

# Module 28

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## Speech: Listening Comprehension

In this module, the teacher will read a passage while you listen attentively. After that, you will be allowed to ask a few questions and discuss briefly. Following that, the same passage will be read out to you once more, and then you will have to answer the questions that follow.

**The teacher now reads the passage for this section in Appendix 2. Questions**

1. How does Akpan climb up to his office on normal days?
  - A. By climbing up the stairs.
  - B. By using the lift.
  - C. Partly by using the stairs and partly the lift.
2. How many floors would Akpan pass through before reaching his office?
  - A. Five
  - B. Six
  - C. Seven.
3. What does the company occupying the ground floor offer for sale to the public?
  - A. Drinks and wines
  - B. Foodstuffs
  - C. Canned foods and beverages.
4. On what floor does he see the man from his ancestral home?
  - A. The second floor
  - B. The ground floor
  - C. The first floor.
5. On what floor does he do his banking?
  - A. The second floor
  - B. The ground floor
  - C. The first floor.

## Structure

### Types of sentences (cont.)

In the previous modules, we learnt about the various types of sentences and considered in details the simple and double sentences. In this module, we shall go further by considering complex sentences.

### Complex sentences

Complex sentences are made up of one main clause and one or two subordinate clauses. Remember, a subordinate clause is one that cannot stand on its own. So, a complex sentence has one simple sentence (the main clause) and one or more dependent or subordinate clauses which depend on that main clause.

The following are complex sentences. The subordinate clauses are in bold type.

- i. **Although I needed money**, I refused her offer.
- ii. Ben always wears a smile *even* **when he has a problem**.
- iii. **Though the chief did not do well during his first tenure in office**, he won a re-election ticket.
- iv. **Because nobody wants to die for a cause**, Nigeria keeps having bad leaders.
- v. **When you drive a car** you must carry an insurance policy **which pays for any damage or injury you may cause**.

Let us analyse one of the sentences for a closer understanding of how it is built up. We take sentence v:

v. **When you drive a car** you must carry an insurance policy **which pays for any damage or injury you may cause**.

There are three clauses in this sentence:

- a. When you drive a car...
- b. You must carry an insurance policy...
- c. Which pays for any damage or injury you may cause.

Now, which of these three can stand on its own?

Consider the first one, "When you drive a car". This cannot stand on its own; it is not complete if left on its own, because any person listening to you saying that would expect something more. So, this is just a subordinate clause which has to depend for its complete meaning on another clause.

Consider the next one: "You must carry an insurance policy". Now, this sounds complete because without adding anything to it, it makes complete sense. So, this is the main clause, and others depend or lean on it.

Next, the last clause: "which pays for any damage or injury you may cause". This is rather long, but if it were to be the only thing you hear somebody say, it would not make much sense to you. It is not

complete. So, it is another subordinate clause.

All in all, we have one main clause, and two subordinate or dependent clauses. This is how a complex sentence is built up. Always, there should be one main clause which can actually serve as a simple sentence and one or more subordinate clauses.

## Exercise

A. Identify the types of sentences below:

- a. The man has arrived, and his children now know peace.
- b. The drunkard has beaten his wife again; the woman has finally left.
- c. A fool and his money are soon parted.
- d. Better is a peaceful home with little to feed on than one in which there is wining and dining but which is devoid of peace and love.
- e. The old man, who sustained a fracture some years ago, is still unable to use the leg.
- f. I love him, and he knows that; but what I cannot do is to go about telling everybody that I love him.

B. Form 10 sentences from the following table:

|                |               |     |          |                        |
|----------------|---------------|-----|----------|------------------------|
| If you love    | him,          |     | would    | speak well of him.     |
| If you like    | your father,  | you | should   | defend him everywhere. |
| If you respect | your brother, |     | ought to | do this much for him.  |

## Reading Comprehension

**Read the following points very carefully:**

- 👉 Have you ever read about any of the powerful world leaders?
- 👉 Have you ever learnt about communism?
- 👉 Have you ever read about what used to be the largest country in the world, the USSR, otherwise known as the Soviet Union?

**Now read about one of the most powerful leaders during the 1960s. Read quickly.**

**Nikita Khrushchev**



One of the men that shaped the course of the history of the modern era was Nikita Khrushchev, the Premier of the Soviet Union from 1958 to 1964. During those six long years, he was a force to reckon with in the affairs of the world. Yet, he rose from a very humble beginning. Who was he?

Born in 1894 to a miner, Nikita Khrushchev worked as a shepherd and locksmith. He was a soldier in World War I before joining the Communist Party. He attended a Communist Party high school in 1921 where he became an active political organiser. Shortly afterwards, he rose rapidly to power. During World War II, Stalin, the great Soviet ruler, developed an interest in him, apparently because he excelled in most of the things that were assigned to him. By 1953, when Stalin died, Khrushchev was one of the outstanding officers of the Party. Six months later, he emerged as the head of the Party. Over the next five years Khrushchev *got the better of* his political rivals, thus becoming Premier in 1958.

As Premier, Khrushchev tried to improve his people's standard of living, to greatly expand his country's space program and to change her foreign policy. He wanted to avoid war with the Western nations and, at the same time, increase economic competition with other countries. The policy was known as peaceful co-existence. Yet, it was during this era that he engaged in the arms race with America and other western nations. This involved developing and manufacturing many weapons, and keeping them in readiness for a possible war.

In 1959, when the USSR put the first satellite into space, and even more so when their astronaut Yuri Gagarin was put in a spacecraft that circled the earth once, the rest of the world regarded USSR as the leader in the space race. Khrushchev talked openly about his country's new found power. Indeed he often stressed that he was the leader in the arms race. It was in this frame of mind that he took the big gamble of placing nuclear missiles in Cuba, one of the allies of the USSR. The missiles would have been able to easily reach any part of the United States.

Cuba was very close to the USA. Before then, the USA had placed similar missiles in Italy and Turkey, aimed at the Soviet Union, in readiness for war. Soviet missiles placed in Cuba would restore the

balance of power. His military planners assured him that the USA would not discover the missiles until too late. So, when he learned on October 22 that the Americans had discovered the missiles, he was stunned. Thus began what came to be known as the Cuba Missile Crisis.

Kennedy, the American President, declared that he would invade Cuba. Unlike Kennedy, Khrushchev did not have a group of advisers to help him through the crisis. Instead, he had to personally take most of the decisions. He spent many long hours pondering what action to take about the American threat. At first, he thought that Kennedy would give in, so he maintained a tough line. But soon, it became clear that the Americans were deadly serious. Khrushchev had not planned for a war over the missiles, so **he backed down**. Kennedy agreed to remove the missiles from Italy and Turkey and not to invade Cuba.

This, however, did not please most of Khrushchev's officials. They regarded it as a loss for the Soviet Union. This was part of the reasons why he was removed from power in 1964. He died ten years later. (596 words)

**A. Now do the following:**

- a. Write down the time taken to read through the passage.
- b. Using the usual formula, calculate your reading speed.
- c. As usual, decide the category into which your reading rate falls.

**B. Without going back to the passage, answer the following questions:**

1. That Nikita Khrushchev was born to a miner suggests that
  - A. he had an enviable background.
  - B. he was from a poor background.
  - C. his parents were unknown in the country.
  - D. there was certainly a limit to how high he could rise.
2. As Premier, it was Nikita Khrushchev's policy to
  - A. confront America and the western countries.
  - B. advance his country's economic status and overshadow other nations industrially.
  - C. live in harmony with other countries and raise his people's standard of living.
  - D. put his country ahead in the space race and in the arms race.
3. Apparently Nikita Khrushchev regarded his country's early successes in the space race as a sign of
  - A. superiority in the space race.
  - B. superiority in the arms race.
  - C. victory over the other countries.
  - D. leadership in technology and industry.
4. When he ordered the missiles to be placed in Cuba, Nikita Khrushchev meant to

- A. retaliate what America had done to the USSR in the past.
  - B. dominate that country, Cuba.
  - C. obtain a balance of power with America.
  - D. help advance Cuba's technology.
5. What helped strengthen Kennedy's hand in the missile crisis was the fact that
- A. Khrushchev was a poor diplomat.
  - B. Khrushchev had very bad advisers.
  - C. Kennedy had insiders within Cuba.
  - D. Kennedy worked closely with his advisers.

**Now, get your attempt scored, and record your score. Then, calculate your reading efficiency indices and record your attempts in the appropriate place.**

**C. Read the passage again, and answer the following questions:**

- 6. Mention the types of jobs that Khrushchev did before he finally became the leader of his country.
- 7. What did his policy of peaceful co-existence involve?
- 8. (a) What did the arms race involve? (b) Why, from the point of view of Khrushchev, was the arms race necessary?
- 9. What had America done in readiness for a war before Khrushchev decided to place missiles in Cuba?
- 10. What was the reaction from President Kennedy of America?
- 11. (a) In the end, what did Khrushchev decide to do? (b) What did he get in return from America?

**General Discussion Question**

The two great political systems the world has known are democracy and communism. Find out what each one is and discuss the relative advantages and shortcomings of each.

## Summary Work

In three closely connected sentences, one for each, summarise:

- a. how Khrushchev was able to rise to the top despite his humble background;
- b. the achievements he was able to make; and
- c. what finally caused his fall from power.

## Vocabulary Development

### Some Idiomatic Expressions

In this module, you will learn about idioms. An idiom is a group of words

whose meaning is different from the meanings of the individual words. For example, “Let the cat out of the bag”™ is an idiom, meaning to tell or reveal a secret, often by mistake. The intention in this idiom is not really to allow the cat to get out of a container. It is now obvious that the real meaning is quite different from the meaning of each word in the idiom.

The table below contains some idioms and their meanings. Study them carefully.

| Idioms                                      | Meanings                                      |
|---|---|
| Paying somebody in his own coin.            | To revenge.                                   |
| Pulling the wool over somebody’s eyes.      | To deceive.                                   |
| Cutting off his nose to spite the face.     | Doing him no good.                            |
| Having his heart in his boot.               | Is afraid or discouraged.                     |
| To smell a rat.                             | To become suspicious.                         |
| Talking with his tongue in his cheek.       | Not sincere.                                  |
| Going into one’s head.                      | Making him to have a high opinion of himself. |
| A tip of the iceberg.                       | Very little.                                  |
| To nip something in the bud.                | To prevent from happening.                    |
| To beat about the bush.                     | To fail to go straight to the point.          |
| To steal the show.                          | To attract all attention.                     |
| To cut one’s coat according to one’s cloth. | To live within one’s income.                  |

Now, study how the following idioms are used in the following sentences:

1. His decision to divorce his wife amounts to **cutting off his nose to spite his face.**

**Meaning:** does him no good

2. The armed robber **smelt a rat** when the policeman came towards him.

**Meaning:** became suspicious

3. I knew that my husband was **talking with his tongue in his cheek** when he was making many promises.

**Meaning:** not sincere

4. His recent achievement **got into his head**.

**Meaning:** made him have a high opinion of himself.

5. What the teacher said about my friend was merely **a tip of the iceberg**.

**Meaning:** very little.

## Activity I

Find out the meanings of the following idioms and discuss the answers with your teacher:

- |                                |                              |
|--------------------------------|------------------------------|
| a. Take after one's parent     | f. To sit on the fence       |
| b. To give the answer off-hand | g. To call a spade a spade   |
| c. To leave no stone unturned  | h. To make my blood boil     |
| d. A bone of contention        | i. To have a soft spot for   |
| e. To rise to an occasion      | j. The cream of the society. |

## Activity II

After each of the following sentences a list of possible interpretations labelled A–D of all or part of the sentence is given. Choose which interpretation you consider appropriate for each sentence.

1. The Bank manager **has written off** the old man's debt.

- A. added to
- B. reduced
- C. cancelled
- D. recorded

2. Obiageli really **takes after** her mother.

- A. beats
- B. insults
- C. likes
- D. resembles

3. The football coach **infused new blood** into the football team.



- A. disbanded old players
  - B. recruited new players
  - C. appointed new linesmen
  - D. sacked all the referees
4. The vice-principal accused the principal of **planning to take the bread out of his mouth**.
- A. Wanted to be the principal
  - B. Wanted to transfer him
  - C. Wanted to deprive him of his means of livelihood
  - D. Embezzlement
5. Chinyere was **the cynosure of all eyes** at the party.
- A. Attracted everybody's attention
  - B. Object of ridicule
  - C. The only girl at the party
  - D. The only Igbo woman.

## Continuous Writing

### Writing an article

The following is an article written for publication in a school magazine on:

#### **What I would like to be in future**

I have learnt at school that there are different professions nowadays in Nigeria. For example, we have farming, trading, nursing, medicine, engineering, law, teaching, pharmacy and a host of others. Of all these, teaching has always been my favourite. My interest in the teaching profession started when I was in primary 5, and later increased when I got to JS 2. The two teachers that taught me English language in primary 5 and integrated science in JS 1 and 2 really developed my interest in the teaching profession.

Before I got to primary 5, I had not admired teaching at all. The main reason was that my parents are teachers. I pitied the way they used to complain of meagre salaries as well as late payment every month. Ironically, my dad and mum were dedicated and hard-working. Their attitude to the profession then was highly positive. They dressed neatly, they left home for school on time and their head teachers used to commend them openly. Maybe, I should say that I had developed an interest for teaching indirectly from my parents.

Now that I am in SS 1, I have decided to offer all the science subjects, including English language, mathematics, geography and economics. My intention is to study science education in

the university in order to be a teacher. My teacher in primary 5 was a very dedicated teacher. Her face beamed with smile each time she was in the classroom. In fact, it was obvious to us then that the classroom was her source of inspiration. She used to teach with enthusiasm; very loving, active and highly considerate. I wish to think then that if this was what teaching involves, nothing should prevent me from becoming a teacher.

The teacher who taught me integrated science in JS 1 and 2 was also a model. That I am offering science subjects now is because the man had laid a solid foundation and also sustained my interest. He would never make reference to any textbook or notes when teaching. He gave notes offhand. I so much admired him. We nicknamed him “science wizard”<sup>TM</sup>, this was because he was a master of what he was teaching. It got to a stage when I gazed at him and I said silently to myself, “I wish I were this teacher”<sup>TM</sup>.

More importantly, teaching is regarded as the father of other professions. It is indeed a noble profession. I love interacting with students. My intention is to end up being a teacher in the university. Most of our teachers are now riding cars. There was a newspaper report recently that some secondary school principals are now on high salary grades. I really like to be a teacher in future.

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You will now write an article suitable for publication in your school magazine on what you would like to be in future.