

Module 19

Section A: Oral Practice

Rhymes (Revision)

You have learnt that two words are said to rhyme if their last syllables have the same sound. Remember that two words may have the same spellings but do not rhyme, while two words with different spellings may rhyme. It is thus the similarity in sound and not spellings that determines rhyme. Study the following pairs of words:

flour/flower	flew/flu	knows/nose	bail/bale	feet/feat.
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If you have pronounced them correctly you would notice that the two words in each pair have exactly the same sound. So we say that they rhyme.

Exercise

From the words listed A to D, choose the word that rhymes with the given word.

	A	B	C	D
1. chicken	kitten	kitchen	queen	quicken
2. foreign	morning	rain	herring	reign
3. scent	saint	sent	said	set
4. shout	drought	crowd	nought	thought
5. air	err	aid	hair	hear
6. read	write	ride	red	reed
7. flood	bled	blood	flowed	brood
8. report	repent	import	invent	apart
9. steak	slick	brake	start	stuck
10. roam	come	home	horn	born
11. honey	donkey	money	monkey	lanky
12. half	life	light	laugh	hat
13. fiction	fusion	fashion	diction	mansion
14. suite	sweet	sweat	suit	seat
15. herd	heard	head	shed	heed
16. part	heart	part	rat	heath
17. neighbour	terror	cater	labour	higher
18. leak	like	leek	leech	lick
19. washed	cashed	sacked	knocked	marked
20. match	harsh	mast	catch	lash

II. Intonation (revision)

One of the features that make speakers of English understand one another better is intonation. As you have learnt, it is the variation in the pitch of the voice in speech. It reveals the speaker's mood and attitude in a subtle manner. The two basic intonation patterns in English language are the falling and the rising tunes.

The Falling Tune [↘]

Remember that the falling tune indicates wh-questions, exclamations, statements, advice, commands, instructions and tag-questions that demand confirmation.

Study these examples:

1. Whose house is that? (Wh-question)
2. They have misplaced the keys. (Statement)
3. Rinse the clothes twice. (Instruction)
4. Give that book to me. (Command)
5. What a lovely painting! (Exclamation)

Exercise

Read these sentences aloud and identify the tune patterns.

Here is an example:

When did he arrive? (Wh-question)

1. I enjoyed the weekend.
2. Who is your best friend?
3. My good God!
4. Exercise regularly.
5. Don't utter a word.
6. Why are you so worried?
7. Add a little more salt to the soup.
8. He is the new manager.
9. The quarrel is over, isn't it?
10. He has paid the workers.
11. How old is she?
12. Turn off the lights before sleeping.
13. What a pleasant news!
14. Leave here immediately
15. Eat more proteinous food.
16. We met during the holidays.

17. When did you finish the job?
18. Be a good girl.
19. Keep standing.
20. What a useless venture!

Section B: Structure Clauses (continued)

Adverb clauses

Like adverbs, adverb clauses tell us the time of an action, the place of an action and how an action took place. Adverbs also give the reason for an action. Other adverbs give concession.

For example:

- i. The speaker paused *whenever he called her name*.
- ii. *Wherever there are many unemployed youths*, there will be crime.
- iii. Some people do not build houses *because they cannot afford it*.
- iv. *Whenever you are ready*, send for the official driver.
- v. Let me know *if you are unable to attend the party*.

In sentence i. the clause *whenever he called her name* tells us when the action of the verb *paused* takes place. That part of speech which tells us about the time of an action is an adverbial clause. The clause in sentence (ii) *Wherever there are many unemployed youths* is not the subject of the sentence. It does not modify any noun. Rather the clause tells us where to find crime. Therefore the clause is an adverbial clause. Again the clause in sentence iii. tells us the reason some people do not build houses. The part of speech which tells us the reason for an action is equally an adverbial.

Adjective clauses

Adjective clauses tell us more about nouns. Adjective clauses are also called relative clauses. When a clause appears after a noun and also tells you more about the noun, the clause is called an adjective clause. When the clause begins with *who*, *which* or *whichever*, etc, they are called relative clauses. Examples:

- i. Many Nigerians are appointed to positions *for which they may not be suited*.
- ii. The man *whose wedding I attended* won the scholarship.

- iii. Some Catholic priests *who trained outside the country* visited our church.
- iv. Ezamgbo is a town in Ebonyi State *that is known for lead*.
- v. Nigerians *who live in the Diaspora* show keen interest in the affairs of their country.
- vi. Leaders *that profess to war against corruption* must be above board.

Exercise

1. Give 5 examples each of simple, compound and complex sentences.
2. Identify whether the following sentences are simple, compound, complex or compound complex:
 - i. The good looking Moslem scholar and his converts immediately bought all the black expensive Korans.
 - ii. The company dissolved the board and the committees.
 - iii. Dogs make good pets while cats serve as excellent guards.
 - iv. Peter and Paul behave like identical twins even now that they are old.
 - v. The children gave their mother a hat, a perfume, a neck lace and a rose flower on her birthday.
3. Identify the type of the following sentences:
 - i. Worry no more.
 - ii. Does Mary know that today is my birthday?
 - iii. See me in my office at 9 a.m.
 - iv. She sighed, looked up at the sky, and raised her hands to heaven.
 - v. Come.
 - vi. Schools are closed in August.
 - vii. He made it.
 - viii. The ability to recognise the subject and predicate is a requirement at the school.

Section C: Reading Comprehension

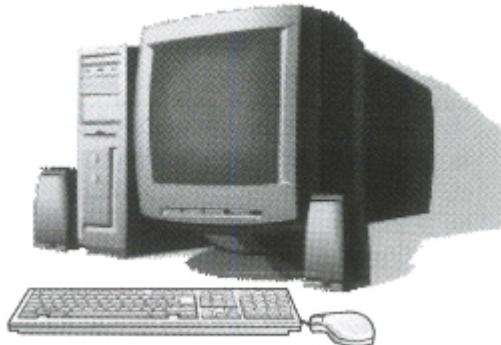
First discuss the following:

- ❖ You have almost certainly seen or heard about the computer.
- ❖ Do you know that the computer is now commonly used in many schools around the world?

- ❖ Indeed, there are today some schools where all students are required to possess and use the computer for learning and for doing their work.
- ❖ In what ways do you think the computers are of use in schools, to teachers, as well as to students?

Now read the passage in not more than three minutes.

In the school system, the computer can serve as a subject, as media, and as a tool for creative work. As a subject, the pupil learns about computers. This is computer literacy. The argument for computer literacy is that in future, inability to use computers would be as limiting as *inability* to read and write. It has therefore become important at this age to learn the basic uses of computers, to learn to operate the computer, to learn to use various computer software and to learn to develop computer software for various purposes.



As media, the computer is used for teaching and learning. This is Computer Assisted Instruction (CAI). The knowledge of computers and programmed instruction are used to *produce* computer programmes that teach. It becomes possible to tailor instruction to individual needs. Learners can advance at their own pace, or use the programmes at school or their homes. Teachers can utilise packaged lessons or produce their own courseware. CAI adds a lot of flexibility to learning systems.

As a tool for creative work, the learner uses the computer to *advance* her/his ideas, trying out new methods or projects, and experimenting with, and creating new concepts. In this format, the use of computer also serves as a problem solving tool, for calculating, and for manipulating and analysing data.

In the Sub-Saharan African formal school system, these three applications of computers are yet to gain much ground. Outside the formal school systems however, most countries have shown that they realise the importance of computers by the proliferation of "computer schools". In countries like Nigeria and Senegal such schools are popular and serve out-of-school learners who wish to *improve their chances of securing a good job*. Areas like secretarial studies, computer literacy and often computer *competence*, have become essential requirements for certain jobs. In the private sector one finds that computers have made inroads and most companies, especially the financial companies, are heavily dependent on computers and computer systems. These observations seem to indicate that the need for information technologies are evident in spite

of the poor state of our economies. What is not clear is what the constraints are for introducing technology into the school systems.

A major constraint in the introduction of computer programmes into the school systems in the developing nations is financial limitation. It is already claimed that a high *proportion* of any nation's budget goes into education. When it is realised that the older technologies of learning, such as the use of the overhead projector, the slide projector, etc., have not been much employed in our public school systems, it would seem presumptuous to expect that computers can be provided in schools, at least in the very near future. One might just consider closing all discussions on this subject but the problem is that, like all other problems facing our educational systems today, there is no longer much choice in the matter. If the educational systems do not advance at the same pace as developments in all other socio-economic sectors, education in the region will become irrelevant to the society's needs. Also, character of the computer as an all-purpose tool could spell disaster for any nation that fails to grasp its benefits. (538 words)

N. C. Nwaboku â€˜New Information Technologies in Education and New Role for Potential Teachers,â€™ *UNESCO Guide to Teaching and Learning in Higher Education.*
(Adapted)

General discussion question

Do you think any bank would do well today without using the computer?

Specific questions

1. What is computer literacy, as mentioned in the passage?
2. What has inability to acquire computer literacy been likened to?
3. What is Computer Assisted Instruction?
4. What specifically is it used for?
5. What does the writer mean when she refers to computer as a tool for creative work?
6. What does the writer describe as â€˜computer schoolsâ€™?
7. What is the major constraint to the use of computers in schools?
8. Why does the writer state that one could feel like closing the subject on the use of computers in schools? Why should one not do this?
9. For each of the following words, find a word or phrase which means the same as the word and can replace it as it is used in the passage:
 - a. *inability*
 - b. *produce*
 - c. *advance*
 - d. *competence*

e. *Proportion*

10. ...who wish to improve their chances of securing a good job.
- What grammatical name is given to this expression as it appears in the passage?
 - What is its function?

Summary Work

- In three connected sentences, summarise the three uses to which the computer can be put in the school system.
- In one sentence, state why "computer schools" are popular in such countries as Nigeria and Senegal.
- In another sentence, summarise the constraints against the popular use of computers in schools.

Section D: Vocabulary Development

Foreign words in English

Latin and Greek words

The English language has borrowed so many words from Latin and Greek. Study the following very well.

ad hoc	addendum	pro rata	et cetera	gratis
ae-gis	ego	draconian	corrigendum	marathon
alumnus	de facto	memoranda	memorandum	locus standi
alumna	dramatis personae	ad rem	alter ego	vox populi
catharsis	Iaconic	alumni	ad infinitum	subjudice
colossus	hydra	bona fide	de jure	ceterisparibus

Your teacher will pronounce the words while you listen carefully and pronounce after him. Let us see the way some of the words function in the following sentences:

- ad hoc: The man worked for the company on an ad hoc basis.
- bona fide: The money is for bonafide members of the club.
- alumnus: He is an alumnus of the university.
- pro rata: The money was paid out pro rata.
- et cetera (etc): I need information in the form of books, leaflets, etc.

Activity I

Using your dictionary, look up the meanings of the words listed below. The first one is done for you.

Words	Meanings
1. ad hoc	Done when necessary rather than planned or regular.
2. alumnus	_____
3. alumni	_____
4. alumna	_____
5. de facto	_____
6. pro rata	_____
7. draconian	_____
8. memoranda	_____
9. memorandum	_____
10. catharsis	_____
11. aegis	_____
12. ad infinitum	_____
13. bonafide	_____
14. locus standi	_____
15. ceteris paribus	_____
16. corrigendum	_____
17. alter ego	_____
18. gratis	_____
19. marathon	_____
20. hydra	_____

Activity II

Now, form correct sentences with any 10 of them.

Activity III

Make a list of other words of Latin and Greek origin apart from those listed.

Section E: Continuous Writing

Writing an addressâ€”2

You are the chairman of your school Literary and Debating Society and you are to deliver a short welcome address to the many invited guests who have turned up for your annual party. Write out your speech, including in it a short history of the society, the role of the society in

the development of the school, achievements already scored by it, and its aspirations for the future. Use the following suggested outline to write your attempt of about 400 words:

1. Introduction

- Welcome all the invited guests and indicate your appreciation of their response.
- Reinstate the purpose of the programme.

2. A short history of the society

- Tracing it right from its inception.

3. The role of the society in the development of the school

- Instilling courage / confidence into the students.
- Educating students.
- Improving studentsâ€™ speaking skills.
- Promoting the image of the school.

4. Achievements of the society so far

- Winning prizes/awards for the school.
- Winning scholarships for students.
- Exposing students to other parts of the country through excursions.
- Enhancing teachersâ€™ promotion through active participation.

5. Aspirations for the future

- Entering into competitions at the state level.
- Awarding prizes to the best students in English language and Literature.
- Introducing press club into the school and fully supporting it.
- Introducing English dramatic society which will be an organ of the Literacy and Debating Society.

6. Conclusion

- Thank the invited guests again for their presence.
- Hope that the programme would impact well on their lives and studies.