### Uses of the present tense

The present tense is used for the following:

- â€¢ To discuss present action, e.g. Rosemary is here.
- â€¢ To discuss habitual action, e.g. I drive to work everyday.
- â€¢ To describe a skill, e.g. She plays the guitar.
- â€¢ To describe eternal or scientific truth, e.g. The earth is round.
- â€¢ To discuss literature, e.g. Lady Macbeth is ambitious.
- â€¢ To discuss future tense, e.g. He leaves for Lagos tomorrow.

#### Uses of the past tense

The past tense is used to discuss an action that started and ended in the past. Often verbs in the past tense end in *ed*, for remain the same,

e.g.

- a. He *learnt* his lesson quickly.
- b. He *arrived* safely.
- c. He cut his nail yesterday.

### Uses of present perfect

The present perfect tense is used to discuss a past action which affects the present. For example:

- i. Grandma *has worn* that old dress again.
- ii. I have *withdrawn* my application.
- iii. The stranger has lost the direction to the airport.

### The past perfect tense

The past perfect tense is used to discuss the first of two actions that took place in the past.

- i. Obioma had *strived* with the robbers before help came.
- ii. The auditioning had *undergone* scrutiny for 5 hours, then the team arrived.
- iii. The lecturer had *rewound* the side window when the police sprayed tear gas at the crowd.

Study carefully the various forms of the following verbs that pose problems to students.

	Present	Past	Present Perfect	Past Perfect
1.	strive	strove	have strived	had strived
2.	redo	redid	has redone	had redone
3.	tread	trod	have trodden	had trodden
4.	undergo	underwent	has undergone	had undergone
5.	bid	bid/bade	have bidden	had bidden
6.	withdraw	withdrew	has withdrawn	had withdrawn
7.	think	thought	have thought	had thought
8.	shrink	shrank	has shrunk	had shrunk
9.	spell	spelt	have spelt	had spelt
10.	rewind	rewound	has rewound	had rewound
11.	speak	spoke	have spoken	had spoken
12.	wear	wore	has worn	had worn
13.	bite	bit	have bitten	had bitten
14.	choose	chose	has chosen	had chosen
15.	rise	rose	have risen	had risen

Note the following verbs which do not change their forms in the past and past perfect tense.

Past Tense	Past Perfect
He <i>flung</i> the bucket away.	He <i>had flung</i> the bucket away.
He <i>hurt</i> the young man.	He <i>had hurt</i> the young man.
The farmer <i>hit</i> the snake.	The farmer <i>had hit</i> the snake.
Rita had typeset the project	Rita had typeset the project
In those days, cars <i>cost</i> a fortune.	In those days cars <i>had cost</i> a fortune.
Last night, she cut the paw-paw.	Last night, she <i>had cut</i> the paw-paw.
The assassin <i>slit</i> the Chief's neck.	The assassin <i>had slit</i> the Chief's neck.
The teacher <i>shut</i> the door.	The teacher <i>had shut</i> the door.
My cousin <i>offset</i> the loan.	My cousin <i>had offset</i> the loan.
The widow <i>shed</i> tears near the grave side.	The widow <i>shed</i> tears near The grave side.

## Exercise

- Make 5 sentences each in the present, past and past perfect tenses.
- Choose the correct verb form from the options provided in bracket.
  - She has (lay/lain) on the altar all night.
  - She (plays/played) the drum for her church.
  - Once he (saw / had seen) the baby, he knew it was his.
  - Mother reminded her to (wind / wound) the glasses of the car.
  - Olarewaju has since (backslided /backslid) from the faith.
  - The children (shedded/ shed) tears as their mother bade them farewell.
  - Mother asked me to (lay/lie) on this sofa.
  - The butcher (cutted /cuted/ cut) his finger.
  - Mary ( asked /has asked /has been asking) for a transfer since 2002.
  - The steward claimed that he had (setted/set) the table earlier in the day.
- Form 10 sentences from this table.

Daniel	withdrew forecast broadcast	the correct answer. the news.
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	foresaw	
	has withdrawn has chosen has broadcast has foreseen	the message. the information. the rumour.

## Section C: Reading Comprehension

**Before reading the passage, discuss these first.**

- ❖ Do you think the gadgets that teach people to read faster are without any flaws?
- ❖ What possible shortcomings can you imagine such aids would have.
- ❖ If there are shortcomings of some sort, and as you do not have access to such aids, what message would that have for you?
- ❖ Of course, it should be that you should develop your reading ability even without the aids.

*So now, try to finish this passage in three minutes.*

Despite their many *obvious* qualities, the mechanical reading gadgets have not been without several severe criticisms among scholars, notable among whom are scholars from the United States, the country where most of the gadgets have been developed and most used. We who have never used such aids can all the same examine the points raised by the critics.

To start with, it is claimed that the *gadgets* create an artificial environment rather than encourage reading efficiency to be developed from a natural atmosphere. *Such gadgets, it is often claimed, make people learn to read in an atmosphere that they will never encounter when they are on their own.* For instance, a letter, a novel, or a newspaper is naturally available for a reader to hold in his hands, rather than being flashed on a screen through a projector. It is this artificiality that forms the first *bone of contention* among the critics.

Secondly, there is the criticism that the gadgets treat human beings unfairly. The machines are described as “guillotine-like”™ devices that mercilessly sever off the reader’s™ sight if he should wait even for a second to *contemplate* the meaning of an unusual word or to think of an interesting idea. The criticism here is that this method of training people is inhuman and punitive; that it turns a learner into a mechanical reader.

The final criticism is that despite their *expense* and sophistication, such

mechanical gadgets are often not as effective in promoting reading efficiency as do the purely book-oriented approach. It is on such a book-oriented approach that the present book is based. The critics of the machine-oriented approaches, when comparing such with the book-oriented programmes, say that the former are less flexible, less effective, and more complicated than the latter.

On the other side are supporters of the machine-oriented approach who claim that the real strengths of the practice lie in the facts that mechanical training helps to accelerate reading speed because the student is in effect being taught to read with fewer cues, to guess more readily what he sees only in a flash, to overcome the caution *exhibited* by slow or word-by-word reading, and to be more confident in dealing with vague or indistinct portions of words. (370 words)

### **General discussion question**

Considering both sides of the arguments, would you rather have the gadgets or learn to read through the book-oriented approach? Give reasons for whichever side you opt for.

### **Specific questions**

1. Why do you think it is in the very country that developed most of the reading aids that we also have most of the criticisms.
2. What is the main point of the first criticism? How would you counter this criticism?
3. What point is being stressed in the second criticism, and how would you react to it?
4. What is the main point in the third criticism, and what is your personal reaction to it?
5. How are these criticisms countered in the final paragraph?
6. ...*bone of contention*...
  - a. What type of expression is this?
  - b. What does it mean in a simpler language?
7. *Such gadgets, it is often claimed, make people learn to read in an atmosphere that they will never encounter when they are on their own.*
  - a. What is the technical name given to this type of sentence?
  - b. Identify its main and subordinate clauses.
8. Give the meaning of each of the following words as used in the passage:
  - a. *obvious*
  - b. *gadgets*
  - c. *contemplate*
  - d. *expense*
  - e. *exhibited*

## Summary Work

- In three sentences, one for each, summarise the criticisms against the mechanical reading aids.
- In another sentence, summarise the point by the supporters of the mechanical reading aids.

## Section D: Vocabulary Development

### Words and phrases associated with social order

We have examined the register of law and order. In this module we intend considering words and phrases associated with social order. It is hoped that you will be able to identify words or expressions related to social order and grasp their meanings very well. First, read the words indicated in the box below.

social malaise	environmental	community spirit
	degradation	
social justice	social disunity	population
		explosion
local custom	social democrat	civic rights
social harmony	inequalities	social vices
good citizenship	societal norms	muslim rites
urban drift	traditional rites	social disharmony
population	human rights	social advancement
control		
civic duties		

Have you ever heard of some of these words? You must have come across some of them when you were learning social studies in JSS classes. Meanwhile, let us consider how some of the words function in the following sentences:

- Social democrats:** The rate at which the social democrats in advanced countries are trying to make changes to a system of socialism is very high.
- Social advancement:** The present government believes in individual's social advancement.
- Social justice:** One major virtue that is lacking in Nigeria is social justice.
- Population explosion:** Universities are springing up in Nigeria nowadays due to population explosion.
- Civic duties:** Many Nigerians performed one of their civic duties, voting during the last general elections.



## Activity I

Using your dictionary, check the meanings of the following words; the first one is done for you:

Words	Meanings
1. Social democrats	Those who wish society to move by peaceful changes to a system of socialism.
2. Social malaise	_____
3. Social customs	_____
4. Social harmony	_____
5. Good citizenship	_____
6. Urban drift	_____
7. Population control	_____
8. Civic duties	_____
9. Environmental degradation	_____
10. Inequalities	_____
11. Social norms	_____
12. Human rights	_____
13. Social vices	_____
14. Population explosion	_____
15. Community spirit	_____

## Activity II

Now, form correct sentences with the following:

a. Urban drift	b. Social harmony	c. Population control
d. Civic duties	e. Inequalities.	f. Population explosion
g. Societal norms	h. Social vices	i. Community spirit
j. Good citizenship		

## Section E: Continuous Writing

### Expository Writing€”3



Your pen pal who is residing in England has asked you to explain to him/her how a Nigerian dish called pounded yam could be prepared. Write an essay showing how you would go about this. The following outline is prepared for you.

### How to Prepare Pounded Yam

#### 1. Introduction

- The importance of food generally
- The place of pounded yam among other Nigerian foods
- When it is normally taken and with what types of stew
- Indicate which of this most people prefer with pounded yam.

#### 2. Materials needed to prepare it

- A sizeable mortar and two pestles
- Some yam tubers depending on the number of people that will take it
- A sizeable pot and a stove or any cooking material
- If a melon stew is preferred, then we need ground melon, ground pepper, some palm oil, some tomatoes and some salt.
- Fish or meat will do “ this will be cooked with other ingredients.

#### 3. Cooking the yam and pounding it

- Peel the yam and cut into small pieces.
- Arrange neatly into a washed pot.
- Add water to boil the yam on fire.
- When it is well boiled, then it is ready for pounding.
- The number of persons to pound the yam depends on the quantity of the yam.

#### 4. Preparing and serving the stew

- The stew on fire with meat and other ingredients
- These are cooked for about 35 minutes
- Serve on the table.

#### 5. Conclusion

- Variations in the preparation of pounded yam
- Food nutrients derived from pounded yam.

Following these guide points, write about 400 words on how to prepare

your favourite food.