

# Module 5

## Section A: Oral Practice

### The triphthongs

The triphthong is a group of vowel sounds. A triphthong is made up of a diphthong and the vowel sound /ɜ/. In other words, a triphthong is a vowel sound made up of three vowel sounds which are pronounced with a smooth glide from one sound to the others in quick succession.

Study these examples of triphthongs.

/aue/		/aie/		/əue/	/əie/	/eie/
flour	flower	zion	lion	lower	employer	player
sour	our	higher	dryer	grower	destroyer	layer
hour	vowel	tyre	pliers	sower		
shower	tower	choir	fire	mower		
power	devour	hire	tired			

### Practice

Listen attentively as your teacher pronounces the triphthongs in the box above and then repeat.

### Exercise I

Use your dictionary and list two more triphthongs.

### Exercise II

Make good sentences with these words:

- i. pliers
- ii. flour
- iii. employer
- iv. layer
- v. mower

## Section B: Structure

### The rules of grammatical concord (1)

In *Functional English for JSS Book 1*, we learnt about some of the rules of grammatical concord. In this module, we shall learn more of the rules. The rules of grammatical concord refer to the relationship that must exist between the parts of a sentence. This agreement is in the area of number (singular/plural), gender (male /female), and person (he

/she /they). This means that verbs agree with subjects, pronouns agree with their antecedents (the words pronouns refer to), and even verbs have to agree with verbs.

Where there is no agreement, the sentence would be incorrect; e.g.

- a. \*I knows the answer.
- b. \*The boys and girls goes there.
- c. \*The peoples of this country wants good leadership.
- d. \*The Young Ladies Club invited his own members to the meeting.

These sentences are unacceptable in the English language because they do not obey the rules of concord. In sentence a., the subject *I* is in the first person. The verb ought to be in the first person: *know*. But in the sentence above the verb *knows* which is in the third person is used. In sentence b., the subject *boys and girls* is each in plural. The verb should be plural, *go*. But a singular verb *goes* has been used.

The correct versions of the sentences are the following:

- a. I know the answer.
- b. The boys and girls go there.
- c. The peoples of this country want good leadership.
- d. The Young Ladies Club invited her own members to the meeting.

Agreement demands that singular subjects agree with singular verbs and plural subjects agree with singular verbs. Let us consider some challenging areas of concord.

### **A. Concord and subjects not linked by *and***

When two subjects are joined by *with*, *together with*, *not to mention*, *as well as*, the subject agrees with the first subject, e. g.

- i. The river, *together with* the houses, **was** affected by the earthquake.
- ii. The retired boxer, *along with* his mentor, **has** arrived at the reception.
- iii. A box of chocolate, *as well as* tins of milk, does the magic.
- iv. The prince, *not to mention* his body guards, was starved in a cell.
- v. The legendary general, *in addition to* his lieutenants, was slain.
- vi. Headache, *as well as other factors*, remains her greatest problem.

Did you notice that the subjects of these sentences appear to be plural?

The **river** *together with* the **houses**

The retired **boxer** *along with* his **mentor**

A box of **chocolate** *as well as* tins of **milk**

The **prince**, *not to mention* his body **guards**

The legendary **general** *in addition* to his **lieutenants**  
The **headache** *as well as other factors*.

Yet they take singular verbs because the word that joins the two subjects (conjunction) is not *and*. Always watch out for what joins subjects. Once the conjunction is not *and*, then make your verb agree with the first subject.

## B. Concord and inverted subjects

Read the following sentences carefully.

- a. \*There *goes* our precious *savings*.
- b. \**Does James and John* know the way to your village?
- c. \*There *comes* to my memory the *discussions* I had with my grandmother.

These sentences are incorrect because the verbs do not agree with the subject. It is very easy to select the wrong verbs in such constructions because the subjects of the sentences are not in the initial position of the sentence. Usually, subjects of sentences appear in initial positions. But in these sentences, the subjects have been inverted. To invert is to put something in an opposite position. Instead of putting the subject in the usual initial position, the subject is put further down in the sentence. An unobservant reader would fail to notice the subject and select a verb based on the way the sentence sounds. Indeed the three sentences above sound right, but they are not. Because the subjects *savings*, *James and John* and *discussions* are plural, the verbs should be plural. Plural verbs do not take *is*. The correct sentences are:

- a. There *go* our precious *savings*.
- b. *Do James and John* know the way to your village?
- c. There *come* to my memory the *discussions* I had with my grandmother.
- d. Here *come* our new coins and naira notes.

How do we know that *savings*, *James and John* and *discussions* are the core subjects? We know that they are the core subjects because they answer the question posed by the verbs, e.g.

- a. What goes there ?"our savings
- b. Who does know the way to our village? James and John
- c. What comes to my memory " discussions
- d. What is coming? our new coins and naira notes

## Exercise

- Make 5 sentences using two subjects linked by *as well as*, *in addition to* and *together with*.
- From the words A – E, choose the word that best completes each of the following sentences:
  - Tammie's problem is/are her father and mother.
  - The princess, together with her bodyguard, was/were killed in the accident.
  - There go/goes Tunde and Dare.
  - The board was/were taken aback when their seats were removed.
  - Here come/comes the bride and the bridegroom.
  - The jury has refused to change its/their mind on the matter.
  - Good breeding as well as excellent presentation skills is/are required for the job.
- Form 10 sentences from the box below.

Tunde Roland The boy	with as well as together with	his	friends brothers parents	is	well. ill. here.
The boys The girls	not to mention in addition to	their	parents siblings	are	asleep. travelling.

## Section C: Reading Comprehension

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

- ❖ We suppose you are familiar with what carrots, eggs, and coffee powder are.
- ❖ How do they feel when you touch them? Soft, hard, weak?
- ❖ How do you think they would react under trying situations?
- ❖ And what lessons can you learn from such reactions?

*Read this piece in just four minutes and find out what lesson of life it teaches.*



A carrot, an egg, and a cup of coffee... You will never *look at* a cup of

coffee the same way again. A young woman went to her mother and told her how life had been treating her harshly. She did not know how she was going to make it and wanted to give up. She was tired of fighting and struggling. It seemed that before one problem was solved, a new one arose. So, she was on the verge of giving up, of surrendering. Her mother took her to the kitchen, where she filled three pots with water and placed each on fire. Soon the pots came to boil. In the first she placed carrots, in the second she placed eggs, and in the last she sprinkled ground coffee beans. Mother and daughter sat down silently to watch as the pots continued to boil. In about twenty minutes she turned off the burners. She *fished out* the carrots and placed them in a bowl. She pulled the eggs out and placed them in another bowl. Then she poured out the coffee and placed it in a bowl.

Turning to her daughter, she asked, Tell me, what can you see?™

“Carrots, eggs and coffee,” she replied.

Her mother brought her closer and asked her to feel the carrots. She did and noted that they were soft. The older woman then asked the young one to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg. Finally, the mother asked the daughter to sip the coffee. *As she tasted its rich aroma*, the young woman smiled, and then asked, “What does it mean, Mum?”™

Her mother explained that each of these objects had faced the same adversity: boiling water. Each reacted *differently*. The carrot went in strong, hard, and unrelenting. However, after being subjected to the boiling water, it softened and became weak. The egg had been fragile; its thin outer shell had protected its liquid interior, but after sitting through the boiling water, its inside became hardened. The ground coffee beans were unique, however. After they were in the boiling water, they had changed the water.

“Which are you?”™ she asked. “When adversity calls, how do you respond? Are you a carrot, an egg or coffee powder?”™

Think of this: Which am I? Am I the carrot that seems strong, but with pain and adversity, do I wilt and become soft and lose my strength? Am I the egg that starts with a malleable heart, but changes with the heat? Did I have a *fluid* spirit, but after a death, a break-up, a financial hardship or some other trial, have I become hardened and stiff? Does my shell look the same, but on the inside am I bitter and tough with a stiff spirit and hardened heart? Or am I like the coffee powder? The bean actually changes the hot water, the very circumstance that brings the pain. When the water gets hot, it releases the *fragrance* and flavour. If you are like the coffee powder, when things are at their worst, you get better and change the situation around you. When the world around you is turning upside down, do you elevate yourself to another level? Are you a carrot, an egg or coffee powder the way you handle adversity? (559 words)

(Adapted from the advice given by a friend, Kaygbaja)

## **General discussion question**

What is the counsel given by the writer in this passage and what does it mean personally to you?

## **Specific questions**

1. What is the purpose of the opening sentence that mentions the three objects discussed in the passage?
2. What do you think could be the marital status of the younger woman? Do you think she was still living with her mother. Give reasons for your views.
3. In the first paragraph, we are told that the young woman "was on the verge of giving up, of surrendering." What do you think she was thinking of doing to solve her problems?
4. Instead of counselling her daughter, the older woman went to the kitchen to put up a demonstration. Why do you think she chose to do this?
5. What are the differences in the ways the carrots and eggs reacted to the boiling water?
6. In what way is the coffee powder's reaction totally different from the ways the other two objects reacted?
7. From the older woman's counselling, which of the three objects should we aim to be like? Why?
8. From the writer's final statements, how should we view problems and trials?
9. *When the world around you is turning upside down...* What type of figurative expression is this? What does it mean?
10. *As she tasted its rich aroma,...*
  - a. What grammatical name is used to describe the above expression?
  - b. What is its function?
11. Supply one word (or a word group) that can replace each of the following words as used in the passage:
  - a. *look at*
  - b. *fished out*
  - c. *differently*
  - d. *fluid*
  - e. *fragrance*.

## **Summary Work**

- a. In three closely connected sentences, summarise the processes that

the demonstration described in the passage followed.

- b. In one sentence, summarise the lesson taught by the writer in this passage.

## Section D: Vocabulary Development

### Words associated with travelling by road

We have examined the words associated with motorcars. In this module, we are considering words associated with travelling by road. This is referred to as the **register of travelling by road**. You are therefore expected to use appropriately the words related with travelling by road. You will now go through the words listed in the box below.

highway	cover note	speed bump
dual carriage way	roundabout	ramp bump
side road	traffic warden	comprehensive insurance
express way	diversion	third party insurance
double bend	petrol attendant	particulars
U-turn	service station	junction
petrol pump	roadside mechanic	overtaking
filling station	towing van	road block
car policy	toll bridge	

Your teacher will pronounce the words to you. You should therefore listen carefully and then pronounce after him. Let us consider how some of the words function in the following sentences:

1. Highway: Vehicles normally move faster on the highway.
2. Dual carriage way: Now that the road is a dual carriage way, road accidents have been reduced.
3. Filling station: Mr Okon has just left for the filling station for some fuel.
4. Overtaking: The road safety men always warn against wrong overtaking.
5. Particulars: When the driver got to the police check points, he was asked to present his vehicle particulars.

### Activity I

Using your dictionary, check the meanings of the words in the box above.

### Activity II

Now that you have known the meanings of the words in the table above, form correct sentences with the following words:

- |               |                      |                |
|---------------|----------------------|----------------|
| 1. U-turn     | 2. Side road         | 3. Roundabout  |
| 4. Expressway | 5. Towing van        | 6. Diversion   |
| 7. Overtaking | 8. Roadside mechanic | 9. Particulars |

### Activity III

In the following passage, the numbered gaps indicate missing words. Against each number in the list following the passage, four choices are offered in columns labelled A to D. For each question, choose the word that is most suitable to fill the numbered gaps in the passage.

The journey from Ibadan to Lagos was rather eventful. Truly, it is a \_\_\_\_1\_\_\_\_, a very busy road indeed. It is also \_\_\_\_2\_\_\_\_. However, the fact that it is a \_\_\_\_3\_\_\_\_ has reduced the rate of road accidents. As we fuelled the car at the \_\_\_\_4\_\_\_\_ before we got to the \_\_\_\_5\_\_\_\_, we noticed that one of the tyres was flat. Fortunately, we saw a \_\_\_\_6\_\_\_\_ who vulcanized it within twenty minutes. Immediately after this, we proceeded to Lagos. After covering about ten kilometres, there was a \_\_\_\_7\_\_\_\_ mounted by the \_\_\_\_8\_\_\_\_. The driver stopped and was asked to produce his 9\_\_\_\_ which he confidently produced. He was also asked to produce other \_\_\_\_10\_\_\_\_ especially his \_\_\_\_11\_\_\_\_. The driver forgot to take it along with him, instantly he remembered that something dropped from his pocket at the filling station. He therefore made a \_\_\_\_12\_\_\_\_, and at a \_\_\_\_13\_\_\_\_ he headed for the station.

As we got there, the \_\_\_\_14\_\_\_\_ handed over a purse to him. As he was zooming off towards Lagos again, a \_\_\_\_15\_\_\_\_ stopped the vehicle and warned the driver against \_\_\_\_16\_\_\_\_ because he noticed from afar that the driver was \_\_\_\_17\_\_\_\_ carelessly. When it was about five kilometres to Lagos, our car broke down again. Then we looked for a \_\_\_\_18\_\_\_\_ that took it to Lagos. There was a \_\_\_\_19\_\_\_\_ that caused a serious traffic \_\_\_\_20\_\_\_\_.



A	B	C	D
1. new way	highway	low way	rough way
2. an express way	an express line	a double way	a narrow way
3. serious carriage way	heavy carriage way	dual carriage way	serious carriage way
4. filling station	police station	garage	motor park
5. main gate	second gate	new gate	toll gate
6. roadside worker	roadside mechanic	roadside hawkers	roadside beggars
7. blockage	road block	check point	diversion
8. highway patrol	armed robbers	beggars	area boys
9. number plate	chassis number	car number	car policy
10. newspaper	particulars	keys	vehicle kits
11. medicine license	drug license	driving license	car license
12. U-turn	zebra crossing	overtaking	sharp turn
13. slow speed	moderate speed	break neck speed	normal speed
14. petrol attendant	mechanic	orange hawker	petrol producer
15. roadside worker	beggar	traffic warden	military man
16. rough driving	low speeding	overspeeding	moderate speeding
17. Overtaking	taking over	abusing	discussing
18. mechanic	bus	trailer	towing van
19. diversion	conversion	excursion	pollution
20. warden	holding	problem	hold-up

## Section E: Continuous Writing

### Descriptive writing “ 2



In this module, we are going to describe an event – a wedding day. You will now read the description of the wedding day of your teacher.

My wedding was on 8 March 1986. The engagement ceremony had come up the previous day, a Thursday. It all took place at Oyo Local Government Marriage Registry. My wife and I decided to appear in traditional *àfi* dress; each of us wore a pair of glasses. All the members of the bridal train were also in dresses similar to ours. My uncle released his Peugeot 504 car for us throughout the wedding ceremony as I was just a fresh graduate.

The car was decorated with all sorts of materials like balloons of different colours tied with ribbons. An *Àbò* inscription was placed on the registration number plate before we left for the registry. My uncle's driver, equally well dressed, was on the wheel. It was a fine procession to the marriage registry. The registry officials had been there before our arrival.

All the well-wishers first went into the hall. Different choruses were rendered before the necessary marriage oath taking. The registrar conducted this in a very lively and interesting manner. At last he announced that the two of us from that day were husband and wife. The audience applauded and congratulated us. After signing the marriage certificate, the registrar handed it over to us. Then it was time for photograph taking. The Master of Ceremonies announced the order of the photograph. First the bride and the bridegroom, followed by the bride's parents and mine. The last were the couple's friends. I felt highly elated; it was a red letter day.

The reception followed immediately. This was where the M.C. displayed his ingenuity and high sense of humour. He briefly narrated how we met each other. He also gave our brief citation. No sooner had the people got into the reception hall than they were served with sumptuous food and soft drinks. Some items like towels, handkerchief, plastic plates and pails were also distributed as souvenirs from us.

While eating and drinking was in progress, we were invited to open the floor. The musical band invited graced the occasion with beautiful songs. I could not dance very well because I was already tired. My wife defeated me very well; she danced so much that people trooped out and were *spraying* her with money. The party came to an end at 8 p.m. It was a beautiful day.

Now write your own description of a wedding you attended recently.  
This should be about 400 words.