

Module 2

Section A: Oral Practice

Pronunciation of consonants followed by /w/

The consonant /w/ can be used to form consonant clusters with any of /t/, /s/ and /k/, thus forming /tw/, /sw/ or /kw/. Each case is explained here.

A. To produce the /tw/ sound, the tongue shifts from producing the /t/ sound to the /w/ sound. To pronounce the /t/ sound, the tongue is pressed against the teeth ridge to form a complete closure. When the tongue is removed from this position, air rushes out and the /t/ sound is made. Next, the back of the tongue is raised towards the soft palate, the lips are rounded and as the tongue is raised further back the /w/ sound is realised.

To realise the /sw/ sound, the blade of the tongue is raised high towards the teeth ridge, so that it leaves a narrow opening through which the air escapes. Again, from this position, the tongue undergoes the same process for the production of the /w/ sound as we described earlier.

Finally, to pronounce the /kw/ sound, you start with the /k/ sound, which is rendered in the glottal area of the mouth, i.e. at the back of the tongue, and then the process flows into the production of the /w/ sound as earlier discussed. Notice that in many cases, the words rendered as /kw/ orally do not contain the /k/ letter on paper. In many cases, the words contain the ‘q’ letter on paper.

B. Pronounce the following pairs of words aloud after your teacher.

/tw/	/sw/	/kw/
twin	sweet	quick
twine	sweat	quit
twist	swear	acquire
twig	switch	enquiry
twinkle	sweep	square
twice	swipe	squirrel

C. Read the following sentences aloud.

- i. The twin boys licked all the **sweets**.
- ii. His body was drenched with **sweat** as he tried to untie the **twine**.
- iii. Iyabo **twisted** my arms for refusing to **sweep** the room.

- iv. **Twice** the farmer tried in vain to cut the **twig**.
- v. I noticed a **twinkle** in her eyes as Hajia **swam** towards her son.
- vi. Be **quick, twice** now we have missed the man.
- vii. She put all her **sweets** into the **square** box.
- viii. Don't **quit** yet, you've got to **sweep** the floor first.

Exercise

1. With the aid of a dictionary, find 10 other words containing each of the /tw/, /sw/ and /kw/ sounds.
2. Pronounce them aloud and make sentences with them.

Section B: Structure

Common and proper nouns



In *Functional English for JSS Books 1 and 2*, we learnt about proper nouns, common nouns and articles. We saw how proper nouns are used with definite articles. We shall revise them in this module. Read the following passage carefully.

It pays to have a good name. *Doctor Akinola* is a very committed *doctor*. He wakes up at 5 a.m. everyday, calls his family for prayers and then dresses up for work. Then he takes his children to *school*, the *Spring of Life Primary School*, Jos. Next, he heads for his office. Doctor Akinola works at the *University of Jos Teaching Hospital*. Most of the time, he works in the operation theatre. Patients always want to be assigned to him. This is because he not only comes to the hospital on time but he also remains there till clinic ends at 2 p.m. Other doctors do not behave that way. Most of them have part-time jobs in other hospitals. Doctor Jones, for instance, has a private hospital near *The National Arts Theatre*. Dr Jones works there till 12 noon before he reports to work at the University of Jos Teaching Hospital.

After work, Doctor Akinola relaxes in the *park*. His favourite is the *Polo Park*. It is located beside River Ewuse. Though Doctor Akinola is afraid of rivers, he loves the cool atmosphere of the park. The *Polo Park* is full of beautiful flowers and grasses. Some of the *flowers* you will find in Polo Park are *Hibiscus flowers*, *Lilies* and *Rose flowers*. The flowers and grasses are well maintained throughout the year. *The Tourism Board* which runs the Polo Park is doing a very good job. At 4 p.m., Doctor Akinola takes his children home. He eats lunch with his children, relaxes with them, and helps them while doing their home work. He is loved by his family, co-workers and patients.

Did you notice in the passage that the initial letters of some words are capitalised in some places but are not capitalised in other places? Do you remember why? The nouns that begin with an initial capital letter are proper nouns while those whose initial letters are not capitalised are common nouns.

Study the list below.

Proper Nouns	Common Nouns
<i>Doctor Akinola....</i>	...is a very committed <i>doctor</i>
<i>Spring of Life Primary School</i>	The name of their <i>school</i> is
<i>University of Jos Teaching Hospital</i>	... comes to the <i>hospital</i>
<i>The National Arts Theatre</i>	...the operation <i>theatre</i>
<i>The Polo Park</i>	...relaxes in the <i>park</i>
<i>River Ewuse</i>	... afraid of <i>rivers</i>
<i>The Tourism Board</i>	

Common nouns are the names given to members of a class of persons or things, e.g. girl, city, country, school, etc. But a proper noun is the name of a particular person, particular place or particular thing. For example, every place where learning takes place is a school but the name of a particular school is *Spring of Life Primary School*. Every institution where the sick are cared for is called a hospital but a particular hospital is *University of Jos Teaching Hospital*. Every area of public land where people go to relax or play is called a park but a particular park is called *Polo Park*.

Did you notice that in a proper noun, the initial letters of content words are capitalised while the initial letters of grammatical words like *of* are not capitalised, e.g.

- a. The University **of** Nigeria has re-opened.
- b. The Federal Republic **of** Nigeria is an oil rich country.
- c. *A Cry for Vengeance* is my favourite novel.

Nouns and the use of definite articles

Both common and proper nouns take the definite article. Sometimes the definite article is omitted before a common noun. Study the use of capital letters and use of the definite article before the common and proper

nouns in the following sets of sentences.

- i. She argued that **the** State *High Court* had no jurisdiction to hear the case.
- ii. When her property was seized, Mary went to *court*.
- iii. **The** National Museum was commissioned in Abuja today.
- iv. Lucy hates museums.
- v. **The** University Senate decided to send the students home.
- vi. **The** Senate is a place for mature politicians.
- vii. The final decision rests with **the** Federal Executive Council.
- viii. God is supreme.
- ix. President Barack Obama addressed the press at **the** White House.
- x. I live in a white house.
- xi. **The** Okonkwos hosted the new governor to a reception.
- xii. Okonkwo hosted the new governor to a reception.

Exercise

1. Underline the common and proper nouns in the following sentences.
 - i. Only boys who assisted the Boys Brigade will be rewarded at the ceremony.
 - ii. The principal invited Nkechi to explain herself.
 - iii. Most parents do not attend Parentsâ€“Teachers Association meetings these days.
 - iv. The news shocked most parents and teachers.
 - v. Tuesday, 21 November was my September 11.
 - vi. She is studying chemistry in the university.
 - vii. Chemistry 101 was my most challenging course in first year.

2. Form 5 sentences from the table below:

I He She	went to read about	a	university. zoo. theatre.
Olu Ada		the	University of Calabar. General Hospital. Zoological Garden. Arts Theatre.

Section C: Reading Comprehension

Before reading the passage, discuss these first.

- â€¢ How much time do you have to read newspapers daily?
- â€¢ Which sections of the newspapers do you read regularly?

How do you, and how should you, read newspapers given the fact that you don't have all the time in the world?

Now try to read the passage, first in just about three minutes.

Nowadays, every individual has a much crowded schedule. There is simply so much to do within so little time. In fact, the words of Albert Schweitzer, that nineteenth century German doctor in Gabon, could be as correct today as it was more than a century ago when he said, "So much to do, so little time." With this firmly in our minds, let us discuss what you possibly could do to cope with the so many items that appeal to you in the daily newspapers.

Assume that you have access to as many as five national newspapers, perhaps in the common room or library of the institution *where you study or work*. Yet, because of the pressure of work, you can spare perhaps only twenty minutes for the lot. How can you go through all of them?



The first thing I would do is to flip through each of the five newspapers. This is to enable me to have a general idea of the major news and the major articles of the day. This preliminary exercise would take about five minutes in all, the focus of attention being only the major headlines. Advertisements, obituaries, and the like, would have no place now. All the while, the mind is kept alert. One tries to compare the headlines on similar issues from the different newspapers. On this basis, one might question why certain words are preferred by certain newspapers.

This preliminary survey, short as it is, might be enough to enable one to settle on certain news items and, perhaps, on some particular newspapers. The choice having been made, it then remains for a reader to limit himself to the specific items he wants to read. The number of such items would vary in accordance with the time available.

The reading proper then follows. Because there is not enough time, the reading strategy has to involve skipping. To skip is to race across the words. Only keywords matter this time, and these are usually the nouns, verbs, adjectives and adverbs. The eyes are directed to fly from one key word to another, ignoring all other less important ones like articles, conjunctions, prepositions. The mind, active as ever, fills in the gap as one reads along.

If one does this quite often, one would derive much pleasure from the

exercise. This is especially so if one has some time for cartoons, pictures, anecdotes, and the like. However, a reader in a hurry cannot have the time for crossword puzzles and the like. (419 words)

General discussion question

Would you say that the approach recommended here would work for more serious academic studies? Give reasons for your stand.

Specific questions

1. In what ways do the words of Albert Schweitzer apply to the present day time, especially to students?
2. In what ways have the steps recommended in the passage become necessary nowadays?
3. To what category of readers is this passage relevant?
4. What should be the aim of the reader in flipping through a newspaper?
5. What does flipping through involve?
6. What does the flipping through enable one to achieve?
7. Why does skipping make one to read fast?
8. Why does the writer say that a reader in a hurry cannot have time for a crossword puzzle?
9. Supply one word [or a word group] that can replace each of the following words as used in the passage:
 - a. crowded,
 - b. access,
 - c. spare,
 - d. preliminary,
 - e. obituary,
 - f. survey,
 - g. accordance,
 - h. strategy,
 - i. skip,
 - j. puzzle.
10. *where you study or work.*
 - a. What grammatical name is used to describe the above expression?
 - b. What is its function?

Summary Work

- a. In two sentences, one for each, summarise:
 - i. What the process of flipping through a newspaper involves; and
 - ii. What the process of skipping through a newspaper involves.

Section D: Vocabulary Development

Words associated with culture and ceremonies

Words associated with institutions

You have learnt the words associated with ceremonies. In this module, you will learn words related to institutions. So, the words related to this are called **register of institution**. So, study the following words that are connected with institutions.

social mores norms social morality native customs social class	socialization sculpture chants social club social customs	strata council of elders youth association age-group social life	African arts lyrics incantations social communities
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How many of these words have you heard before? Let us see how some of these words function in the following sentences:

1. Social mores: One of the social mores in Nigeria is to respect elders.
2. Social morality: The standard of social morality is declining in the country.
3. Strata: People belong to different social strata.
4. Council of elders: The council of elders met on a case of divorce between a chief and his wife.

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. Strata	Plural of stratum – a social class in society.
2. Social mores	_____
3. Native customs	_____
4. Social morality	_____
5. Social class	_____
6. Socialization	_____
7. Sculpture	_____
8. Chants	_____
9. Social club	_____
10. Social customs	_____
11. Council of elders	_____
12. Youth association	_____
13. Age-group	_____
14. Social life	_____
15. Lyrics	_____
16. Social community	_____
17. Incantations	_____

Activity II

Now that you have known the meanings of the words in the table, form correct sentences with the following:

- | | | |
|--------------------|----------------------|-------------------|
| a. chants. | d. social class: | g. socialization. |
| b. lyrics. | e. social club: | h. sculpture. |
| c. social customs: | f. social community: | |

Section E: Continuous Writing

Narrative writingâ€”2

Read the following narrative carefully:

The old man of about 75 years had a very large farm somewhere in Ondo State. He had two wives and fourteen children. His reason for having the second wife was that his farm was so large that his first wife and he could not conveniently handle it. The home was a paradise on earth before he married the second wife. Things started falling apart when the second wife came in.

It was clear that the second wife and her children were always at loggerheads with the children of the senior wife. This is part of the travail of a polygamous life.

However, the senior wife was noted for showing much love for all her husbandâ€™s children. She never harboured any form of hatred for them. The other woman was the complete opposite. She was a devil incarnate, a nagging and extremely hostile and aggressive woman.

One afternoon, she was in a fog of rage and decided to carry out one of the devilâ€™s assignment. All the children had left home â€“ some to their fatherâ€™s farm and others to school. It was her turn to prepare the dayâ€™s lunch. The senior wife and some of the children were away to the farm. She prepared yam and stew and poisoned two plates of food belonging to the children of the senior wife. So, her intention was to kill at least any of the two of the children of the other woman. She kept all the plates of food where she could easily identify those that were poisoned.

Soon, the children that went to school arrived home before the normal time. The school just decided to close at noon that day because there was going to be an inter-house sport competition. This was to allow the students to get fully prepared and return to school for the programme to start early enough. Meanwhile, the first wife had gone to visit a neighbour in the hope of returning by 2.00p.m to serve the lunch. Normally the students were supposed to take their lunch before returning to school.

They all proceeded to where the food was kept since the woman was not around and each took his own plate. There were three of the children of the second wife and only one of the first that returned home by noon. Well, two of the children of the second wife took the two plates of the poisoned food. The senior wife's child complained that he had no appetite.

The woman now returned home. She met the children eating their lunch in the dining room. She was very surprised that they came back so soon. She was very eager and anxious to see which of the plates of food were taken by her children! Unfortunately, two of the children were already complaining of stomach upset. The woman shouted for help. It was too late. The two children died at last. It is bad to nurse hatred and malice. Be good to humanity.

Now write your own narrative of about 400 words in about five paragraphs.