

Module 4

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 passage¹ in Appendix One.)

Questions

1. The main idea in the passage is on:
 - a. why we need to give immunization to our children.
 - b. what immunization is all about.
 - c. the various types of immunization in different countries.
2. Immunization actually involves introducing.....into the body.
 - a. certain drugs
 - b. some chemicals
 - c. dead micro-organisms
3. The materials introduced into the body.....
 - a. stimulate the body's immune system to fight the disease.
 - b. themselves fight the disease.
 - c. deaden the body's immune system before the disease strikes.
4. That immunization programmes have worked can be shown by the fact that
 - a. several diseases have been eradicated.
 - b. many countries have adopted the programmes.
 - c. children no longer die in many advanced countries.
5. From the speaker's final words, we can say that
 - a. the programmes have succeeded equally everywhere.
 - b. the less advanced a nation is, the more successful the programmes are.
 - c. the more advanced a nation is, the more successful the programmes are.

II. The past tense maker 'ed'

Regular verbs usually form their past tense by adding 'ed' to the verb. However, the pronunciation of the past tense maker 'ed' is realised in these different sounds: [- d], [t], and [id].

Study the words in the three columns below carefully and notice that the past tense maker 'ed' in the first column is pronounced [d], the past

tense maker "ed" in the second column is pronounced [t] while the past tense maker in the third column is pronounced [ɪd].

[-d]		[-t]		[ɪd]	
begged	purged	kicked	talked	wanted	landed
failed	warned	packed	cooked	hunted	pointed
handled	helped	kissed	marked	shifted	lamented

Practice 1

Listen attentively while your teacher pronounces the words in each column, and then repeat after him.

Practice 2

Now pronounce the words in each column yourself. Ensure that you differentiate between those that end in /d/, /t/ and /ɪd/.

Practice 3

Read these sentences aloud paying attention to the underlined past tense maker "ed".

1. Musa kicked the ball and it landed on the car parked in front of our house.
2. The landlord cursed and lamented that he has been over taxed.
3. The steward cooked the food, washed the dishes and served the lunch.
4. Before he left for work, he stopped at the gate, patted his son's hair and kissed his wife.
5. She loved her husband so much that she missed his company.

Exercise

Use a good dictionary and list five different regular past tense words that end in /d/, /t/ and [ɪd].

Section B: Structure

Nominalization

In *Functional English Book SS 2*, we learnt about nominalization. Nominalization is one process through which new words are formed in English. In that book, we learnt how verbs and adjectives change to nouns. In this module, we shall see how non-finite verbs are converted to nouns.

Verbs in the continuous tense changed to nouns (Gerund)

Verbs in the continuous tense always end with *-ing*. They are usually used along with auxiliary verbs; e.g.

- i. They *are playing* football.
- ii. Titi *was carrying* a bucket on her head.
- iii. That child *is learning* how to walk.

iv. Papa *is writing* a letter.

In these sentences, the auxiliary verbs *are*, *was* and *is* are helping the main verbs in the present continuous tense to show tense: *playing*, *carrying* and *learning* are the main verbs in the sentences. They carry the meaning in the sentences. Verbs in the present tense can be converted to nouns. When this happens, they are called gerunds. As we saw in the previous module, gerunds are derived from verbs but function as nouns. Study the following table.

Verbs in the continuous tense	After nominalization	Function after nominalization
i. She is <i>sleeping</i> on the sofa.	<i>Sleeping</i> is good for everybody.	<i>Sleeping</i> is a gerund. It is the subject of the sentence.
ii. Peter is <i>riding</i> his bicycle.	Peter's hobby, <i>riding</i> , has put him in trouble.	<i>Riding</i> is a gerund. It is in apposition to another noun, <i>hobby</i> .
iii. We love <i>shooting</i> birds in the field.	He was jailed for <i>shooting</i> his teacher.	<i>Shooting</i> is a gerund. It is the object of the preposition <i>for</i> .
iv. I am <i>writing</i> a letter.	<i>Writing</i> requires practice.	<i>Writing</i> is the subject of the verb. It is a gerund.

Participles changed to nouns

Present and past participles are verbs which end in **-ing** or **-ed** but which function as adjectives, e.g.

- i. *Taking* his seat, the new Senate President called for order in the House.
- ii. The *greeting* cards cost a fortune.
- iii. *Perching* on tree trunks, the birds sang melodiously.
- iv. Armed with only a *teaching* degree, Tom made it to the top.
- v. The *whistling* trees provided succour for the birds.
- vi. *Climbing* on the ladder of success, Tunji stepped on many toes.

The italicised words; *taking*, *greeting*, *perching* and *teaching* are participles because they perform the role of adjectives. They tell us more about nouns. *Taking his seat*, tells us more about the new Senate President. *Greeting* tells us more about cards while *perching on tree trunks* describes the birds. These same words can be converted into nouns, e.g.

Participles	After nominalization	Function after nominalization
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i. Taking his seat, the new Senate President called for order in the House.	<i>Taking his seat</i> shows that Alfred is prepared to listen.	<i>Taking his seat</i> is a noun phrase or gerund phrase serving as the subject of the sentence.
ii. he greeting cards cost a fortune.	A common sign of friendship is <i>greeting</i> .	<i>Greeting</i> is a gerund serving as a complement.
iii. Perching on tree trunks, the birds sang melodiously.	Eagles are fond of <i>perching</i> on Iroko trees.	<i>Perching</i> is a gerund serving as the object of the preposition <i>of</i> .
iv. Armed with only a <i>teaching</i> degree, Tom made it to the top.	Tom decided to quit <i>teaching</i> .	<i>Teaching</i> is a gerund. It functions as an adverb.

Infinitives changed to nouns

The infinitive is the verb that carries a *to* in front of it, e.g. *to go*, *to come* and *to learn*. Infinitives can be used as nouns. Here are some examples:

- i. *To go* is a good idea. (Infinitive is subject of verb)
- ii. She promised *to come*. (Infinitive is object of verb)
- iii. The solution to smoking is *to stop*. (Infinitive is complement referring to subject)
- iv. *To learn English* is not easy. (Infinitive is subject of verb)

Exercise

1. Form 5 sentences containing gerunds, participles, and infinitives.
2. Underline gerunds, participles and infinitives used in the following sentences:
 - i. Gratefully accepting whatever comes our way is a virtue.
 - ii. Nigerians have always failed to know when to say "No".
 - iii. Learning a new skill is demanding but interesting.
 - iv. Lazy and passive, Rita decided to run away.
 - v. Merely to speak for the support of children is not enough.
 - vi. This method of child-bearing outside the human body has long been known to scientists but has only begun to attract attention.
 - vii. All human actions "even stopping a child from begging or giving millions to orphans" can be eventually selfish.
3. Make 10 sentences from the following table.

Ironing	is her	hobby.
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Working Resting Crying		past-time. problem. weakness.
To teach To endure To work	is	demanding. challenging. tasking.

Section C: Reading Comprehension

Before reading the passage, discuss these first.

- ❖ Here is a passage on a woman achiever.
- ❖ It should challenge all youths who might have had the notion that if a way is too tough or blocked they should give up.
- ❖ How many women leaders do you know of, e.g. in administration, in medical practice, in legal profession, etc.?
- ❖ Compared with a man, do you think a woman usually finds it easy to get to the top?
- ❖ Here is a woman who dared all odds and got to the top in the governance of her country. How does her life challenge you?

Now try to read the 590 words in just four minutes.

Ellen Johnson-Sirleaf, born on 29 October 1938, a mother of four boys and grandmother to six children, is Liberia's first elected female president, and the first elected female leader on the African continent. Since she won the 23 November 2005 election, she has become the first elected female black head of state in the world. She is often referred to as the "Iron Lady".



Two of her four grandparents were *indigenous* Liberians; another was of German nationality who married a rural market woman. Her father, the son of the Gola Chief Jahmale and Jenneh, one of his many wives, was

born in Julejuah, Bomi County. As a result of her grandfather's friendship and loyalty to President Hilary Richard Wright Johnson and on the advice of the President, her father was brought to Monrovia, and his name changed to Johnson.

From 1948 to 1955, Ellen Johnson studied accounts and economics at the College of West Africa in Monrovia. After marriage at the age of 17 to James Sirleaf, she travelled to America and continued her studies, obtaining a degree from the University of Colorado. From 1969 to 1971, she read economics at Harvard University, gaining a masters degree in public administration. She then returned to Liberia and began working in William Tolbert's government.

In 1980, Tolbert was overthrown and killed by army sergeant [Samuel Doe](#), ending decades of relative stability. Doe represented the [Krahn](#) ethnic group and was the first Liberian president not descended from the "elite ex-American slave community. For the next ten years, Doe made his people to dominate public life. With his People's Redemption Council now in power, Samuel Doe embarked on a *purge*. Ellen narrowly escaped " choosing exile in Kenya. From 1983 to 1985, she served as Director of Citibank in Nairobi, but when Samuel Doe declared himself president of the Republic in 1984 and eased on political parties, she returned. During the 1985 elections she campaigned against Doe, and was placed under house arrest, and given ten years imprisonment. Released after a short period, she moved to Washington, only to return to Liberia again in 1997 as an [economist](#), serving the [World Bank](#) and [Citibank](#) in Africa.

Meanwhile, an interim government was installed, led by a succession of four un-elected officials (the last of whom, Ruth Sando Perry, was Africa's first female leader). In 1996, the West African peacekeepers created a lull in the civil war, and elections were held. Ellen Johnson-Sirleaf on her return in 1997 contested the election in which she came second to Charles Taylor out of a field of 14 candidates. By 1999, civil war had returned to Liberia, and Taylor was accused of interfering with his neighbours, *fomenting* unrest and rebellion.

On 11 August 2003, after much persuasion, Charles Taylor handed power over to his deputy Moses Blah, and left for Nigeria. The new interim government and rebel groups signed a historic peace accord and set about installing a new head of state. Ellen was proposed as a possible candidate, but in the end Charles Gyude Bryant was *selected*. Johnson-Sirleaf served as head of the Governance Reform Commission.

For the 2005 elections, Ellen stood for president against the ex-international footballer, George Weah. *Although the elections were considered fair and orderly*, Weah repudiated the result, which gave a majority to Johnson-Sirleaf, and the announcement of Liberia's new president was postponed, pending an *investigation*. On 23 November 2005, Johnson-Sirleaf was declared the winner of the Liberian election and confirmed as the country's next president. Her inauguration took place on Monday 16 January 2006. (590 words)

Adapted from Wikipedia Free Encyclopaedia and [Alistair Boddy-Evans](#), **FREE** Newsletter.

General discussion question

Why do you think the writers direct special attention to Mrs Johnson-Sirleaf's womanhood?

Specific questions

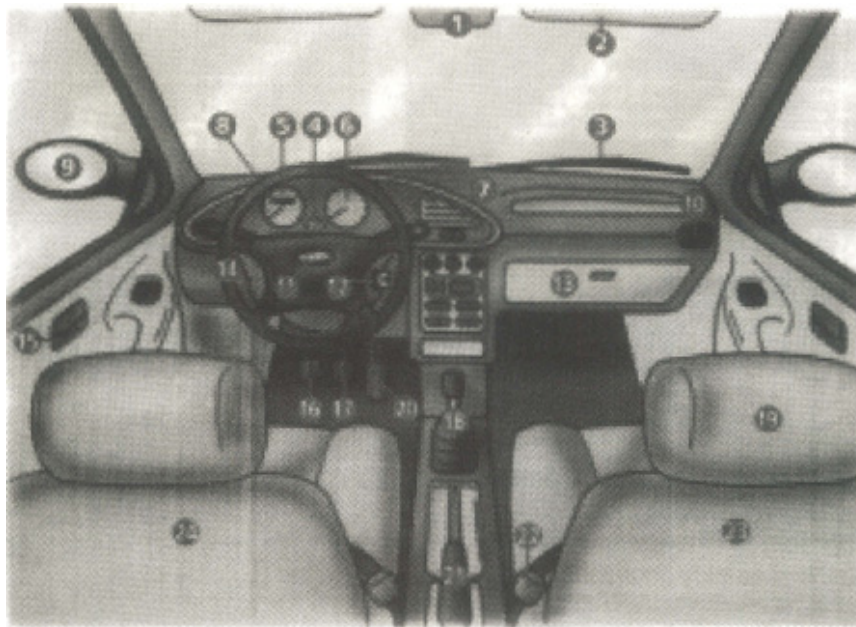
1. What do you think the reference to the term "Iron Lady" suggests?
2. a. Briefly describe Mrs Johnson-Sirleaf's educational career and attainments.
b. What would you say was her profession before delving into politics?
3. What does the fact that the woman had to flee Liberia on several occasions suggest about the situation of the country at the time?
4. What overall result did the military intervention from the time of Samuel Doe have on the political life of Liberia?
5. In *1996, the West African peacekeepers created a lull in the civil war...* What exactly does this mean?
6. Ellen Johnson-Sirleaf's victory at the polls did not come easily, and was nearly aborted. How was this so?
7. *Although the elections were considered fair and orderly...*
 - a. What grammatical name is used to describe the above expression?
 - b. What is its function?
8. Supply one word (or a word group) that can replace each of the following words as used in the passage:
 - a. *indigenous*
 - b. *purge*
 - c. *fomenting*
 - d. *selected*
 - e. *investigation*.

Summary Work

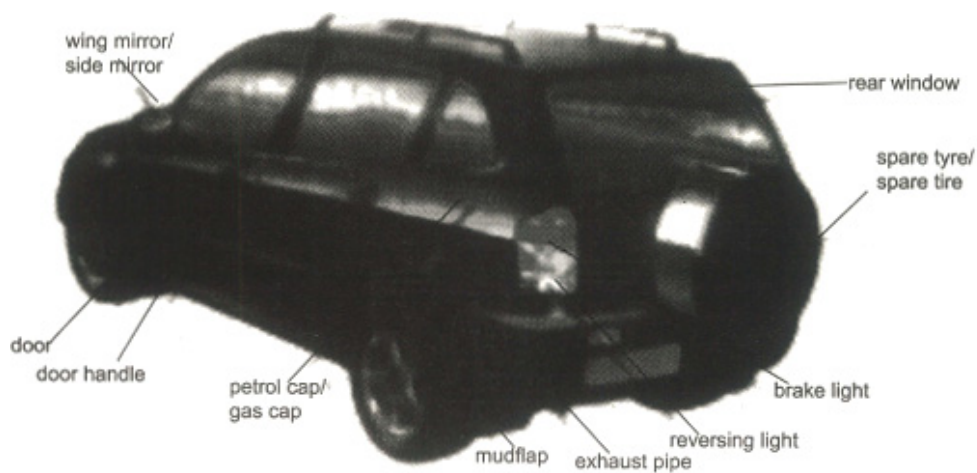
- a. In one sentence, summarise the family history and marital life of Ellen Sirleaf-Johnson.
- b. In another sentence, summarise her various detours into politics until she finally became President.
- c. In two separate sentences, one for each of the two men, summarise the careers on the Liberian scene of Samuel Doe and Charles Taylor respectively.

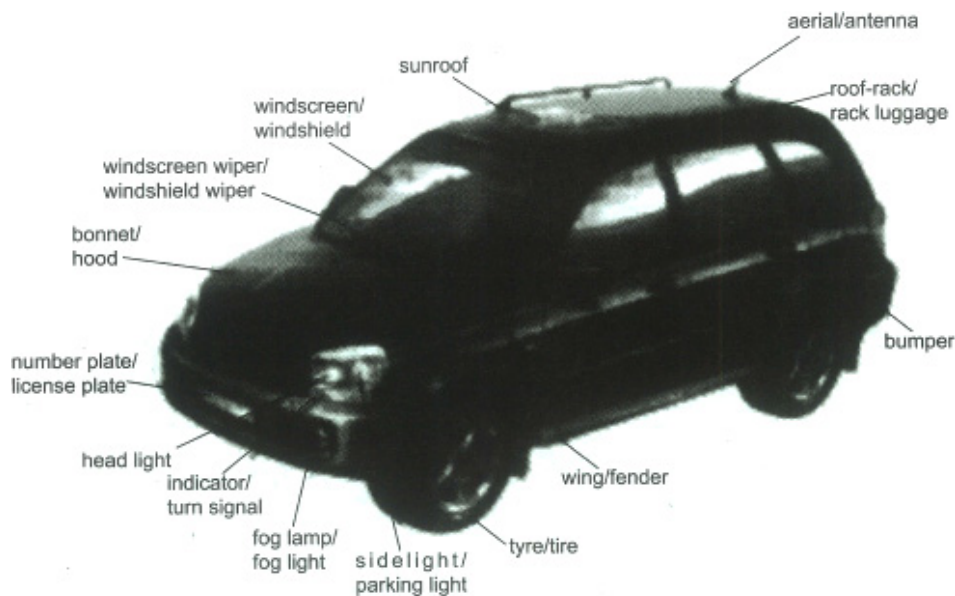
Section D: Vocabulary Development

Vocabulary associated with motor cars



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|---------------------|-----------------------|--------------------------|--------------------|
| 1. rear-view mirror | 7. dashboard | 13. glove compartment | 19. headrest |
| 2. visor | 8. milometer/odometer | 14. steering wheel | 20. accelerator |
| 3. windscreen wiper | 9. side-view mirror | 15. door handle | 21. handbrake |
| 4. fuel gauge | 10. airvent | 16. clutch | 22. seat belt |
| 5. speedometer | 11. horn | 17. brake | 23. passenger seat |
| 6. rev counter | 12. ignition | 18. gear lever/gearshift | 24. driver's seat |





You have learnt the words associated with science and technology. In this module, we shall be examining words related to parts of a car. You may have known how to drive, or be familiar with parts of your father's or mother's car. It is therefore very important that you should be able to understand and use appropriately the words in connection with the motor car. Now quickly go through the words listed in the table below:

chassis	radiator	boot	fuel tank
chassis number	wind screen	seat belt	horn
bonnet	wipers	seat	speedometer
(traffic) indicator	alternator	steering wheel	gear
rear lights	tyres	doors	bumper
side light	brake	head lamps	side mirror
carburettor	accelerator	plate number	oil filter
fuel gauge	clutch		

Your teacher will pronounce each of the words to you. Listen carefully and pronounce after him. Now let us see how some of the words function in the following sentences:

1. Bonnet: The mechanic first opened the bonnet before he repaired the car engine.
2. Carburettor: The carburettor was faulty and so the car could not move.
3. Speedometer: The driver realised that he was speeding too much when he checked the speedometer.
4. Steering wheel: The man is learning how to drive, so he handles the steering wheel very carefully.

Activity I

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

Words

Meanings

1. radiator	A part of a car that stops the engine from getting too hot.
2. chassis	_____
3. indicators	_____
4. brake	_____
5. fuel-guage	_____
6. rear light	_____
7. carburettor	_____
8. alternator	_____
9. wipers	_____
10. steering wheel	_____
11. speedometer	_____
12. bumper	_____
13. side mirror	_____
14. oil filter	_____
15. fuel tank	_____

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 columns with letters A to D. For each question, choose the word that is most suitable to fill the numbered gap in the passage:

Mr Audu has a Peugeot 504 saloon car. Before he set out for a journey to Abuja, he opened the 1 of the car in order to check if there was enough water in the 2. He also gauged the 3 and found that it was all right. His driver then tried to start the 4 but could not start even after the third attempt. Mr Audu phoned his mechanic who arrived within five minutes. The mechanic opened the 5 and cleaned the 6 that conveyed the 7 to the engine. The hose was blocked and that was why the engine could not start.

The driver entered and started the engine again, and then it worked. Mr. Audu then decided to drive the car for some time. He collected the 8 from the driver. He opened the 9 and got into the car. Then he inserted the key into the 10 and fastened the 11. He put the car into 12. He then released the 13. He looked in the 14 before pulling out. He pressed the 15 with the right foot to make the car go faster, and he pressed the 16 to change gear. When he got to a junction and wanted to turn left, he pressed the left 17 and decided to go straight on. When he noticed that some children were trying to cross over the road, he pressed the 18 and

the ___19___ at the same time. This time he looked in the ___20___ before he moved on.

A	B	C	D
1. door	carburettor	radiator	bonnet
2. boot	radiator	cylinder	tank
3. water	movement	air	oil
4. fuel	engine	vehicle	journey
5. tank	boot key	carburettor	door
6. pipe	thread	wire	hole
7. fuel	ignition box	sound	fan belt
8. safe	third gear	ignition key	brush
9. door	accelerator	bonnet	tyre
10. water	glove box	oil tank	dash-board
11. air filter	trouser belt	seat belt	shoe latches
12. gear	second gear	reverse gear	first gear
13. clutch	accelerator	hand brake	steering
14. mirror	wind screen	car	bonnet
15. boot	speedometer	clutch	accelerator
16. clutch	hand brake	accelerator	mirror
17. lamp	indicator	reverse light	handle
18. brake	brake pad	fuel tank	tank
19. clutch	horn	fan belt	seat belt
20. bonnet	front mirror	side mirror	boot

Section E: Continuous Writing

Descriptive composition

Descriptive writing “ 1

You have learnt in SS 1 some useful hints on descriptive essay. In this kind of essay, we describe an event, a place, a person, a process, bringing out their characteristics in a very lucid way such that the reader clearly understands what is being described.

Take note of the following points in writing a descriptive essay effectively.

- ❖ Ensure that you have a clear understanding of what you want to describe. You cannot describe in a vacuum.
- ❖ You should be able to present your ideas about what you are describing in a very logical way. They should be well arranged such that the reader has a mental picture of the place, person or event.
- ❖ You are supposed to adopt the use of the simple present tense throughout. It is an appropriate tense for this kind of essay. There should not be a mixture of the present and the past tenses.
- ❖ There should be a sound mastery of descriptive words for you to be able to describe graphically and clearly.

- ❖ There may be some embellishment in your description but this should not be excessively done. If it is over done, it may mar the whole essay and possibly render it worthless.

Now, in about 400 words, describe your family, using relevant descriptive words.