

# **Module 7**

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## **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 jot down 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 2 in Appendix One.)

1. The purpose of the speaker here is  
to.....
  - A. educate the people about the meaning of HIV/AIDS.
  - B. counsel the people on how not to catch HIV/AIDS.
  - C. teach the listeners on how the President is protected.
2. The reference to the security officers for illustration is called.....
  - A. a reference.
  - B. an allusion.
  - C. an analogy.
3. The dissidents referred to in the illustration given serve as.....in the real HIV/AIDS scenario.
  - A. immune system
  - B. the opportunistic diseases
  - C. the killer diseases
4. From the passage, we can understand that the function of the immune system is to.....
  - A. introduce diseases into the body.
  - B. fight off infection from the body.
  - C. enable the infected body recover.
5. When the speaker says AIDS is not a specific disease he means that.....
  - A. AIDS is not serious after all.
  - B. there is no such thing as AIDS.
  - C. the condition covers several health problems.

## **II. Revision of phonetic symbols (2)**

### **The diphthongs**

Adiphthong, as you have learned, is made up of two vowel sounds.

In the production of a diphthong, the tongue glides from one vowel sound to the other and the sounds are pronounced in quick succession.

The diphthongs are eight in number. Listed below are the eight diphthongs you already know. Now pronounce them and some words in which they occur.

1. [ai] ripe, **wr<sup>i</sup>te**, hide, wife, buy
2. [ei] pain, **d<sup>e</sup>y**, say, rain, pay
3. [ɔi] voice, oil, choice, joy, buoy
4. [əu] hoe, snow, low, own, go
5. [au] town, shout, fowl, proud, cow
6. [iə] near, hair, fare, fear, cheer
7. [eə] share, care, hair, air, chair
8. [uə] tour, sure, endure.

### **Exercise**

Choose from the options A – D the one that contains the sound segment represented by the given phonetic symbol.

Here is an example:

[ɔi] A. cut B. call C. coin D. owl

The correct answer is C. because only "coin" contains the sound represented by the given symbol.

1.	[uə]	A. put	B. cure	C. shout	D. cook
2.	[eɪ]	A. wait	B. eye	C. sigh	D. height
3.	[ɔɪ]	A. call	B. fierce	C. point	D. love
4.	[əʊ]	A. house	B. show	C. side	D. port
5.	[ɪə]	A. care	B. hair	C. rail	D. near
6.	[eɪ]	A. here	B. take	C. write	D. care
7.	[eə]	A. wear	B. ear	C. eye	D.
8.	[aɪ]	A. half	B. idea	C. time	D. were
9.	[uə]	A. manure	B. near	C. clear	D. Mouth
10.	[ɔɪ]	A. tall	B. cork	C. point	D. port
11.	[au]	A. town	B. ant	C. value	D. mare
12.	[eə]	A. ear	B. lead	C. rare	D. cheep
13.	[aɪ]	A. answer	B. table	C. and	D. tie
14.	[ɪə]	A. fear	B. hare	C. pair	D. rare
15.	[eɪ]	A. night	B. there	C. today	D. hide
16.	[ɔɪ]	A. coy	B. buy	C. fight	D. good
17.	[au]	A. old	B. cow	C. coat	D. tour
18.	[eɪ]	A. egg	B. night	C. late	D. tier
19.	[uə]	A. tour	B. scout	C. luck	D. allow
20.	[ɔɪ]	A. cock	B. choice	C. water	D. chalk

## Section B: Structure

In the previous module, we revised some important lessons on agreement of verbs and nouns. In this module, we shall revise other significant areas.

### The rules of grammatical concord (3)

#### E. Concord and intervening phrases

Consider the following sentences:

- a. The cause *of headaches* has/have been known.
- b. The repetition *of the warnings* helps/help to keep students on their toes.
- c. The sequence *of events* is/are confusing.
- d. The greatest concentration *of activities* is/are in the rural areas.
- e. All layers of fat *in the heart* has/have to be removed.
- f. His ability to *trigger quarrels among brethren* makes/make him unpopular.

What these sentences have in common is that phrases come in between the subject and the predicate. These intervening phrases have been italicised.

In the sentence (a) the subject is

***The cause of headaches***

The predicate is

***... has/have been known.***

Which of the nouns *cause* or *headaches* will enter into agreement with the verb? Another way to put the question is: Of the two nouns *cause* or *headaches*, which is the core subject?

Asking what or who to the verb will help you differentiate between the core subject and the intervening phrase.

What has been known? The *cause* has been known. Therefore *cause* is the core subject. Because *cause* is singular, the verb must be singular.

Apply the same formula to sentence (b). What help/helps to keep students on their toes? *Repetition*... Again *repetition* is the core subject while *of the warnings* is the intervening phrase.

The rule pertaining to intervening phrases is that the verb should agree with the noun that is the core subject and not with a noun in the intervening phrase. The correct verb to choose are as follows:

- c. The *sequence* of events *is* confusing.
- d. The greatest *concentration* of activities *is* in the rural areas.
- e. All *layers* of fat in the heart *have* to be removed.
- f. His *ability* to trigger quarrels among brethren *makes* him unpopular.

## F. Concord and relative pronouns

Study the following sentences carefully.

- i. One of the boys *who* was/were employed can represent the company.
- ii. One of the towns which catches /catch my fancy is Jos.
- iii. One of the girls *that* sells /sell banana is here.
- iv. This is the only one of the local hospitals *that* supplies/supply drugs.
- v. It is the Registrar *who* calls/call meetings.
- vi. Phone cameras *which* invade/invades the privacy of the elite entertains /entertain the masses.

In sentences like these, always note that the relative pronouns *who*, *which* and *that* are subjects of the clauses in which they appear. Because they are subjects, they must enter into agreement with a verb. As you can see, the relative pronouns *who*, *which* and *that* are not clearly singular or plural. This is where the rule comes in. The rule states that a relative pronoun (*who*, *which*, *that*,) when used as a subject has the same number as the word it refers to (antecedent). In the sentences above,

*who* refers to boys, therefore *who* is plural

*which* refers to *towns*, so *which* is plural  
*that* refers to *girls*, so *that* is plural  
*that* refers to *one*, so *one* is singular  
*Who* refers to *registrar*, so *who* is singular  
*which* refers to *cameras*, so *which* is plural.

Based on this application, the correct sentences are :

- vii. One of the boys *who* were employed can represent the company.
- viii. One of the towns which catch my fancy is Jos.
- ix. One of the girls *that* sell banana is here.
- x. This is the only one of the local hospitals *that* supply drugs.
- xi. It is the Registrar *who* calls meetings.
- xii. Phone cameras *which* invade the privacy of the elite entertain the masses.

## Exercise

Choose the correct verb that best completes the following gaps:

- a. The child is it who suffer/suffers during a breakdown in marriage.
- b. Jenbere Nnaji is one of the actors who is/are considered great.
- c. The sound of the drums creates/create tension.
- d. The consequences of a reckless life lasts/last a lifetime.
- e. Recent advances in teaching has/have made the work more attractive.
- f. The team of lawyers was/were whisked away by the riot policemen.
- g. The development programmes of the customs has/have curbed smuggling.
- h. Foreign imports which slow/slows down local sales should be banned.
- i. One of the nominees who appear/appears incompetent was disqualified.
- j. One of the women who sell/sells oranges won a lottery yesterday.

## Section C: Reading Comprehension

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

- ❖ Do you ever assume that a time would come when you would not need to read anything?

- ❖ If you ever had such a notion, just forget it. As long as you are not blind, you would need to read. And the more advanced your life gets, the more you would need to read.
- ❖ Think of the several labels of bottles, packets, sachets, etc., containing drugs that you need to read in order to know how to use the drugs. Think of the manuals accompanying your electronic devices you buy, etc.
- ❖ If you have to read that much, then you had better accept that you need to learn to read fast and efficiently.

***Endeavour to read this piece within three or four minutes.***

One most crucial fact you should accept from all that has been advanced is that there would never be a time when you would not need to read. For as long as you remain alive in this modern world, you will continue to require to read materials of various types, ranging from newspapers and magazines, to journals and textbooks, from prescriptions on drugs to *directives* on how to operate electronic equipment you have just bought, from bill-boards along the major streets to materials flashed on your television screen. There is no end to what you would have to read, because modern civilization is woven around literacy.

The crucial importance of reading can be illustrated from a case connected with the terrible Nigerian civil war some decades ago. The Nigerian military high command had to *acquire* military hardware from whichever country was willing to offer them for sale. One such country was Spain from which some of the most sophisticated weapons were acquired. On arrival in the country, it was discovered that the techniques for operating the shelling tanks were written in Spanish, a language none of the military officers could read. Much as they tried to manipulate that particular machine, applying all the techniques learnt from operating similar machines imported from Britain, they could not move that machine an inch. In the end, they had to seek the expertise of a non-military linguist who finally enabled them to decode the secrets encoded in the manual.

*What is being illustrated* is that there is hardly anything that you want to get done in this modern era that would not require reading. The days of hit-or-miss, trial by error, rule of the thumb approach are *definitely* over. You need to read in order to acquire a mastery of whatever you are doing. And in most cases, the degree to which you can read well, that is, how efficient you are as a reader, will determine how successful you are in your undertakings.

So then, who is an efficient reader? And how can you become an efficient reader? From what has been *advanced* in the previous contact hours, we can assert that an efficient reader reads fairly rapidly, with his eyes trained to sweep rapidly across the page without having to pause on individual words. *Besides, fast as he is in reading, he is able*

*to absorb most of the materials read, digest them and analyse the details in his mental store-house such that he is able to restate or narrate them to others without the details suffering significant distortion.* Finally, an efficient reader is much interested in reading; he develops an almost culpable curiosity in whatever reading material comes his way, material which he devours in no time but which he comprehends in their entirety.

From the foregoing, it is obvious that to become an efficient reader, you must develop a serious interest in any and every reading material that comes your way. You must *endeavour* to read them quickly, as if the owner of the material is taking it away the very next moment. You should train your eyes to run over the lines as rapidly as possible so as to cover vital details within the shortest time possible. And finally, you should read with all your attention, with all the concentration you can muster in order to maximally comprehend the material. That is how you can acquire reading efficiency, which would see you through the mountains of reading material before you. (580 words)

### ***General discussion question***

What is the intention of the writer in this passage? Do you think that intention was achieved?

### ***Specific questions***

1. What main fact can we deduce from the very first sentence of the passage in connection with its antecedent? What other sentence in this passage points in the same direction?
2. Enumerate the different classes of written material the writer tries to cover in the first paragraph.
3. What point is being stressed from the illustration given from the experience of the military high command?
4. What point is being made by the reference to the hit-or-miss, trial by error, rule of the thumb situation?
5. *Who then is an efficient reader?* How does the writer answer this question?
6. *And how can you become an efficient reader?* How does the writer answer this question too?
7. Why does the writer stress that you should develop a curiosity that is culpable?
8. *What is being illustrated...*
  - 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:
- directives*
  - acquire*
  - definitely*
  - advanced*
  - endeavour*

## Summary Work

- In one sentence, summarise the experience of the military high command described in this passage.
- In another sentence, state the import of this experience to the general reader.
- In two well connected sentences, summarise who an efficient reader is, and how one could acquire the skills of efficient reading.

## Section D: Vocabulary Development

### Words associated with administration

We have examined the register of government. This is an aspect that deals with words associated with government. In this module, we shall be considering words associated with administration. This is called **register of administration**. You should therefore be able to master and have an increased range of words associated with this major area of human activity. Study the words listed in the box below.

Administrative	Under-Secretary	inquiry	consultant
structure	memorandum	panel	meeting
bureaucracy	minutes	director	clerical assistant
red tape	agenda	boss	messenger
circular	adjournment	confidential secretary	
administrative cadre			

Your teacher will pronounce the words to you. Ensure that you listen carefully and pronounce after him. However, the following sentences are formed with some of the words.

- Agenda: Promotion exercise is high on the Governor's™ agenda.

2. Memorandum: The manager has just sent a memorandum suggesting what to be done at the seminar.
3. Inquiry: There is now a government inquiry into the causes of the death of the minister.
4. Adjournment: A move for the adjournment of the meeting was made by Mr Okoye.
5. Red tape: The council chairman tried to introduce some red tape when there was no money to implement certain projects.

## Activity I

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

Words	Meanings
1. Minutes	An official written record of the things that were said during a meeting.
2. Bureaucracy	_____
3. Circular	_____
4. Under secretary	_____
5. Administrative cadre	_____
6. Memorandum	_____
7. Agenda	_____
8. Adjournment	_____
9. Consultant	_____
10. Panel	_____
11. Inquiry	_____
12. Clerical assistant	_____
13. Boss	_____
14. Director	_____
15. Red tape	_____

## Activity II

Now, form correct sentences with any 10 of the words above.

### Activity III

In the following passage, the numbered gaps indicate missing words. Against each, four choices are offered in columns with letters A to D. For each, choose the word that is most suitable to fill the numbered gaps in the passage.

The 1 of each local government in Nigeria is very clear. There is the 2 section as well as the 3 section. Before any action is taken on any issue, a 4 is passed following the necessary 5. And the 6 always presides over the meeting with the 7 and the 8 also in attendance.

There may be a need to introduce a 9 if there is not enough money in the treasury. This will therefore slow down actions to be taken. At any general meeting, the 10 takes 11 of the meeting. The chairman and the secretary may before the meeting decide on the 12 for the meeting. After the recording of the minutes, 13 from the previous meeting are always discussed before the 14 in the agenda are taken one after the other.

The chairman gives room for a move for 15 if there is no other point for discussion. If there is any allegation of corruption, a 16 may be set up to 17 into the matter. There is a 18 secretary assigned to the panel and a 19 to run the necessary errands concerning the matter. A copy of the 20 is thereafter sent to the state government.

	A	B	C	D
1.	administrative structure	establishment	protocol	inception
2.	capital	money	treasury	treasurer
3.	education	academic	learning	reading
4.	minutes	circular	note	letter
5.	activities	ladder	bureaucracy	steps
6.	secretary	treasurer	officer	chairman
7.	clerical assistant	secretary	messenger	administrative officer
8.	treasure	principal officer	honourable	secretary
9.	red tape	law	decree	instruction
10.	messenger	lawmaker	secretary	administrative officer
11.	minutes	summary	gist	proceedings
12.	rules	agenda	laws	roles
13.	matters arising	issues	ideas	points
14.	issues	matter	items	ideas
15.	adjournment	postponement	conclusion	introduction
16.	law	panel	committee	group
17.	probe	test	find out	inquire
18.	confidential	personal	special	local
19.	principal	police	messenger	staff
20.	report	result	revision	review

## Section E: Continuous Writing

### Expository writingâ€”1

You were taught some useful hints on expository essay in SS 1 and SS 2. In this module, we shall consider the main aspect of expository essay. These include the following:

- a. the use of language;
- b. the body; and
- c. its characteristics.

#### More Useful Hints on Expository Writing

- a. Use of language
  - You should learn how to give relevant illustrations at an opportunity stage of writing. For you to be able to do it effectively, you use â€˜for exampleâ€™, â€˜for instanceâ€™, etc.
  - When you have some points to make you should enumerate sensibly. You do this with the use of â€˜firstlyâ€™, â€˜secondlyâ€™, â€˜moreoverâ€™, â€˜nextâ€™, â€˜in

additionâ€™, â€˜lastlyâ€™, etc.

- The topic of an expository essay determines the type of tense you are to use. This means that you can use either the present or the past tense.

b. The body of an expository essay

Here we refer to the context or situations for writing expository essay. In other words, you may want to tell the reader how something works or how it is made. You may want to describe a process or a system. It may be an event that you want to let the reader know.

c. Its characteristics

Generally speaking, an expository essay should address what is not well known to the reader. It should be a personal experience of the writer being presented to the reader. For the purpose of content development, the writer should be able to explain clearly, describe graphically and adequately illustrate. Relevant examples should be used.

Now, following the guide points highlighted above, write about 400 words on the following topic:

Your friend living in the USA has asked you to explain how your favourite Nigerian dish is prepared. Write an essay showing the various stages in the preparation.