

# Module 3

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## Section A: Oral Practice

### The semi-vowel /j/

The /j/ is a voiced palatal semi-vowel sound produced as the tongue is raised towards the hard palate.

The /j/ sound is often confused with the /u:/ sound, and the letter ‘j’ in words like: just, jeer.

Note that the /j/ sound is realised in the following words:

yam	yard	music	universal	beautiful	new
year	youth	duration	sue	new	hew
young	yesterday	duplex	uniform	ewe	knew
yoke	yes	duty	endurance	view	dew
yes	computer	abuse	pupil	stew	

### ***The semi-vowel /j/ along other consonants to form consonant clusters***

We have seen how to produce the /j/ sound as in *yam* and *yes*. Sometimes one or two consonants are pronounced in quick succession before the /j/ sound. Such consonants together with the /j/ sound are called consonant clusters. To produce the consonant clusters effectively, never insert a vowel sound in between them.

### Practice I

1. Read the following sounds aloud after your teacher.

Word	Pronunciation
curious	/kjʊəriəs/
cure	/kjʊə/
cute	/kju:t/
few	/fiu:/
human	/hiu:mən/
student	/stju:dənt/

2. Read the following sentences aloud after your teacher.

- i. The cure for AIDS is still beyond **human** understanding.
- ii. **Curious youths** sometimes do **stupid** things.
- iii. **Few** people found the **humour** entertaining.
- iv. The **cute** little girl stained her dress with some **stew**.
- v. Parents danced to the **new tune** as if they were teenagers.

vi. The **future** is always bright for the hardworking student.

3. Your teacher will pronounce the words in the box while you repeat after him. Use your dictionary and list five more words that contain the /j/ sound. Note that the /j/ sound has the following spelling symbols:

â€˜yâ€™	as in yeast, yet
â€˜uâ€™	as in huge, abuse
â€˜ewâ€™	as in stew, knew
â€˜ueâ€™	as in due, sue
â€˜eauâ€™	as in beautiful

## Exercise

1. From the words labelled A â€“ E, choose the words that contain the sound represented by the given phonetic symbol.

Here is an example: [t] A. cooked    B. worth    C. depot  
                            D. death    E. thanks.

The answer is A, because only **cooked** has the same sound as the phonetic symbol [t].

Now answer the questions below. Which of the words in A â€“ E has the same sound as the one underlined in the word before A â€“ E?

1. jug	A. yam	B. blue	C. yet	D. dual	E. soldier
2. <u>university</u>	A. uncle	B. uniform	C. due	D. beauty	E. umbrella
3. jam	A. yes	B. gold	C. yard	D. pigeon	E. yoke
4. youth	A. sugar	B. music	C. full	D. just	E. yet
5. <u>shoe</u>	A. book	B. bush	C. true	D. hose	E. hoe
6. <u>sue</u>	A. soup	B. coup	C. rude	D. cup	E. duty
7. <u>ewe</u>	A. you	B. send	C. tell	D. echo	E. bury
8. major	A. yeast	B. yesterday	C. germ	D. why	E. new
9. young	A. jest	B. endure	C. jute	D. people	E. huge
10. <u>abuse</u>	A. put	B. purse	C. bush	D. yes	E. buy

2. With the aid of a dictionary, find 10 other words in which the /j/ features along with another consonant sound.  
3. Pronounce them aloud and make sentences with each of them.

## Section B: Structure Non-finite verbs or verbals



In *Functional English for JSS Books 1 and 2*, we learnt about transitive verbs and non-transitive verbs. Transitive and non-transitive verbs are also known as finite verbs. In this module, we shall learn about non-finite verbs. Read the following passage carefully.

Once I watched an elderly woman walking along a busy street. She was walking very slowly. She had a small body frame and her skin was wrinkled. I could not see her face because she was bent over. Her *walking* stick appeared to steady her steps. I muttered to myself as I watched the old woman, “*Taking a walk* is a good idea but doing so during rush hours when school children are returning from school isn’t a very good idea at all.” The noise of a *passing* tanker jolted her. She looked nervous. Her problem seemed to be how to *continue* the walk. The woman looked around her, apparently seeking for a familiar face to come to her rescue. I walked close to her. *Introducing myself to her*, I took her hands. She looked up at me. I could see tears well up in her eyes. She seemed to trust me. I took her to my car. It took an age to get her into the back seat. *Living with my old parents*, I had learnt to be patient. I took her home.

Read these groups of words again as they appear in the passage.

- i. walking along a busy street
- ii. Her *walking* stick
- iii. *Taking a walk*
- iv. ...a *passing* tanker
- v. *to continue* the walk
- vi. *Introducing( myself)*
- vii. *Living (with my old parents)*.

These are non-finite verbs. They are special types of verbs. Non-finite verbs or verbals do not change form to indicate person, tense or

number. Finite verbs change in order to indicate person, tense or number. Example:

- i. The students *drink* milk.
- ii. *Drinking milk* is essential to children.
- iii. *To drink milk* is a luxury.
- iv. We could see the picture of children *drinking milk*.

In these four sentences, only *drink* in sentence (i) is a finite verb. It is a finite verb because it changes its appearance in order to indicate number. The verb form is *drink* because the subject is *students*. If the subject changes to singular *student*, the verb will change to *drinks*. In sentences ii, iii, and iv the verbals do not change their form to indicate person, tense and number.

*Drinking milk* and *to drink* are non-finite verbs in sentences (ii and iii).

Our focus shall be on non-finite verbs. Non-finite verbs include infinitives, participles and gerunds.

### **Infinitives**

Infinitives are of two types: bare infinitives and full infinitives. Full infinitives always have to be in front of the verb, e.g. “*to eat*” while bare infinitives do not take *to*, e.g. “*eat*”.

Full infinitives are derived from verbs but they perform the jobs of nouns and adjectives, e.g.

- i. *To read* is necessary.
- ii. She wanted to *leave* object of verb.
- iii. The decision to *appoint* a secretary caused crisis in the company.

*To appoint* tells us more about the noun *decision*.

Therefore, *to appoint* serves as adjective.

- iv. The governor failed to *recognise* him at the ceremony. *To recognise* is the object of the verb *failed*.

Therefore, *to recognise* serves as a noun.

V. She worked to *earn* a living.

The infinitive *to earn* modifies *worked*. Therefore it serves as adverb.

### **Gerunds**

Gerunds are derived from verbs. They end in *-ing* but they do the job of nouns; e.g.

- i. *Swimming* is a good exercise for arthritis patients.(Subject of sentence)

- ii. I prefer wining and dining. (Gerund; object of verb)
- iii. They gathered signatures for *increasing* their demand. (Object of prep.)
- iv. The car was used for *carrying* ammunition. (Object of prep.)
- v. His habit, smoking, is ruining his health. (Gerund in apposition to noun)

## Participle

Participles can be present participles or past participles. Present participles end in *-ing*, while past participles end in *ed* or *t*. Participles often play the role of adjectives, e. g.

- i. *Flying high in the air*, the bomb exploded.
- ii. The *car sliding down the cliff* belongs to the 80 year-old woman.
- iii. The auditor *selected to scrutinize the accounts* has much integrity.
- iv. *Running to embrace her mother*, Fola slipped and fell.

In sentence i., *Flying high in the air* tells us more about the noun *bomb*. *Flying* is derived from the verb *fly*. It ends in *-ing* so it is a present participle. In sentence ii., the phrase *sliding down the cliff* gives more information about the noun *car*, so it is a present participle. The phrase *selected to scrutinize the accounts* tells us more about the noun *auditor*. The participle ends in *-ed*; so it is a past participle.

## Exercise

1. Make 10 sentences each containing gerunds, infinitives and participles.
2. Indicate whether the italicised words in the following sentences are infinitives, gerunds or participles.
  - i. *Mending* a broken marriage is hard *to do*.
  - ii. Children love *playing*.
  - iii. *Learning* a new skill makes one feel excited.
  - iv. George drove out to *think*.
  - v. Addressing the crowd, the union leader spoke passionately.
  - vi. A large quantity of *running* water was sold daily.
  - vii. *Battered and broken hearted*, she continued to endure her marriage.
  - viii. *Winning* the election was everything.

ix. To lose was a shame.

x. Leading is serving.

3. Form 10 sentences from the table below.

He	cared	driving.
She	talked	sleeping.
We	joked	writing.
	spoke	reading.

## Section C: Reading Comprehension

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

- ❖ How would you get yourself prepared for an important exam?
- ❖ How would you feel if you suddenly discovered that someone dear to you has won a large sum of money?
- ❖ Suppose you were the same person in the two cases above, i.e. you were preparing for an important exam and your mother has won a large sum of money, how would you try to celebrate while at the same time preparing for the exam?

Now read the following passage in some three minutes.

Mina was preparing *seriously* for her forthcoming exams, so she spent more time in the school library than with Deinde. Surprisingly, he was understanding, telling her to take all the time she needed. She knew there was something wrong with their relationship, because gradually they were growing apart. She blamed it on the exams, in which she wanted to perform exceptionally well just to prove to herself that she was still brilliant and could still sit for any exam without bribing any lecturer and pass.

She was in the library one evening, and was browsing through old newspapers, to see if she could find anything on maritime law. She picked up another newspaper and reluctantly began to read. The headlines were not *appealing*, so she quickly flipped through the pages until her eyes caught an interesting caption which read, "Petty trader wins two million in the popular on-going Soya sauce bonanza". She whistled and thought, isn't she lucky. She wanted to turn over the next page when she saw her mother's name. She didn't know when she got off her seat as she read, happy and excited. Then she started to scream, "That's my mum! She is my mother, she won," she said, as she tried to show the boy sitting next to her. It was then she realised her screaming must have raised attention.

She was very *embarrassed*. Quickly, she apologised, packed her books and ran out of the library. How she wished there was someone she could share her joy with. Her parents were finally out of all their

financial problems. The newspaper carried a date two months before. It even stated that her father was working for a foreign oil servicing company. Then she thought of Boye, who would probably have brought the good news to her, but was now long gone, far away from this continent, the boys had told her. She only wished she could share her joy with someone but there was no one. Aunty Kofo had died three months ago. How alone she felt.

She felt like celebrating. She was going to cook for Deinde the best meal he had eaten in his entire life. Her plan was to first collect a notebook from a colleague, then stop at the grocery store to buy a few things for her celebration dinner. Oh! How she missed her parents. She had just got onto Opebi Road, off the street where her classmate lived, when she saw Deinde's car parked in front of a hotel. She slowed down and parked on the other side of the road. His driver was sleeping in the car. She wondered what Deinde would be doing in such a place, The Paradise Motel's. Deinde's being there was very *suspicious*. Waiting was the only option she gave herself. (466 words)

### **General discussion question**

Do you think Mina would be a fully happy person given her suspicions about her relationship with Deinde? Discuss the pros and cons of your stand.

### **Specific questions**

1. From the first sentence in the passage, what type of relationship do you think had existed between Mina and Deinde?
2. From the final sentence in the first paragraph, what do you think Mina had done in the past in order to sail through examinations?
3. From the type of item she was looking for in the newspapers, what do you think Mina was studying in the university?
4. Why had it taken so long a time before Mina learnt of her mother's good luck?
5. What factors made Mina feel alone now?
6. How did she plan to celebrate her mother's good luck?
7. What did she begin to feel about Deinde and why?
8. ...when she got off her seat...
  - a. What grammatical name is used to describe the above expression?
  - b. What is its function?
9. Supply one word (or a word group) that can replace each of the following words as used in the passage:
  - a. seriously;
  - b. appealing;

- c. realised;
- d. embarrassed;
- e. suspicious.

## Summary Work

In four connected sentences, summarise the different phases in the story from Mina's work in the library to her drive to the Paradise Motel.

## Section D: Vocabulary Development

### Words associated with science and technology

In this module, we shall be considering words associated with science and technology. This is simply referred to as the **register of science and technology**. You may have heard some words related to this in Physics, Mathematics, Biology, Chemistry and Geography.



However, whether you have heard of it or not, there are those which may be entirely new to you. So, quickly go through the words listed in the following table:

catalyst transistor condenser accelerator escalator micro-computer data processor data processing computerize	energize colour artery molecular nucleus gene hereditary galaxy astronomical	atoms incubator micro-organism solar system transpiration blood pressure terrestrial comet x-ray	infra-rays bacteria virus radio waves antenna aerial sensor valve siphon
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Note that these are just some of the words associated with science and technology. How many of these have you heard of before? Can you make a list of others known to you but are not listed in the table?

Meanwhile, let us have a look at how some of these words function in the following sentences.

1. Escalator: The escalator took the students on an excursion to Cocoa House from the ground floor to the tenth floor.
2. Catalyst: The town acts as a catalyst for social development.
3. Computerize: There is now plan to computerize all the financial records in our school.
4. Hereditary: The way the boy walks appears to be hereditary because his father walks in the same way.
5. Incubator: The child was born prematurely and so was kept in an incubator for some

Your teacher will pronounce each of the words while you listen and then pronounce after him.

## Activity I

Using your dictionary, check the meanings of the following words in the dictionary. The first one is done for you.

Words	Meanings
1. Transistor	A small piece of electronic equipment in radios, television, etc., that controls the flow of electricity.
2. Condenser	_____
3. Accelerator	_____
4. Data processor	_____
5. Molecular	_____
6. Galaxy	_____
7. Micro-organism	_____
8. Terrestrial	_____
9. Virus	_____
10. Bacteria	_____
11. Valve	_____
12. Artery	_____

## Activity II

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

*word that is most suitable to fill the numbered gap in the passage.*

The school authorities decided that the final year students had an excursion to some parts of Nigeria. They were accompanied by the Geography, Physics, Chemistry and Biology teachers. The school bus driver started the \_\_\_\_1\_\_\_\_ and \_\_\_\_2\_\_\_\_ before he moved on. It was around 7p.m. when they all set for Lagos. The Geography teacher pointed to the sky and asked the students to look at the \_\_\_\_3\_\_\_\_ and the \_\_\_\_4\_\_\_\_. He stressed that \_\_\_\_5\_\_\_\_ is one of the large groups of stars that make up the \_\_\_\_6\_\_\_\_.

When they arrived in Lagos, the Physics teacher asked the driver to stop at a skyscraper at Ikeja. The third floor is for a business centre where there were many \_\_\_\_7\_\_\_\_ and mobile phones. The manager described the mobile phones as \_\_\_\_8\_\_\_\_. He took them to the \_\_\_\_9\_\_\_\_ unit where \_\_\_\_10\_\_\_\_ are used to store and organise information. He said each system has its own \_\_\_\_11\_\_\_\_, and there is a plan to \_\_\_\_12\_\_\_\_ all the financial records in the centre.

When they left the centre, they proceeded to Lagos University Teaching Hospital (LUTH). The first section they visited was the hospital \_\_\_\_13\_\_\_\_ where a technologist took them round. He showed them an \_\_\_\_14\_\_\_\_ machine and where a \_\_\_\_15\_\_\_\_ is used to examine \_\_\_\_16\_\_\_\_ in order to detect \_\_\_\_17\_\_\_\_. Those who were in the hospital for the first time went straight to the consulting doctor who first checked their \_\_\_\_18\_\_\_\_ with a \_\_\_\_19\_\_\_\_ before \_\_\_\_20\_\_\_\_ were made.

A	B	C	D
1. trip	journey	engine	race
2. revved	cruised	accelerated	pressed
3. sun	cloud	tree	moon
4. sky	stars	rain	sun
5. galaxy	orbit	saturn	pluto
6. planet	heaven	universe	earth
7. components	organism	computer system	blood system
8. macro computers	micro computers	microbiology	micro wave
9. data collection	data processing	data auditing	data management
10. calculators	handsets	microscopes	computers
11. data processor	analysts	engine	battery
12. organise	compile	computerize	assemble
13. laboratory	mortuary	premises	ward
14. photocopy	x-ray	typing	washing
15. table	gadget	needle	microscope
16. blood	water	nerves	veins
17. virus	micro organism	worms	germs
18. blood pressure	pulse	urine	readiness
19. rubber	glass cylinder	stethoscope	needle
20. suggestions	prescriptions	directives	corrections

## Section E: Continuous Writing

### Narrative writing â€“ 3

Read the following narrative carefully.

It rained cats and dogs in a very big city in Nigeria some years ago. People did not expect such a heavy downpour, for it was at the early stage of the rainy season. All doors and windows were firmly closed because people were aware of a heavy downpour and its attendant problems. It rained for more than six hours, and a serious flood disaster followed. This occurred in the month of May 2005, in the city of Port Harcourt, Rivers State.

People had to stop and park their cars as the road from Whimpey Junction to Ada George was seriously flooded. The visibility was terribly bad. All the motor cyclists had to abandon their business. People were seen packing out of some bungalows because water had entered into their rooms. Some peopleâ€™s personal effects were floating on water surrounding the houses. All the buildings that had weak foundations were pulled to the ground.

Inhabitants of some buildings were crying for help. There was hardly anything anybody could do to salvage the vehicles and the affected people. Firemen tried to remove those that were drowned and carried them to nearby hospitals. It was an hour after the rain had stopped that corpses were seen floating on the main road and inside some buildings. Both firemen and the military men later formed the rescue workers. Other people who were very good at swimming also joined in rescuing people.

It was one of the most serious flood disasters in that part of the country. It was later reported that many lives were lost while some buildings were destroyed. Many people lost their personal effects such as motor bikes, clothing materials, books, parts of vehicles and other very costly materials. Vehicles could not ply the road until the second week. The road was littered with all sorts of dirty and useless materials. The Environmental Health Department had to carry out a vigorous general cleaning programme.

One major cause of the disaster was the poor drainage system along the streets. The state government was seriously blamed for this. However, those whose buildings collapsed were given some relief package. Some business men who lost their valuable materials also received some compensation, and this yearly compensation has cost the government a lot of money. It was learnt that for the past three years, the State Government had been paying millions of naira as compensation.

Now write your own narrative about a disaster in about 400 words.