

Module 6

Section A: Oral Practice

Revision of phonetic symbol (1)

The pure vowel sounds

In this module and the subsequent ones, you will revise and consolidate on the phonetic symbols you have learnt so far.

You already know that there are twelve pure vowel sounds in English language. The pure sounds are grouped into the long and short vowel sounds.

Below is a list of the twelve pure vowel sounds and some words in which they occur.

1.	/i:/	Deep, eat, sheep, beat
2.	/ɪ/	Dip, it, ship, bit, sick
3.	/e/	Set, ten, bed, any, bury
4.	/æ/	Back, black, mad, cat, cap
5.	/ɑ:/	Heart, bark, farm, cart, art
6.	/ɔ/	Pot, cock, body, shop, cot
7.	/ɔ:/	Short, cord, sword, port, awe
8.	/ʊ/	Bush, book, look, pull, good
9.	/u:/	True, pool, woo, fool
10.	/ʌ/	Tough, love, cup, blood, fun
11.	/ə:/ [ɜ:]	Bird, skirt, girl, work, earth
12.	/ə/	Ago, above, colour, doctor, allow

The twelve pure vowel sounds

Practice

Pronounce each vowel sound correctly after your teacher's model. Now pronounce both the sound symbol and the words in which they occur.

Exercise

From the words labelled A - D, choose the word that has the same vowel sound as the one represented by the letter(s) underlined. Here is an example:

Bush

A. wool

B. good

C. fool

D. curve.

The correct answer is B. because only "good" contains the same vowel sound as the one underlined in "bush".

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|---------------------|-----------|------------|-----------|-----------|
| 1. <u>p</u> olice | A. lice | B. kite | C. tick | D. seize |
| 2. <u>k</u> ey | A. cite | B. seat | C. set | D. sit |
| 3. <u>w</u> oo | A. smooth | B. wood | C. good | D. foot |
| 4. <u>m</u> adam | A. call | B. shall | C. arm | D. ago |
| 5. <u>f</u> riend | A. fry | B. listen | C. heart | D. said |
| 6. <u>w</u> rong | A. tall | B. war | C. holy | D. cord |
| 7. <u>p</u> art | A. pot | B. pad | C. bark | D. back |
| 8. <u>b</u> ee | A. beg | B. meat | C. bell | D. spread |
| 9. <u>c</u> ould | A. sugar | B. produce | C. close | D. ball |
| 10. <u>p</u> art | A. eat | B. axe | C. cap | D. cart |
| 11. <u>n</u> ot | A. naught | B. note | C. cot | D. worm |
| 12. <u>c</u> at | A. dawn | B. tailor | C. back | D. farm |
| 13. <u>b</u> ird | A. colour | B. nurse | C. mother | D. ore |
| 14. <u>a</u> bove | A. modern | B. learn | C. ball | D. back |
| 15. <u>k</u> ick | A. light | B. friend | C. eat | D. fish |
| 16. <u>h</u> oney | A. own | B. sum | C. around | D. sword |
| 17. <u>s</u> aw | A. cook | B. body | C. cord | D. sword |
| 18. <u>f</u> ull | A. fall | B. fool | C. pool | D. cook |
| 19. <u>l</u> eopard | A. eat | B. load | C. seal | D. bury |
| 20. <u>f</u> orty | A. hot | B. box | C. horse | D. rob |

Section B : Structure

The rules of grammatical concord (2)

C. Concord and collective nouns

Collective nouns are singular in form but refer to a group of people or things. Collective nouns have two personalities. They can be singular and they can be plural. When they work as a unit, collective nouns select singular verbs, but take plural verbs when the people that make up the collective noun act separately; e.g.

- | |
|--|
| i. The royal family is beginning to lose its popularity. |
|--|

- ii. My family are honest people.
- iii. *Three quarters* of those who passed the JAMB examination *are* sure of university admission.
- iv. *Three quarters* of his salary *was* withdrawn.
- v. The government is doing well.
- vi. The government have decided to retrench workers.
- vi. The jury has reached a unanimous position.
- vii. The jury took their seats.

When collective nouns are involved, be consistently singular or consistently plural.

D. Concord and predicate nouns

When a noun appears in the predicate part of a sentence, some learners find it difficult to decide which is the core subject of the sentence. Is the core subject the noun in the subject division or the noun in the predicate division? The answer to this question is important because it is this core subject that enters into a relationship with the verb; e. g.

- a. The *problem* is/are irregular *visits*.
- b. Her challenge is/are frequent waist pains.
- c. His weakness is/ are his brothers and sisters.
- e. Shoes is /are his specialty.

Each sentence above contains two nouns. *Problem*, *challenge*, *weakness* and *shoes* are nouns in the subject division of the sentence while *visits*, *pains*, *brothers and sisters* and *specialty* are in the predicate division. Since these sentences contain one singular noun and one plural, the student who does not choose the correct core subject will form a wrong sentence; e.g.

*a. The *problem* are irregular *visits*.

*b. Her challenge are frequent

Note that it is the noun in the subject division that selects a verb, not the noun in the predicate division. Therefore the acceptable versions of the sentences are the following:

- a. The *problem* is irregular *visits*.
- b. Her challenge is frequent waist pains.
- c. His weakness is his brothers and sisters.
- e. Shoes are his specialty.

Exercise

1. Choose the verb that best completes each of the following sentences:

- i. Every man, woman and child likes/like to be cared for.
- ii. The health programme of the hospitals is/are inadequate.
- iii. One of the villages which was/were affected by the oil spillage has been compensated.
- iv. Nobody knows/know what the government is up to.
- v. One of the men who take/takes their jobs seriously is here.

2. Form 5 sentences from this table.

Each	mother and child man and woman	was	appreciated.
Every			guilty.
The	lady and gentleman prince and princess	were	watching.
That			afraid.
			watching.

Section C: Reading Comprehension

Before reading the passage, discuss these first.

- ❖ This is a case of a widow whose two sons were abducted from school by some unknown men. They had indicated they would kill the children unless the woman brought a handsome amount of money to a place described to her on the phone. Desperate, she contacted a trusted family friend who contacted the police, which then set a dragnet in which to catch the culprits.
- ❖ Discuss the types of risks before the woman in trying to retrieve her sons.
- ❖ If you were the woman, would you embark on the trip or give up your sons?

Now read the passage in three minutes.

The Assistant Police Commissioner listened carefully. The two men *affirmed* they were meeting for the first time. The police officer said he was much aware of the case, but that this was the first positive lead he was aware of from any quarters. This lead, he stressed, would be pursued very carefully and tactfully.

“You should go, sir,” he said finally. “You shouldn’t stay here for too long.”

“I see,” said Mr Hassan.

“Yes, there is a strong reason for you to keep away from here. You

are aware of the delicate nature of this case. Whoever is behind the *abduction* of Mrs Sanya's kids may draw a link between you and the woman. They may be shadowing you here. And that may upset the whole thing.

"I see."

"So, leave now. We shall be contacting you within the hour."

Thank you, Officer. Bye. He rose to go and the officer saw him to the door.

He drove to the pharmaceutical store in the heart of the town, greeted his workers and went into his private office to *ruminate* over the development. He was surprised that although he had not slept since the night before, he didn't feel very tired. His senses were all alert, and his eyes glowed with expectancy. Sensing that the development might take him away from his store for some days to come, he called all his senior staff and briefed them about what to do in case of his absence. One by one, he instructed them, mapping out the finest details on what to do. Already, he pictured himself in the team to the lonely hamlet beyond the bridge on the Capitatown-Itori Road. How much imagination could run riot in some drastic situations!

Then it happened. Two men called, asking to see the managing director of the pharmaceutical store. They were duly ushered into his office. As *soon as they entered and sat down*, one of them shut the door. Producing their identity cards, they duly introduced themselves as police officers from the State Force Headquarters. Calmly, the first one analysed the urgency of the action required and what the assistant commissioner and his men had just agreed on. They discussed details of the operations with Mr Hassan. As he had envisaged, he certainly had a role to play, but not the type he had imagined for himself.

As instructed, he called Mrs Sanya on the phone. The phone rang for some time before it was answered. Mr Hassan asked if she had visited the bank, and the answer was positive.

"Where are you now?"

"In my office."

"Good! Are you alone?"

"Yes."

"Now, Ma'am, please listen. There are two officers with me here. They have instructions to meet you, but not now and certainly not in your office. They, of course, know you and your car. I hope you follow?"

"Yes, I do."

"Now, ma'am, now you are to set out at a little before six this evening. Alone, you understand?"

"Yes, I do."

“Well, drive towards the airport and then, you’ll find these two gentlemen by the road side, near the Texaco Petrol Station. You should know that place, I *presume*?”

“Yes, I do.”

“Good, ma’am. They will wave you down, asking for a lift. Slow down and signal to them to come in. They will get in, but rather than drive towards your final destination, they’ll direct you to a place not far off.”

“I see.” Her voice betrayed her fears.

“Ma’am, take heart. They’re all-out to protect you. They’ll so arrange it that nobody will know you are not alone in your car.”

“I see.”

“Meanwhile, eat well and get prepared. Best of luck.”

Thank you,” said the woman. “Is that all?”

“Yes, for now. Bye.”

For the rest of the day, all the sides involved in the unfolding drama braced up for the *crucial* action. And so, without doubt, were the faceless men on the other side of the fence. (662 words)

General discussion question

This is a case involving a woman whose sons had been kidnapped and had been asked for a ransom. Discuss, in groups, why some people could be so heartless as to pounce on innocent people and seize them for monetary ends.

Specific questions

1. What had just happened in the Assistant Police Commissioner’s office before the passage opened?
2. What do you think Mr Hassan had just narrated to the police officer?
3. Why did the Assistant Police Commissioner want Mr Hassan to leave as soon as he had finished what he had come to say?
4. What was Mr Hassan’s profession?
5. What information did he pass over to Mrs Sanya on arrival in the pharmaceutical store?
6. What, do you think, would be the mission of the two police officers with Mrs Sanya?
7. What did Mr Hassan mean when he told Mrs Sanya to *take heart*?
8. Who were the *faceless men on the other side of the fence*?

9. Supply one word [or a word group] that can replace each of the following words as used in the passage:
- affirmed*
 - abduction*
 - ruminate*
 - presume*
 - crucial*
10. *As soon as they entered...*
- What grammatical name is used to describe the above expression?
 - What is its function?

Summary Work

- In one sentence, summarise what transpired between Mr Hassan and the Assistant Police Commissioner.
- In another sentence, summarise what Mr Hassan did in the pharmaceutical store immediately on arrival from the police office.
- In two connected sentences, summarise the telephone discussion between Mr Hassan and Mrs Sanya.

Section D: Vocabulary Development

Words associated with government

In this module, we shall be examining words associated with government. This is technically referred to as the **register of government**. You should therefore be able to master and have an increased range of words associated with major areas of human activity. Students offering government would have familiarised themselves with some of the words related to this. Whether or not you are a student of government, quickly read the words indicated in the box below.

democratic	constitutional	institutions	legislature
national policy	judiciary	constitutions	legislative
white paper	laws	regime	<i>laissez faire</i>
national plan	ministerial	executive officer	official gazette
national revenue	agency	autocracy	civil service

Your teacher will pronounce the words. Just listen carefully and pronounce after him. Meanwhile, let us form sentences with some of the words.

1. Constitution: It is in the Nigerian constitution that there should be freedom of speech.
2. Regime: There is freedom of movement under the civilian regime.
3. Legislative: One of the arms of the government is the legislative.
4. Democratic: In the democratic style of government, people are free to make contributions.
5. Official gazette: The names of the newly appointed people in the ministry of works are in the official gazette.

Activity I

Check the meanings of the following words in the dictionary; the first one is done for you:

Words	Meanings
1. Constitution	A set of laws and principles that a country or organisation is governed by.
2. White paper	_____
3. National plan	_____
4. Constitutional	_____
5. Ministerial	_____
6. Regime	_____
7. Executive power	_____
8. Legislature	_____
9. Official gazette	_____
10. Democracy	_____
11. Laws	_____
12. Agency	_____
13. Legislative	_____
14. Ministerial	_____
15. Judiciary	_____

Activity II

Now that you have know the meanings of the words listed above, form correct sentences with any 10 of them.

Activity III

Using your dictionary, find out 20 more words connected with government and administration at the national, state and local government levels.

Section E: Continuous Writing

Descriptive writing€”3

We described an event in the previous module. In this module, we are going to describe a place. To be precise, you will describe your school.



Notice that in any kind of essay, there are three main features: these are introduction, body and conclusion. So, study the following guidelines:

Introduction

- Name of your school, the state and the local government area in which it is located.
- When it was established.
- Essence of having a school in a society.

Body

- Names of the principal and the vice-principal.
- Number of students and classrooms.
- Various departments in the school.

- Human resources “ number of teachers and other staff.
- Material resources “ facilities available.
- Academic records.
- Successes in sports.
- Administrative style of the school.

Conclusion:

- State whether or not you like the school.
- State why you like the school.
- Reiterate the importance of a school.

Following the guide points indicated above, write about 400 words on “My School”. You should write about six paragraphs altogether.