

Module 13

Section A: Oral Practice

- I. In this module, there are two oral exercises. In the first one, your teacher will read 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 passage 4 in Appendix One.)

Questions

1. This talk is on.....
 - A. how to take care of victims of food poisoning.
 - B. the incidence of food poisoning.
 - C. the geographical spread of the incidence of food poisoning.
2. Food poisoning could also be described as.....
 - A. food care.
 - B. infection by harmful agents.
 - C. food contamination.
3. What could result from vomiting and diarrhoea?
 - a. Excessive fluid loss from the body.
 - b. Stomach ulcer.
 - c. Fainting and death.
4. What should we do when there is a clear case of food poisoning?
 - A. Revive the patient.
 - B. Give him plenty of water.
 - C. Call the doctor.
5. Why should samples of food eaten by a patient be kept?
 - A. So as to feed more to the patient.
 - B. To serve for laboratory test.
 - C. To show the doctor that the patient took what everyone took.

II. The syllable/ stress (revision)

You have learnt in your earlier Oral English lessons that some words have only one syllable and are not stressed while others that have two or more syllable are stressed on one of the syllables.

In this section, we shall revise syllable/stress and differentiate between monosyllabic and bi-syllabic words.

Exercise 1

A list of words has been provided in the box below. Study the words carefully and group them under the three columns provided. An example has been provided.

agree painter take	sculptor more picture	come culture one	control driver complete	give teacher	defence vulture	concern debate	divorce more
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Monosyllabic words	Stress on the first syllable	Stress on the second syllable
â€˜Take	â€˜painter	aâ€™ gree

Exercise (2)

In the following options A to D, all the words except one have the same stress pattern. Identify the one with the different stress pattern.

Here is an example:

- A. terror B. moral C. journey D. divide

Options A, B, and C are all stressed on the first syllable. So D is the only one stressed on the second syllable.

Now do the following:

- | | | | |
|-------------------|--------------|---------------|---------------|
| 1. A. river | B. away | C. behind | D. apart |
| 2. A. agreement | B. resolute | C. proposal | D. profession |
| 3. A. mixture | B. fiction | C. dictionary | D. diction |
| 4. A. either | B. letter | C. gather | D. wetter |
| 5. A. bomber | B. camp | C. numb | D. plumb |
| 6. A. heed | B. heard | C. head | D. shed |
| 7. A. important | B. fortunate | C. beautiful | D. barrister |
| 8. A. canvass | B. concise | C. assault | D. crusade |
| 9. A. offer | B. morale | C. open | D. moral |
| 10. A. wardrobe | B. classroom | C. madam | D. resent |
| 11. A. importance | B. referee | C. refugee | D. understand |
| 12. A. defer | B. challenge | C. profess | D. diverse |
| 13. A. opponent | B. continent | C. ingredient | D. exciting |
| 14. A. purchase | B. comment | C. despite | D. genuine |
| 15. A. exciting | B. continent | C. opponent | D. ingredient |
| 16. A. difficult | B. deposit | C. benefit | D. prevalent |
| 17. A. petrol | B. wardrobe | C. despite | D. vomit |
| 18. A. fountain | B. country | C. schedule | D. finance |
| 19. A. leader | B. judgement | C. money | D. report |
| 20. A. pacify | B. afternoon | C. understand | D. comprehend |

Section B: Structure

Idioms

Idioms are found in every language. English has so many idioms that an educated African can get lost in a conversation between two British people. This is because while the idioms used in the conversation are common to the speakers, they may be rarely used and therefore not understood in the African environment. Why are idioms difficult to understand? Idioms are difficult because the meaning of the group of words taken together is different from the meaning of the individual words taken one by one. For example, the idiom *He spilled the beans* has nothing to do with *beans*. The idiom means

He revealed the secret.

When you do not know the meaning of an idiom, look it up in a good dictionary. To find the meaning of *spill the beans*, for instance, look up the entry *beans* you will not find the idiom *spill the beans*. But when you look up *spill*, you will find the idiom. Usually, after giving the surface meaning of *spill*, a good dictionary will present the meaning of the idiomatic expression *spill the beans*.

Sometimes, the dictionary will give you a cross referencing which directs you to where to find the meaning of an idiom. For example, after providing the surface meaning of *spoon*, the dictionary would state “IDIOM, See BORN.” What this means is that to find the meaning of the idiom *Born with a silver spoon*, see the entry *born*.

Difficult as it is to arrive at the meanings of idioms, people continue to spice their writings and speeches with idioms because idioms add a spark to our writings and show that we are educated. Compare the following newspaper headlines:

- a. Bad blood between two blue bloods.
- b. Quarrel between two prestigious persons.

Bad blood means quarrel.

Blue blood means a person from an upper class family.

Which headline is more interesting for a newspaper? Which one do you prefer?

Both captions mean the same thing but while caption B uses language that is commonplace, headline A is witty and more elegant because it is idiomatic.

A. was the headline of a newspaper story carried about George W. Bush and John Kerry during their contest for the American presidency in November 2004. Because both men come from prestigious backgrounds and because both men were not best of friends at the

time, the headline is apt.

Let us consider other idioms and their meanings.

Idioms	Illustrative Sentences	Meanings
i. Fly off the handle	When I told my father that I had lost my fees, he <i>flew off the handle</i> .	To lose your temper.
ii. Fight tooth and nail	The politician fought <i>tooth and nail</i> to retain his seat at the National Assembly.	To fight fiercely.
iii. Gift of gab	The speaker really has the <i>gift of gab</i> .	Skill in speaking, especially in an interesting and colourful way.
iv. Have your heart in your mouth	My heart was in my mouth, as I listened to my WAEC results.	To be extremely frightened about something.
v. In the driver's seat	Now that his father has retired, Roland is in the <i>driver's seat</i> .	In control.
vi. Keep your fingers crossed	The governors-elect have promised to serve the people better. Well, let us keep our <i>fingers crossed</i> .	To wish for good luck for success for something.
vii. Lead you by the nose	Her husband thinks he is the boss but everybody knows that his wife leads him by the nose.	To control completely.
viii. Let sleeping dogs lie	Even though the elections were rigged, some people think Nigerians should <i>let sleeping dogs lie</i> .	Not make trouble.
ix. Make a mountain out of a molehill	Mr Ade failed the student for misspelling his name. He is making a <i>mountain out of a molehill</i> .	To turn an unimportant issue into an important one.
x. Old wives' tale	Keeping your tooth under your pillow will not bring you money. It's just an <i>old wives' tale</i> .	A superstition.
xi. On the fence	Are you for the ruling party, are you for the opposition or are you still <i>on the fence</i> ?	Neutral, undecided.
xii. Open a can of worms	The media opened a <i>can of worms</i> when they accused the governor of having forged his degree certificate.	To cause trouble; to set unpleasant events in motion.
xiii To swim against the tide	That student is able to <i>swim against the tide</i> . He chose to be different on campus.	Oppose popular attitudes or opinions.

Exercise

1. Make illustrative sentences with the following idioms:
 - a. to play to the gallery,
 - b. to count one's chickens before they are hatched,
 - c. to stick to one's guns,
 - d. to shoot from the hip,
 - e. to set your teeth on edge,
 - f. to smell a rat.
2. Give the meaning of the following idioms as they are used in sentences.
 - i. Lecturers have only *scratched the surface* by insisting on a screening test before university admission.

- ii. My mother and I do not see *eye to eye* about my dressing.
- iii. I do not remember you, but your name *rings a bell*.
- iv. The governor and his deputy got on very well until the scandal *rocked the boat*.
- v. These days, governors are putting *round pegs in square holes* in order to please their benefactors.
- vi. Lucy avoids going to government offices because of all the *red tape* involved in getting things done.
- vii. The politician argued that it was better *to play the second fiddle* than not to play any at all.
- viii. Daniel keeps *passing the buck* to someone else.
- ix. My friendâ€™s childlessness is a *bee in my bonnet*.
- x. Late admission has remained the *Achilles heels* of many universities.

3. Use your dictionary to look up the meanings of the following idioms:

- a. jump the gun
- b. hanging by the thread
- c. hang fire
- d. get off the hook
- e. follow your nose
- f. finger in every pie
- g. feather in your cap
- h. face the music
- i. call off the bluff
- j. cut off your nose to spite your face.

Section C: Reading Comprehension

Before reading the passage, discuss these first.

- ❖ What opinion do you have of your teachers?
- ❖ Do you often think that you owe them a lot?
- ❖ Why do you think you have to respect them?
- ❖ Would you agree that whatever a learner is to become in life is often decided by the contributions of his teacher?
- ❖ By reading this passage, perhaps you would begin to view your teachers from a new perspective.

Now read through this passage within four minutes.

How do you regard your teachers? Probably you look on them, or at least some, as *wicked souls* forever devising ways of robbing you of your pleasure and always thinking of how to task you. If that has been your impression of your teachers, think again. Researchers in several studies continually arrive at the finding that teachers are the most important predictor in determining whether or not students will learn in

school. Furthermore, research demonstrates that qualified teachers – those who are prepared and experienced – are the most *inequitably distributed school resource*. Teachers who are very highly qualified and well grounded in their disciplines are not to be found in every nook and cranny of the academic terrain. But then, whether well grounded and highly qualified or not, teachers possess one great quality that everyone should respect: they determine their learners' future substantially.

Several studies have confirmed that learners *invariably* end up living to the expected images their teachers have of them. This really is stressing that when a teacher has a negative expectation of a learner, the latter in most cases end up confirming that expectation. So, if a teacher continually thinks that a learner is just a weakling, and especially if that teacher continually expresses this opinion to the learner's and others' hearing, that learner has a possibility of ending up an academic weakling. On the other hand, when a teacher continually drums very highly positive expectations of a learner to the hearing of all in the presence of that learner, then the chances are high that that learner would make it academically.

If the findings are clear enough, what is not yet certain is what causes the phenomenon. Why do students tend to perform in accordance with the expectations of their teachers? Could it be that the teachers, to start with, are right in their *judgement*? Or is it really that students tend to dance to the tune played to them by their teachers? Or indeed, is it that there is a psychic connection between the teachers' wish and the students' performance? Whatever it might be, the findings should be taken seriously by learners.

The implications of the foregoing are clear. First, it behoves our learners to endeavour to behave well before their teachers such that the latter would have a highly positive *opinion* of them. *Let it be clear that no teacher decides without cause to mark down and hate a learner.* Behaviour matters a lot. Nonchalant, carefree, irresponsible attitudes cannot help any learner; they only incur the anger of the teacher. In most cases, even the teacher may not be consciously aware that he has developed a negative view of a learner, it is something that develops first in the subconscious and gets stabilised with time when that learner continually presents himself in a negative light.

Second, a learner should strive to prove himself serious in his academic career. We are not stressing here that the learner should prove that he is a genius; what is being emphasized is that one should present oneself as someone who is *serious* in his academic tasks. Was it for nothing that the Scriptures stress that a man who is diligent in his work will stand before the kings and not before mean men? Most teachers would rather prefer hardworking but academically non-gifted students to brilliant but carefree ones.

The bottom line is that learners should remember that teachers are parents of a sort. No father intentionally sets out to hate, or sets

himself against, his son. Naturally, a parent sets out to love a child; but that love could wear off if the child continually smears himself before the parent. Parents naturally love to bless their children, and they invariably do; but some parents have found themselves cursing their offspring, in most cases against their own wish. What learners should realise is that blessings, either from parents or from teachers, should be earned. (656 words)

General discussion question

What is the central message in this passage?

Specific questions

1. What is the function of the first questions in the passage?
2. What does the writer mean by describing teachers as the most *inequitably distributed school resource*?
3. What is the function of the sentence following the one from which this description is taken?
4. What great quality of teachers is the writer stressing in this passage?
5. If it is correct that a learner who is continually described as an academic weakling will likely end up being a failure, what should a learner do so as not to fail in life?
6. What is it that is not so clear about the phenomenon described in this passage, according to the writer?
7. What attitudes should the learner avoid in order to remain in the good reckoning of the teacher?
8. How do you think a teacher would regard a learner who is very diligent but not very brilliant, according to the writer?
9. In what way can a teacher be equated to a parent?
10. Supply one word (or a word group) that can replace each of the following words as used in the passage:
 - a. *wicked*;
 - b. *invariably*;
 - c. *judgement*;
 - d. *opinion*;
 - e. *serious*.
11. ... *that no teacher decides without cause to mark down and hate a learner.*
 - a. What grammatical name is used to describe the above expression?
 - b. What is its function?

Summary Work

- a. In one sentence, summarise what the writer sets out to prove in this

passage.

- b. In another sentence, summarise the difference between the findings and the causes for them.
- c. In two sentences, state what the implications of these findings for the learners are.
- d. In a final sentence, state why the writer likens the teacher to a parent.

Section D: Vocabulary Development Spellings

English and American spellings

In this module, we shall focus on one of the rules of spelling. This has to do with English and American spellings. Remember that it has been mentioned that both forms are acceptable. However, for the purpose of consistency, only one form, the English form, should be used. Here we shall consider American preferred use of **z** instead of **s**; **I** for British double **ll** and common words often confused.

1. American preferred use of **z** instead of **s** as in:

American	British	American	British
organize	organise	emphasize	emphasise
patronize	patronise	synthesize	synthesise
analyze	analyse	tantalize	tantalise
capitalize	capitalise	factorize	factorise
recognize	recognise	memorize	memorise

2. American use of single **l** for British double **ll** as in:

American	British	American	British
traveled	travelled	labeled	labelled
traveler	traveller	labeling	labelling
instill	instil	leveled	levelled
canceled	cancelled	leveling	levelling
canceling	cancelling	marveled	marvelled

3. Common words often confused as in:

American	British	American	British
checkbook	chequebook	skillful	skilful
jail	gaol	fulfill	fulfil
program	programme	enroll	enrol
kilogram	kilogramme	instill	instil
story building	storey building	rivaled	rivalled

Activity I

Give the American version of the following English words:

a. behaviour	d. favour	g. rigour	j. organise
b. neighbour	e. vigour	h. levelling	
c. odour	f. instil	i. rivalled	

Activity II

Indicate against each of the following words which is American and which is English. Just write “AmE™” or “BrE™”. The first one is done for you.

- | | |
|-----------------------|--------------------|
| a. misdemeanour (BrE) | f. chequebook |
| b. savior | g. wagon |
| c. colour | h. storey building |
| d. labor | i. capitalize |
| e. odor | j. traveled |

Section E: Continuous Writing

Creative writing “ 1

Recall that in SS 1 and SS 2, you learnt some useful tips on creative writing. In this module, you will learn more of creative writing.

Tips on Creative Writing

1. In this kind of writing, we expect your ideas to be original. Ideas should be yours and not another person’s.
2. This could be in form of an imaginary story about a person, an animal, an object, a town, a village or a country.
3. In order to effectively write this, your sense of imagination should be sharp. You are likely to be in another world when you are writing this kind of topic. This is very important so that you can really bring out ideas that can purge emotion (catharsis). This could be emotion of pity, love, envy, hatred, etc.
4. Your expressions should be appropriate; that is, the kind of expression that is in tune with the ideas you are presenting. In addition to this is the diction “ that is, your choice of words. For you to be able to carry the reader along, your expressions should be very apt, even where you use simple words.
5. Your ideas must be in a logical sequence such that one event leads to the others. They should also be arranged in paragraphs using connective words to carefully tie up the ideas.

6. Most often, this kind of writing is in form of short story, there must be characters (persons or animals), actions performed by characters, where and when the actions are performed.

Bearing the above guide-points in mind, write a short story that ends with the statement: "When there is life, there is hope". Your attempt should be about 400 words.