

## **Module 7**

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### **Speech: Listening Comprehension**

*In this module, the teacher will read a passage while you listen attentively. After that, you will be allowed to ask a few questions and discuss briefly. Following that, the same passage will be read out to you once more, and then you will have to answer the questions that follow.*  
The teacher now reads the passage in Appendix 2

#### **Questions**

1. Which of these would be correct about the mood of the speaker?
  - A. He is very lively and happy.
  - B. He is very angry.
  - C. He is in a joking mood.
2. The person being addressed happens to be a
  - A. sibling to the speaker.
  - B. relative to the family.
  - C. house servant.
3. It is apparent that the person being addressed
  - A. is new to the household.
  - B. has been in the household for long.
  - C. is a complete stranger to the household.
4. What has happened between the speaker and the person being addressed?
  - A. The other person has tried to decide how many pieces of meat the speaker can take.
  - B. The speaker had just decided never to serve the listener any more.
  - C. The two had fought over a piece of meat.
5. When the speaker shouted “Understand?” At the end, the purpose was to
  - A. beg the listener.
  - B. console the listener.
  - C. put the listener in his place.

### **Structure: Countable and Uncountable Nouns**

In JS Books 1 and 2 of this series, we discussed different kinds of nouns: these are countable and uncountable nouns.

#### **Countable Nouns**

Countable nouns are names of concrete objects or persons we can count. Some examples are: ball, book, pencil, door, table; others include chair, house, window, tree, ruler, cup, etc. Notice that all these can be counted. Thus, it is possible to have: five **balls**, six **books**, two **tables**, three **rulers**, four **chairs** seven **pencils**, etc.

So, we can have some of them in sentences like the following:

- a. There are **five balls** on the table.
- b. The boy **carries two tables**.
- c. The teacher put **six books** on a chair.

It is clear in these sentences that the actual number of the objects mentioned is known. For example, in sentence (a), there are only five balls on the table.

A singular countable noun with a consonant sound combined with the article ‘a’, e.g. **a girl**, while a singular countable noun with a vowel sound combines with the article ‘an’, e.g. **an egg**. Other examples are:

a ball	an orange
a house	an aeroplane
a car	an umbrella.

Some words can be used to indicate the plural form of countable nouns. Examples of these are ‘many’, ‘a few’, ‘few’, ‘some’. We can therefore have **many mangoes**, **a few houses**, **few boys** and **some chairs**. ‘Each’; and ‘every’ can combine with a singular countable noun. Consider the following examples:

each secondary school	each student
every primary school	every egg
every student	each egg.

## Uncountable Nouns

Uncountable nouns are the nouns we cannot count. Some examples of uncountable nouns are:

water	oil	tea	kerosene
maize	salt	sugar	food
coffee	ink	petrol	rice

Words usually used to describe countable nouns cannot be used with uncountable nouns. Instead, there are other terms used to indicate the quantity of uncountable nouns. These are ‘much’, ‘little’, ‘some’. For example, consider the following:

much water	little rice	some beans
much oil	little salt	some food
much tea	little ink	some oil.

Now consider the following sentences:

- i. Bayo ate **much** food.
- ii. She drank **some** water.
- iii. The woman eats **a little** rice every day.

Notice that uncountable nouns do not have plural forms. So, they do not take plural indicators like ‘es’ or ‘s’. Rather, we can use some other countable words to indicate the quantities involved. Consider the following examples:

- a. I drink **two cups of water** every morning.
- b. The driver bought **two gallons of fuel**.
- c. Nike can finish **two bottles of soft drinks**.
- d. My mother cooks **three bowls of rice** every week.

Take note of the following:

### Correct

- i. I ate much food.
- ii. I drank some water.
- iii. I drank water.
- iv. Tunji bought two plots of land.

### Incorrect

- \* I ate many foods.
- \* I drank many waters.
- \* I drank waters.
- \* Tunji bought lands.

## Exercise

1. Fill the blank space in each of the following sentences with the correct word chosen from the list in brackets against each sentence.

- a. There is not \_\_\_\_\_ food in the pot. (a, much, many)
- b. A few \_\_\_\_\_ stood here. (man, men, mans)
- c. Soji ate \_\_\_\_\_ egg. (a, an, much)
- d. She has \_\_\_\_\_ (ruler, rulers, a ruler).
- e. The man received \_\_\_\_\_ from him (few information, an information, sufficient information).
- f. Do you want \_\_\_\_\_ in your tea? (a milk, few milk, some milk)
- g. There \_\_\_\_\_ news about your exam result. (are good, is a good, is some good).
- h. He cannot offer you another loan; he has \_\_\_\_\_ money left in his account (a few, a little, little).

2. Fill the blank space in the following sentences with suitable articles.

- a. Mrs Ojo is \_\_\_\_\_ woman.
- b. He saw \_\_\_\_\_ man and \_\_\_\_\_ animal.
- c. He drew \_\_\_\_\_ the pictures

of \_\_\_\_\_ pen, \_\_\_\_\_ table, \_\_\_\_\_ egg  
and \_\_\_\_\_ ant.

- d. The hunter saw \_\_\_\_\_ lion and \_\_\_\_\_ elephant.  
e. I killed \_\_\_\_\_ snake.

## Reading Comprehension

**First consider the following points and draw out their relevance to reading needs.**

- ❖ Do you think there is a profession that does not require reading?
- ❖ What are the possible consequences of having to buy drugs and not reading the inscriptions on the packet?
- ❖ What do you think would happen if a complete illiterate were to go to London for the first time and try to find his way to his hostâ€™s residence, the address of whom he has with him on a paper, and with all the buses and streets bearing clear inscriptions?

**The following could be the fall-outs from the questions raised:**

- ❖ Nowadays, there is no profession in which reading is not needed; the better a person can read, the better he would be in his profession.
- ❖ Every drug in a bottle, a packet or a sachet, has clear guidelines written to guide users. The best result is obtained by following the instructions.
- ❖ If you found yourself in a foreign country today, you would be able to locate your destination simply by reading the city guide, inscriptions on buses or trains as well as the street names.

**Read the following passage as rapidly as you can. Time yourself.**

### The Need to Read

It is *puerile* for anyone to think that because he is not in academics, he may not need to read much. Even farmers, traders, and the likes need to read constantly. For, apart from the so many magazines, newspapers, and books which we associate with academics, there are, for the common man, materials to be read on posters, inscriptions on containers of consumables (for drugs, foods, and drinks), legal statements, etc., all calling for the attention of the modern man.

To shy away from reading as much as possible of these is to seriously lag behind others, or indeed to risk health or legal hazards. For example, not reading the directions for using a drug could lead to serious health problems; failing to read the edicts, decrees, and public notices *might make someone step on the law*. And ignorance is no excuse in law.

There is, therefore, for the ordinary man, the serious need to develop a love for constant reading, a satisfactorily high speed of reading, and, of course, the ability to vary the reading skills for different purposes. It is the studied opinion of many scholars that survival, in the present age in which the rate of development is phenomenal, depends on a strong

liking for reading and an almost culpable curiosity for that â€˜latestâ€™ information which the various printed materials can place within the reach of the common man.

This should apply to all citizens who can read and write, for, in fact, the illiterate is becoming more and more the cave man in a space age: a bewildered human being who cannot understand the things whirling around him! But, the literate, if that term can embrace all who can read and write in their native or the official languages, should he refuse to read constantly, hardly fares better than the illiterate. In fact, the literate who refuses to exercise his reading capability constantly is worse than the illiterate; he is like the man in a fable who has eyes but refuses to see with them. (348 words)

**A. Now do the following:**

- a. Record your reading time.
- b. Calculate your reading speed and record this in the appropriate place.
- c. Use appendix 1 to categorize your reading rate, and record this too.

**B. Without referring to the passage, answer the following questions:**

1. From the way the word â€˜puerileâ€™ is used in the first sentence, suggest which of the following would best replace it.
  - A. Childish.
  - B. Stupid.
  - C. Unthinkable.
  - D. Unpredictable.
2. What danger does a person run for not reading legal documents regularly?
  - A. Breaking the law intentionally.
  - B. Breaking the law because of ignorance.
  - C. Not knowing what the law is when asked.
  - D. Knowing what the law is but not being able to interpret it.
3. In what way is failure to read medical directions similar to failure to read legal documents?
  - A. Both pose a danger to oneâ€™s life.
  - B. Both might lead to legal punishment.
  - C. The first might lead to legal punishment, the second to health hazard.
  - D. The first might lead to health hazard, the second to legal punishment.
4. What kind of â€˜survivalâ€™ does the writer refer to in the third paragraph?
  - A. Staying alive.
  - B. Living well.

- C. Being able to function in modern society.
  - D. Being able to find one's way in modern society.
5. The writer calls an illiterate a cave man in the space age because the man
- A. lives in unhealthy environments.
  - B. behaves like a primitive person.
  - C. is totally cut off from those around him.
  - D. lives far apart from others.

Now, check the correct alternatives in appendix 1, mark your own attempt, and record your score. Then, calculate your reading efficiency indices and record your attempts in the appropriate place.

**C. Read the passage again, and answer the following questions.**

- 6. What is the basic difference between materials listed for the academic person and those listed for the common man?
- 7. In what way is the last sentence of the second paragraph relevant to what had just been discussed?
- 8. Why is the word "latest" in quotation marks?
- 9. i. What figure of speech is "might make one step on the law"?
- ii. What is its ordinary meaning?

**D. Summary work**

Much of this passage is developed around examples. The core of the matter discussed is presented in the first sentence of each paragraph, while the rest of that paragraph is mainly for illustration. To do a good summary, you do not need the illustration or examples. Bear that in mind as you tackle the summary task below:

**In not more than 60 words, summarise the reasons why everybody should read regularly.**

## Vocabulary Development

### Words associated with the environment

In this module, you will be exposed to words associated with the environment, i.e. **The Register of Environment**. The environment includes the following:

- a. The air, water and land on earth.
- b. The people and things that are around you in life; for example, the building you live or work in, the people you live or work with, and the general situation you are in.
- c. The natural features of a place: for example, its weather, the type of land it has and the type of plants that grow in it.

Now, study the following words:

water	hills	trees	electric	garden	footpath
river	mosques	grass	poles	lorries	rock
stream	sand	mountain	flowers	buses	churches
air	clay	drainage	bridge	fence	motor park
land	streets	houses	shops	market	

How many of these words have you heard about before? For how many of them can you provide their meanings? In the following sentences, we shall see how some of the words function:

**Stream:** There is a stream flowing across the village.

**Street:** Someone just moved in across the street.

**Mountain:** She was the first British woman to climb the mountain.

**Drainage:** There is a plan to improve the town's drainage system.

**Grass:** The grass needs light to grow well.

## Activity

Use your dictionary to check up the meanings of the following words. The first one is done for you.

Words	Meanings
bridge	a structure built over a river that allows people or vehicles to cross from one side to the other
land	_____
hills	_____
sand	_____
clay	_____
footpath	_____
drainage	_____

## Continuous Writing: Description

### Writing a descriptive essay 2

Study the picture in next page carefully. It is the picture of Mr Audu's garden. The garden is very near his house. In Mr Audu's garden, the following items can be found:

SECTION 1

1. pawpaw tree

SECTION 2

1.cabbage

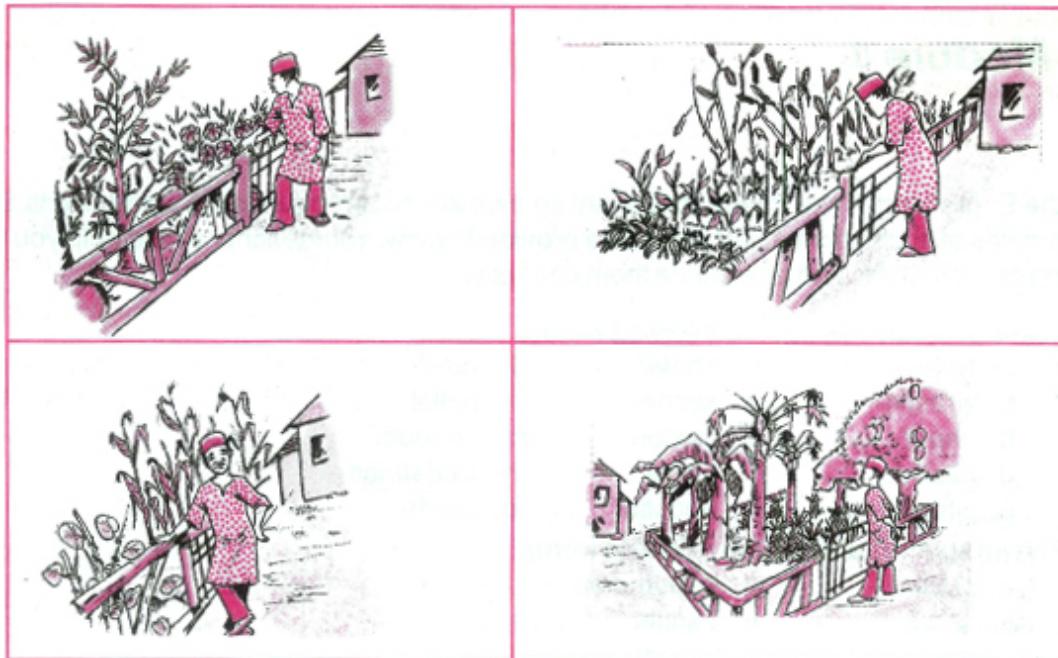
SECTION 3

1. tomatoes

SECTION 4

1. sweet potatoes

- |                |           |                      |          |
|----------------|-----------|----------------------|----------|
| 2. pineapple   | 2. ewedu  | 2. bitter leaf trees | 2. yams  |
| 3. mango tree  | 3. pepper | 3. melon             | 3. maize |
| 4. banana tree | 4. okra   |                      |          |



Now describe the garden with the use of appropriate descriptive words. Follow the pattern indicated below.

1. How large is Mr Audu's garden?
  - Where is it located?
  - Into how many sections has he divided the garden?
  - Does it have a gate leading to the garden?
  
2. What items are planted in the first section?
  - What is the nature of the items in section 1?
  
3. What items are planted in the second section?
  - What is the nature of the items in section 2?
  
4. What items are planted in the third section?
  - What is the nature of the item in section 3?
  
5. What items are planted in the fourth section?
  - What is the nature of the items in section 4?
  - What general comments do you have about this garden?