

Module 18

Section A: Oral Practice

- I. In this module, there are two oral exercises. In the first one, your teacher will read to you a passage 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 5 in Appendix One.)

Questions

1. The passage is a description of
 - A. the route of a student to his school.
 - B. the daily routine of a student in his school.
 - C. a school account given by a student.
2. From the description, we can say that the city must be
 - A. well planned.
 - B. a modern one.
 - C. an ancient one.
3. The student has to get up early because that is the way he can
 - A. attend to household chores before going to school.
 - B. get to the school early enough.
 - C. have enough time for his breakfast at school.
4. That only small buses and taxis can get to his school suggests that
 - A. the area is not popular enough.
 - B. the roads there wind through buildings built closely together.
 - C. there are no roads in that area of the city.
5. The mention of women selling goats suggests that
 - A. they complement the supermarket around there.
 - B. there must be an abattoir nearby.
 - C. the local people live in that part of the city.

II. Emphatic stress (Revision)

You have learnt in the previous lessons that although some word classes are not stressed in a normal sentence, a situation may however arise in which any word in a sentence can be stressed. This happens when the speaker wishes to place an emphasis on the meaning of such words or contrast between two items in a sentence.

Exercise

In each of the following sentences, the word that receives the

emphatic stress is written in CAPITAL LETTERS. From the questions A to D, choose the one to which the given sentence is the appropriate answer.

Here is an example:

She works at the TEACHING hospital.

- A. Does she live at the teaching hospital?
- B. Will she work at the teaching hospital?
- C. Does she work at the general hospital?
- D. Does he work at the teaching hospital?

The correct answer is C, because *she works at the TEACHING hospital* answers the question, "Does she work at the general hospital?" Why is this so? Notice that the emphatic stress is on the word TEACHING. So, the speaker wants to point special attention to the word TEACHING. He must have done this because there is something in the question that preceded this that he wants to correct through contrast. Look at the four questions again, only C mentions the term "general hospital", something which must have provoked a reaction from the speaker. So, in order to correct the impression, i.e. in order to show he is not referring to a general hospital, he has to stress TEACHING hospital.

Now answer the questions that follow.

- 1. Chief Dodo bought a GOLD watch.
 - A. Did the bank manager buy a gold watch?
 - B. Did Chief Dodo win a gold watch?
 - C. Did Chief Dodo buy a silver watch?
 - D. Who sold a gold watch?
- 2. She will wear the pink dress TOMORROW.
 - A. When will he wear the blue dress?
 - B. Who will wear the pink dress today?
 - C. Will she wear the pink dress today?
 - D. Will he wear the pink shirt tomorrow?
- 3. The MANAGER declared the meeting open.
 - A. Who declared the book fair open?
 - B. Did the minister declare the meeting open?
 - C. Did the manager declare the workshop open?
 - D. Did the manager declare the meeting closed?
- 4. They BOUGHT a diamond wedding ring.
 - A. Did Femi buy a diamond wedding ring?
 - B. Did you buy a gold wedding ring?
 - C. Did Mary buy a gold earring?
 - D. Did they sell a diamond wedding ring?

5. I have POSTED the letter.
 - A. Who has posted the letter?
 - B. Have you written the letter?
 - C. Has Binta posted the letter?
 - D. Has your friend posted the letter?
6. My father BOUGHT a saloon car.
 - A. Did my mother buy a saloon car?
 - B. Did the trader buy a saloon car?
 - C. Did my friend buy a bicycle?
 - D. Did my father win a saloon car?
7. The judge CONVICTED the criminal.
 - A. Who acquitted the criminal?
 - B. Did the doctor free the criminal?
 - C. Did the jugde acquit the criminal?
 - D. Did the warden convict the criminal?
8. THEIR team won the football match.
 - A. Did our team win the football match?
 - B. Which team won the hockey game?
 - C. Did their team win the wrestling match?
 - D. Did their team lose the football match?
9. Our school field is BUSHY.
 - A. Whose school field is bushy?
 - B. Is their school field bushy?
 - C. Is your school farm bushy?
 - D. Is your school field cut?
10. She added much SALT to the food.
 - A. Did she add little salt to the stew?
 - B. Who added much salt to the food?
 - C. Did she add much sugar to the food?
 - D. Did he add much salt to the stew?
11. The doctor advised HIM to stop smoking.
 - A. Did the doctor advise her to stop smoking?
 - B. Did his father advise him to stop smoking?
 - C. Who advised him to stop smoking?
 - D. Did the doctor advise him to start smoking?
12. Bola is taller than his FATHER.
 - A. Is Bola shorter than his father?
 - B. Is Kola fatter than his mother?
 - C. Is Bola taller than his mother?
 - D. Who is taller than his father?
13. He was PRAISED for his bravery.
 - A. Who was praised for his bravery?
 - B. Was he praised for his kindness?

- C. Was she praised for her bravery?
 - D. Was he convicted for his bravery?
14. My mother is a very KIND woman.
- A. Is my mother a lazy woman?
 - B. Is her mother a kind woman?
 - C. Who is a very kind woman?
 - D. Is his sister a kind woman?
15. His mother is a NURSE.
- A. Is her mother a nurse?
 - B. Who is the nurse?
 - C. Is his mother a teacher?
 - D. Is his father a nurse?

Section B: Structure

Types of subordinate clauses

Noun clauses

In *Functional English for SS Book 1*, we learnt about the grammatical functions of a noun. Knowing the grammatical function of a part of speech will help you to identify correctly the grammatical name of that part of speech. In this module, we shall revise that lesson.

Noun clauses as subject of sentences

The grammatical functions of nouns include the following :

- i. Subjects of verbs
- ii. Objects of verbs
- iii. Objects of prepositions
- iv. Complements of linking verbs
- v. In apposition to another noun

Noun clauses also perform the same functions as nouns in sentences.

Noun clauses usually begin with **Why, When, Where, How, Whether, Whenever, That**. These words are not part of the noun clauses but merely introduce them. Noun clauses always answer the question *what* or *who*. Whenever you are unsure what kind of clause you are dealing with, find out the role the clause plays in the sentence. If the clause plays any of the roles played by nouns as listed above, then the clause is a noun clause. You may also replace the noun clause with a familiar one word noun. If the sentence remains correct, then the clause is indeed a noun clause.

When noun clauses are used as subjects of sentences, they usually come before the main verb in the sentence. In the examples below, one word nouns and noun clauses have been presented to help you

understand noun clauses better.

1a. The **cause** is unknown to me.

1b. *Why he came here* is unknown to me.

2a. The **hideout** has not been discovered.

2b. *Where he hid the goods* has not been discovered.

3a. Manâ€™s **achievement** remains his ability to adapt to various situations.

3b. *What man has achieved* remains his ability to adapt to various situations.

4a. The **explosion** drives him crazy.

4b. *How the explosion occurred* drives him crazy.

5a. **Ageing** makes him sad.

5b. *That he is getting old* makes him sad.

Remember that the subject of a sentence is what a sentence is talking about. To find the subject of a sentence, always ask the question who or what to the verb. The answer to the question is the subject of the sentence. Let us apply this formula to the examples above. Consider the sentence:

(1b) *Why he came here* is unknown to me.

Let us first identify the verb in the sentence. The first verb *came* is what makes the group of words *Why he came here* a clause. The verb of the sentence is *is*. To find the subject of the sentence, we ask the question who or what to the verb.

Q: What is unknown to me?

A: *Why he came here...*

Why he came here is therefore the subject of the verb *is*. The sentence is talking about *why he came here*.

Only nouns or noun equivalents are subjects of sentences. In sentence (2b),

Where he hid the goods has not been discovered

The verb *hid* is what makes the group of words *where he hid the goods* a clause. The main verb of the sentence is *has not been discovered*.

So what has not been discovered?

Where he hid the goods.

Therefore *where he hid the goods* is the subject of the sentence. Only nouns or noun equivalents function as subjects of verbs. Therefore this

clause is a noun clause.

Apply the same principle to the other examples and you will see that clauses function as the subject of sentences in basically the same way.

Noun clauses as objects of verbs

Study the following examples:

- i. We saw victory.
- ii. We **saw** (*how*) he (*subject*) won the election.
- iii. Emeka noticed the answer.
- iv. Emeka noticed (*that*) you (*subject*) have the **answer**.
- v. Most students **argue** that lecturers are to blame for cultism.
- vi. They **thought** it was a stupid idea.
- vii. Many people would think (*that*) the professor (*subject*) was a rich man.
- viii. I wonder (*whether*) he (*subject*) borrowed the expensive mobile phone.

Any clause that follows a verb is either the object of the verb or the complement of a linking verb (Subject complement). Linking verbs are the verb *to-be*, *seem*, *appears*, *make*. If a clause follows a linking verb, that clause is the complement of the linking verb. But if the verb is not a linking verb, then the clause is the object of the verb. Objects of verbs move away from the verb whereas subject complements refer to the subjects.

In the examples above, the verbs are *saw*, *noticed*, *predicted*, *argue* and *thought*. None is a linking verb. This is one reason why these clauses are objects of the verbs.

Nouns as complements of linking verbs

We have seen how verbs serve as objects of noun clauses. Let us see how noun clauses serve as complements of linking verbs.

- i. This was *what Jane was doing to her husband*.
- ii. This appears to be (*how*) *she(subject) wants to bury her father*.
- iii. The apprentice was considered *someone the family no longer wanted to live with*.
- iv. This seems (*where*) *he (subject) found his daughter*.
- v. It appears (*that*) *ASUU (subject) wants the strike called off*.
- vi. The problem was (*that*) *he (subject) lost*.

The verbs *was*, *appears*, *considered*, and *seems* are linking verbs. Often it is only adjectives and nouns that follow linking verbs. Let us now establish that the clauses that follow the linking verbs in the sentences

above are noun clauses, not adjective clauses.

Adjectives tell us more about nouns.

In sentence i. the clause *what Jane was doing to her husband* does not tell us more about a noun or a verb. Indeed the clause can function as the subject of a sentence, e.g.

What Jane was doing to her husband and unexpected.

The fact that this clause can serve as a subject of a verb proves that the clause is a noun clause. Again, because the clause follows a linking verb, its grammatical function is that it is the complement of a linking or subject complement. In sentence ii.

This appears to be *how she wants to bury her father*.

The clause *how she wants to bury her father* can serve as the subject of a sentence, e.g.

How she wants to bury her father is still a mystery.

The fact that the clause *how she wants to bury her father* can serve as a subject proves that it is a noun clause. Again because the clause follows a linking verb, it serves as the complement of the linking verb.

vii. The apprentice was someone the family no longer wanted to live with.

At other times the nouns which serve as noun complements do not follow a linking verb.

viii. The problem is that he lost.

Noun clauses as objects of prepositions

Objects of prepositions always come after prepositions. The following words are often used as prepositions:

about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, besides, between, beyond, but, by, concerning, despite, down, during, except, for, from, in, inside, into, like, near, of, off, on and, onto.

Let us see examples of clauses which serve as objects of prepositions.

- i. The workers left **for** where they would find shelter.
- ii. Broken seats were sent **to** whoever was prepared to repair them.
- iii. She fought **against** what the newspapers said.
- iv. The doctor spoke **about** where the operation took place.
- v. The outcome depends **on** who else is interested.
- vi. How do you react **to** the fact that he won.

vii. The governor found fault **in** what she asked him.

In sentence i. the clause *where they would find shelter* comes after a preposition *for*.

We can establish that the clause *where they would find shelter* a noun clause because *it can serve as the subject of the sentence*:

Where they would find shelter became a problem.

Only noun clauses are the subjects of sentences. Since this clause follows a preposition, it is the object of the preposition.

In sentence ii. Broken seats were sent **to** *whoever was prepared to repair them*. We can again prove that *whoever was prepared to repair them* is a noun clause because it can serve as the subject of a sentence. Example:

Whoever was prepared to repair them was asked to do so.

This clause is a noun clause. Since it follows a preposition in sentence ii. above, its grammatical function is that it is the object of the preposition to.

We can apply the same principle to the remaining examples.

Noun clauses in apposition to other nouns or pronouns (appositives)

Remember that a noun is in apposition to a noun or pronoun when it is another word for the noun or pronoun. For example:

- i. I hate those *critics*.
- ii. I hate people *that criticize me*.
- iii. We *adults* understand life.
- iv. We *that are adults* understand life.
- v. I dislike *marketers*.
- vi. I dislike those *who buy and sell*.

In sentence i. *critics*, a noun, refers to *those*. In sentence, ii. *that criticize me* which is a noun clause refers to people. In sentence iii. *adults*, a noun, is another word for the pronoun *we*. In sentence iv. *that are adults* is a noun clause that refers to *we*. Therefore the clauses identify the nouns or pronouns.

Exercise

1. Write 5 examples each of a noun clause, adverb clause, verb clause

and adjective clause.

2. Identify the types of the following clauses:

- i. *Because the number of students are increasing, admission requirement is tough.*
- ii. *Life becomes really interesting after one is forty.*
- iii. *Students that harm their lecturers do not deserve to graduate.*
- iv. *Now that white collar jobs are unavailable, vocational education is becoming attractive.*
- v. *Any housewife who regards her job as inferior needs a re-think.*
- vi. *I am a son of Igbo and Yoruba parents who speaks a blend of Hausa and Efik but who read neither language easily.*
- vii. *Many marriages managing to survive can be made whole again.*
- viii. *When the April elections began, many families left the country.*

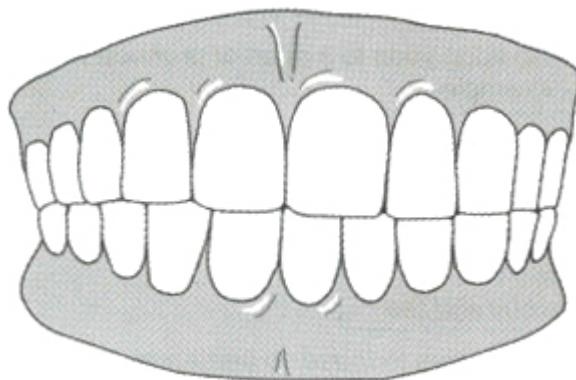
3. Form 10 sentences from the table below.

How	the fights started	remained	
When	the party ended	is	a mystery to me.
That	the debate was lost	was	a surprise to me.
Why			

Section C: Reading Comprehension

Before reading the passage, discuss these first.

- ❖ Have you ever thought of the functions your teeth perform?
- ❖ What would happen, or how would you feel, if suddenly you discover that your teeth are all gone?
- ❖ If you realise that that would be a very terrible thing, what then should you do to retain your teeth in a strong condition for the rest of your life?



Now read the passage in just three minutes.

Dentists can help to prevent the torment of toothache and tooth loss.

With your co-operation, dentists try to fight the effects of plaque, a soft substance that sticks to your teeth, where harmful bacteria can grow. The bacteria thrive on food particles. They convert sugar into acids that attack the tooth enamel, making it porous. Eventually, caries or tooth decay results when the porous area collapses to form a cavity. You feel no discomfort at this stage, but when the decay reaches the central pulp of your tooth, you may suffer acute pain.

The bacteria that grow in the plaque have another way of tormenting you. If plaque is not carefully brushed away, it hardens to form a calcified deposit called calculus, or tartar, which may *inflame* the gums and make them pull away from the tooth. This results in a gap between tooth and gum where trapped food provides feast for bacteria that may infect your gums. Your dentist can help control this condition, but if this is not cared for, the tissue surrounding your teeth may become so damaged that your teeth actually fall out. More teeth are lost this way than through tooth decay.

Your saliva provides a measure of protection from this double attack of bacteria. Whether you have eaten a full meal or just a snack, your saliva needs between 15 and 45 minutes to clear away food particles and neutralise the acid in the plaque on your teeth. The time depends on how much sticky sugar or food debris clings to your teeth. Apparently, it is during these minutes that your teeth are damaged. Thus, the amount of *damage* done to your teeth may depend, not on the quantity of sugar you eat, but on the frequency of your meals and sugary snacks. *Since saliva flow is low while you sleep*, one of the most destructive things you can do to your teeth is eat or drink sugar and then retire for the night without brushing your teeth. On the other hand, chewing sugar free gum after meals is said to increase saliva flow and help protect your teeth.

Dentists recommend having regular check-ups once or twice a year, depending on the condition of your teeth. During the check-up your dentist will likely take X-rays and examine your teeth carefully for caries. Using a local anaesthetic and a high-speed drill, he can usually fill any cavities he finds without causing you pain. For those who are especially *fearful*, a few dentists now use lasers or decay-dissolving gel, which can reduce or even eliminate the need to use a drill or a local anaesthetic. With children, dentists pay special attention to the newly erupted molars to see if they have any fissures or grooves on the biting surface that will be difficult to clean with a toothbrush. The dentist may recommend covering such grooves with a sealant to make the tooth surface smooth and easy to clean, thus protecting it from decay.

With adult patients, dentists are especially concerned about preventing gum disease. So, if the dentist finds any deposits of hardened calculus, he will scrape them away. Most people tend to miss certain areas of their teeth each time they brush them, so your dentist may point out how you can *improve* your brushing skills. Some dentists refer their patients to a specially trained dental hygienist for this important

service. (561 words)

General discussion question

Discuss the various functions for which we need our teeth and the problems faced by those who are unlucky to have lost theirs.

Specific questions

1. Why does the writer state that dentists can help you fight tooth decay *with your co-operation*? Why do you think your co-operation is needed?
2. Following the process described in the first paragraph, trace the stages leading to tooth decay.
3. What is a calculus or tartar, according to the passage? What follows if this is not treated in time?
4. What determines the amount of damage done to the teeth?
5. From this passage, why is it advised that you should brush your teeth before going to bed?
6. When a dentist orders an X-ray of the teeth to be taken, what is he looking for?
7. In what ways are the dental treatments for children and adults slightly different?
8. *Since saliva flow is low while you sleep ...*
 - a. What is the grammatical name given to this expression?
 - b. What is the grammatical function?
9. Give the meaning of each of the following words as used in the passage:
 - a. *thrive*
 - b. *inflame*
 - c. *damage*
 - d. *fearful*
 - e. *improve*

Summary Work

- a. In one sentence, state the intention of the writer in this passage.
- b. In three connected sentences, summarise the various ways in which one's teeth can be damaged.
- c. In three other connected sentences, summarise what measures can be taken [by individuals and dentists] to prevent tooth decay.

Section D: Vocabulary Development

Foreign words commonly used in English

speech

You will learn in this module certain English words with French origin. So, after studying this section you should be able to understand and correctly use words taken from the French language and commonly used in English.

Study the following words of French origin used in English.

attachÃ©	gourmet	vis-a-vis	finesse	negritude
aâ€™ la carte	louvre	coup dâ€™ etat	genre	petite
conquette	milieu	cadre	grand prix	prÃ©cis
corps	patois	finale	malaise	esprit de corps
fracas	bourgeoisie			

Your teacher will pronounce each of the words to you. You need to listen carefully and pronounce after him. Let us form sentences with some of the words:

1. fracas: There was a *fracas* between the man and his wife.
2. finale: Everyone was on stage for the *grand finale*.
3. malaise: The general economic *malaise* in Nigeria is giving the masses a lot of concern.
4. petite: Our present head girl is *petite*.
5. prÃ©cis: The principal read only the *prÃ©cis* of the minutes of the last PTA meeting.

Activity I

Using an English or a French dictionary, look up the meanings of the words listed below. The first one is done for you.

Words	Meanings
1. malaise	A problem or illness that is difficult to describe exactly.
2. cadre	_____
3. finesse	_____
4. genre	_____
5. louvre	_____
6. milieu	_____
7. patois	_____
8. vis- a-vis	_____
9. fracas	_____
10. conquette	_____
11. attachÃ©	_____
12. corps	_____

13. finale _____
14. petite _____
15. précis _____

Activity II

Now that you have known the meanings of the words listed in Activity I above, form correct sentences with any 10 of the words.

Activity III

Make a list of other words of French origin apart from those listed above.

Section E: Continuous Writing

Writing an address “ 1

Nowadays, it is usual to have a question in the School Certificate examination demanding that an address or a speech be written. In a case like this, you would notice that it might not be easy to categorise the question into any of the types of essay we have discussed. However, an address or a speech would be no more than the ordinary essay type already discussed.

Let us consider the following example:

Your state Governor has decided to pay your school a visit. The school authorities have therefore asked the senior prefect to give a talk on “The Problems Facing My School” which you will read to the governor. Write out the address you would give.

Read the following address written by your school prefect.

THE PROBLEM FACING OUR SCHOOL “AN ADDRESS DELIVERED BY THE SENIOR PREFECT OF IKEJA GRAMMAR SCHOOL, LAGOS. ON THE OCCASION OF THE STATE GOVERNOR’S VISIT TO THE SCHOOL.

All protocol observed,

Ladies and Gentlemen,

It is a great pleasure having you in our school this morning, your Excellency Sir. You are most welcome. It is equally a pleasure for me having the opportunity of addressing you, as the Senior Prefect of this school. I wish to first of all congratulate you on your election as the Governor of this state. We wish you a meritorious service. I wish to bring to your notice the deplorable condition of our school. You would recall that I made similar complaints during an interactive session with all the school senior prefects in this school when you first assumed office. I thought I should not bother you again with this complaints when you were on leave.

Sir, I would like to stress at this stage that our school environment is becoming an eyesore. In the first instance, of the four blocks of classrooms in the school, only one of them is in a fairly good condition. The other three blocks with fifteen classrooms are extremely dilapidated. JSS 2, 3 and SS 1 classrooms are the worst. The ceiling in each of the rooms is sagging; they are on the verge of collapse.

Moreover, our toilet (latrine) is also in a bad condition. We learnt that it was decked several years ago, and this probably explains why it collapsed two months ago. We have been doing what students normally refer to as "shot-put" meaning we excrete in a sheet of paper, wrap it and throw it inside the bush very close to the school. In fact, we are lucky that the bush still exists till now; otherwise it would have been a very hopeless condition.

Finally sir, all the roads leading to the school compound are very bad. Our teachers are living witnesses to this. Some find it difficult to drive their car into the school; some park outside the school compound. So, these cars are being exposed to theft. They are not safe at all. The roads have been seriously eroded such that even the pedestrians cannot walk smoothly on them.

The implication of this is that the students cannot learn effectively under this horrible condition. You need to go round the school premises and you will see how the school environment is not conducive to learning. The whole classrooms get flooded during the rainy season. Each time it rains, there may not be lessons that day. And if it rains during the school hours, lessons will end instantly and that marks the end of the day's work.

I should be very grateful if you would be ready to rescue us by improving the rather poor condition in no distant time. Thank you very much.

Now write your own attempt.