

Module 5

Speech: /iə/ and /eə/ sounds

1. Note that /iə/ and /eə/ sounds are diphthongs because each contains two vowel sounds pronounced simultaneously. The /iə/ sound is produced when the tongue glides from /i/ to /ə/ while the /eə/ sound is produced when the tongue glides from /e/ to /ə/. The sound is also written as /ɪʊə/. The lips are in a neutral position during the production of /iə/ and /eə/ sounds.

career	deer	bear	ear	mere	veer
/iə/ cheer	hear	tear	gear	weird	media

2. Study the words in the box above. Notice that the /iə/ sound is found in the following spellings:

'eer'	'ear'	'ere'	'ier'	'eir'	'ea'
peer, beer cheer seer deer	dear fear hear	here mere	pierce fierce	weird	idea theatre

3. The /eə/ sound

Study the /eə/ as it occurs in these spellings:

'ear'	'air'	'are'	'ere'	'eir'
wear swear bear	air hair chair	repair pair	bare hare dare	there where

4. The /iə/ and /eə/ sounds are often confused in speech. So listen attentively as your teacher pronounces the words in the box above. Now pronounce these pairs of words; ensure that you differentiate between the two sounds.
5. Read these pairs of sentences aloud; pay attention to the sounds/words printed bold. Then your teacher will direct you on how to make your own sentences with the other pairs of words in the box.
 1. a. We **cheered** our team during the football match,
b. The meeting was **chaired** by the vice-chairman.
 2. a. Chilled **beer** was served at the party,
b. The book does not **bear** his name.

3. a. We are at the **rear** of the line because we came late,
b. It is **rare** to see rainbow during the dry season.
4. a. He is a **mere** child, so be gentle with him.
b. The farmer sold all his animals except his **mare**.
5. Choose from the options A – D the one that has the same vowel sound as the one represented by the letter(s) printed in bold.

Example: Swear (A) here (B) fare (C) idea (D) theory

1. air A. fear B. ear C. repair D. cheer	2. mare A. media B. seer C. veer D. air	3. share A. veneer B. bear C. appear D. wear	4. fear A. fair B. stare C. snare D. there	5. here A. dare B. gear C. mare D. bear
6. rare A. wear B. rear C. steer D. shear	7. where A. beer B. peer C. wear D. mere	8. theatre A. spear B. spare C. fare D. dare	9. dear A. dare B. tear C. there D. care	10. theory A. linear B. beware C. fare D. fair

Grammatical Structure

Modals

Modal auxiliaries are helping verbs, as such they cannot stand alone. Rather, they join other verbs to make meaning. Examples are *shall*, *will*, *should*, *would*, *can*, *could*, *may*, *might*, *dare*, *dared*. When joined with the main verb, they help show the time of the action, the degree of possibility of the action, etc. Consider the following examples:

- a. I shall travel.
- b. He may retire.
- c. She can cook.

In sentence (a), *shall* shows that the action of the verb will take place in the future. In sentence (b), the modal *may* shows that the speaker is uncertain about retirement. Sentence (c) shows that the subject is able to cook. Let us see when to use the modals.

- i. *Shall* and *will* are used to show future action.

In the past, strict rules governed the use of *shall* and *will*. Then, it was a rule that *shall* is restricted to the first person, while *will* is used with the second person, e. g.

- d. I shall take the examinations tomorrow.
- e. He will take the examination tomorrow.
- f. She will go to the market.

In the past also, the reverse was the case when a writer wanted to make a promise or to express determination. Then writers used *will* for the *first* person and *shall* for the second person, e.g.

- g. I will help you. (Promise)
- h. She shall see that you get a ticket on this flight. (Determination to help)
- i. I will give you ₦10,0000. (Promise)
- j. She shall inform you when the chief arrives. (Promise)

These days, these rules are not strictly applied to speech and writing. *Will* and *shall* are used interchangeably. To show future tense, modern writers say:

- i. I will travel by road tomorrow.
- ii. He shall cook dinner for the family.
- iii. They shall spend the night at the hotel.
- iv. We will go to court.

But in writing contracts, the old rule for using **shall** and **will** is in operation. Compare these pairs of sentences.

- a. The tenants will maintain the building at their own costs.
- b. The tenants shall maintain the building at their own costs.
- c. Maintenance work will be carried out by the landlord.
- d. Maintenance work shall be carried out by the landlord.

Sentences (a) and (c) are merely stating actions that will be carried out in the future. There is no force. Nothing is binding. Nobody is under compulsion to carry out the action in the sentence. But in sentence (b), The tenant shall™ means that the tenant is under obligation to carry out the maintenance. Likewise sentence (d) indicates that under law, the landlord will maintain the building.

Shall is also used for polite requests, e.g.

1. Shall I use your car, please?
2. Mummy, shall we go?
3. Shall I expect you at the meeting?
4. Shall I thank you for a glass of water?
5. Shall I use the toilet, please?

Should and would

Should and *would* are the past forms of *shall* and *will*.

These modals are not necessarily often used to show past form, e.g.

1. I will eat my meal.
2. I would eat my meal.

The modal *will* in sentence (1) is clearly used to show the future tense. But *would* in sentence (2) cannot be said to be showing the past tense.

Would is often used to show possibility, habit and polite requests, while *should* is often used to mean "ought to", e.g.

Would used to show possibility, e.g.

- a. Those who won elections would rejoice.
- b. Those who attend lectures would be rewarded.

- c. She would treat you well.
- d. They would not travel by air.
- e. The bridegroom would come late.
- f. I would prepare soup tonight.
- g. I would study hard.

***Would* used to show habit**

When *would* is used to show a habitual action, it is often used with *always*.

- i. Our nanny would always take a bath first thing in the morning.
- ii. The school would always encourage parents to pick their children on time.
- iii. Tunde would always help his mother in the shop.
- iv. Her mother would always read her bedtime stories.
- v. Boys would always eat a lot.

***Would* used to make a polite request**

- i. Would you come inside the house, it is dark.
- ii. Would you tell me your name?
- iii. Would you lend me your pen?
- iv. Would you call his number?

These sentences are more polite than:

- i. Will you come inside the house, it is dark.
- ii. Will you tell me your name?
- iii. Will you lend me your pen?
- iv. Will you call his number?

Use of should

Should and *ought to* can be used interchangeably. Compare the two sets of sentences below.

Set 1:

- a. You should have known that by now.
- b. They should accompany the dancers to the village.
- c. We should have boarded the plane by now.
- d. Schools should have resumed by 8.00 am.

Set 2:

- a. You ought to have known that by now.
- b. They ought to accompany the dancers to the village.
- c. We ought to have boarded the plane by now.
- d. Schools ought to have resumed by 8.00 am.

Should and shall

Should is the past tense of *shall*, but in the sense in which we have

used *should*, it does not carry the same idea of necessity as *shall*, e.g.

- a. He shall pay rent annually. (obligation)
- b. He should pay rent annually. (ought to)
- c. The buyer shall ensure that payments are made in bank draft. (obligation)
- d. The buyer should ensure that payments are made in bank draft. (ought to)

Exercise

1. Use *shall* to make 5 sentences connected with agreement and obligation.
2. Fill in the gaps in the dialogue below with any of the modals in the box. Sometimes more than one modal will be appropriate.

shall, will, should, would

Ayo: Why did you tell Mama that her son ____ go for surgery?

Titi: You ____ not believe it! I didn't plan to. Before I knew it, I had let the cat out of the bag.

Ayo: You ____ be ashamed of yourself. How many times I warn you that we do not tell Mama such sensitive things.

Titi: I ____ be more careful next time.

Ayo: You ____ if you don't, nobody will speak in your presence.

Titi: ____ I make a request?

Ayo: Yes, you ____

Titi: Please forgive me and never mention it again.

Ayo: I ____ forgive you but about not mentioning it I ____ not promise.

3. Make 10 sentences from the box below.

I	shall	go to market. write the paper today.
He	will	buy shares. sell books.
I	should	have known you by now.
He	would	have gone to Lagos.
She		
They	should	go to court.
We	would	seek political office.
He		

Reading Comprehension

Before reading, discuss the following:

- ❖ Have you ever thought of what the relationship between an author and a reader is?
- ❖ Think of someone speaking to another within hearing distance.
- ❖ In such a situation, what do you think the relationship between them would be?
- ❖ If the listener wants to follow, he has to listen well, actively.
- ❖ The relationship between them cannot be one-sided; both are participating.
- ❖ So, it is with an author and a reader.



The Efficient Reader

The efficient reader does not only read quite often, but he also reads with an alert mind. As he reads along, he makes himself communicate with the author. He does not read passively but actively. So, he discusses the ideas as he reads along. For instance, as he reads a detective story, he constantly asks questions. "Will the robber be caught by the policemen?" "Oh, why should a man say such a thing to an officer of the law?" He also tries to predict and judge. So, he could say to himself, "No man ever does this kind of thing and gets away with it." "Well, that serves him right." "I suppose this chap is being prepared for the gallows; he has no other place to end up."

In this matter, with a lot of anticipation for what is to happen, the mind is kept eternally active. Anticipation quickens the pace of reading, and also sharpens comprehension. This is why it has been claimed that the faster reader comprehends more. It is because the mind is fully opened to allow ideas to flow in unhindered: because the mind is made to use the ideas and because the thinking ahead allows the mind to analyse the relationships between one thing and another.

The active reader will never complain about what materials there are to read. Perhaps he has to read and establish what the theme of a novel is before the next literature class. He also wants to read about a football match as reported in the day's papers, and he has to read his economics textbook to find out what the law of diminishing returns is all about. Yet he has only very limited time at his disposal. He would carve out the time to read everything all the same, only that *he has to zoom through some, trot through some, and wade through others*. An

efficient reader then reads meanings and ideas rather than individual words. He deals with the totality of the words rather than focus on individual words. He is too busy reacting to the reading to be able to see individual words, which are only tools in getting ideas across.

That is the type of reader you should aim to be: an efficient reader who comprehends concepts and ideas rather than individual words. Individual words, in any case, are like individual leaves on a tree. The individual leaves do not make the tree. To appreciate the beauty of the tree you would need to view it in its totality, taking together all the leaves, stem, branches and all together as one unified whole. In reading through, dealing with ideas as presented by the author rather than the words used in the process, you would be able to gallop through. And that is the best way to really comprehend what you read. (472 words)

Answer the following questions without going back to the passage.

1. What does the writer mean when he says the efficient reader communicates with the author?
 - A. He discusses directly with the author.
 - B. He tosses up the writer's ideas in his mind.
 - C. He intentionally decides to disprove the author's ideas.
 - D. He readily accepts everything the author says.
2. The fast reader may comprehend more because he
 - A. covers more words.
 - B. makes his mind to use the ideas in the passage.
 - C. thinks ahead and analyses the author's ideas.
 - D. anticipates what is to happen, and is very active.
3. What does the word "anticipation" mean?
 - A. Premonition.
 - B. Forestalling.
 - C. Expectation.
 - D. Prediction.
4. When the writer says the good reader will never complain, what do we understand he will never complain about?
 - A. Having to read for too long.
 - B. Having too much to read.
 - C. Having to read difficult materials.
 - D. Having to read uninteresting materials.
5. What does the author mean when he says the reader will zoom through some material, wade through some, and trot through others?
 - A. He has to vary his reading speed according to the content.
 - B. He has to vary the kinds of material that he reads.

- C. He has to read the same way no matter how different the material is.
 - D. He has to vary his interest for the different kinds of material he reads.
6. In the final paragraph, the writer refers to the leaves in a tree to drive home a point. What is this type of language use called?
- A. A reference.
 - B. An example.
 - C. An analogy.
 - D. A comparison.

Read the passage again more carefully and answer these questions.

- 7. In what manner does a person have to pose the kinds of questions discussed in the passage?
- 8. In what way would questioning help the reader?
- 9. What does the writer mean by saying that a reader reads meanings rather than words?
- 10. What figure of speech is each of the following?
 - A. Anticipation sharpens comprehension.
 - B. he would carve out the time
 - C. he has to zoom through some, trot through some, ... wade through others. What does each one mean in simpler language?
- 11. What idea has been earlier expressed that is again referred to by the words "you would be able to gallop through"?
- 12. *This is why it has been claimed that the faster reader comprehends more.*
 - A. What is the grammatical name for this type of sentence?
 - B. Identify the clauses in it and say their functions.
- 13. *... he has to zoom through some, trot through some, and wade through others.*
 - A. What type of figurative expression is contained in this group of words?
 - B. Re-write it in simpler language.
- 14. Give another word which can replace each of the following words as used in the passage:
 - A. communicate
 - B. flow
 - C. limited
 - D. comprehends
 - E. unified.

A note on the figurative expression contained

... he has to zoom through some, trot through some, and wade through others. Read the whole area again more carefully. You would discover that the writer is on the way a person should read through a passage. To zoom is to speed through at a fast speed, the way an aeroplane does. When you say a person zooms through a space, you are comparing his action to that of an aeroplane. But the comparison is stronger because you do not say he is *like*, but that he really does. So, this is a **metaphor**.

Similarly, to *trot through* is to walk quickly through a place at a speed lower than running but faster than walking. When you use this for a person reading a passage, again you are using a **metaphor**.

Finally, to *wade through* a place is to walk leisurely, without being in a hurry. Because it is used for somebody reading we are dealing with a **metaphor**.

So, in all, we have three metaphors in a sentence. When this happens, you may simply answer by stating that there are three metaphors, or because the three are used one after the other to describe a sequence you can state that **sustained metaphor** is involved.

Summary Work

In doing a summary of a passage like this it is necessary to see how the various minor points are related one to another and how they are all used for the overall message. Now identify the following:

- a. The three individual points presented in the first three paragraphs.
- b. The main theme (or overall message) being presented by the writer. (this is mainly in the final paragraph).
- c. How the individual points are used to drive home the final message.

So, do the following exercise:

- a. In three sentences, one for each, summarise how the efficient reader should read.
- b. In a final sentence summarise the writer's expressed purpose in this passage.

Vocabulary Development

Words associated with entertainment

Names of entertainers

We are still on **register of entertainment**. This has to do with names of entertainers. Note that an entertainer is a person whose job is amusing or interesting, for example, by singing, telling jokes or dancing. Let us consider the following names of entertainers.

Names of Entertainers:

Comedian
Pop group
Pop star
disc jockey
Superstar
Juggler
Trickster
Acrobat
Soprano
Film actress
Harpist
Drummer
Soloist



Have you watched any of these entertainers on a stage before? Do you know of any other kind of entertainers not listed above? Again study carefully the words indicated above. Now do the following activities.

Activity I

Use your dictionary to check up the meanings of the words indicated in the table below. The first one is done for you.

WORDS	MEANINGS
Comedian	Someone whose job is to tell jokes and make people laugh.
Juggler	
Trickster	
Acrobat	
Soprano	
Film actress	
Harpist	
Drummer	
Superstar	
Band leader	
Disc jockey	

Pop star	
Pop group	

Activity II

List the names of entertainers that can be found in Nigeria.

Activity III

Now form correct sentences with any 10 of the words.

Continuous Writing

Writing an argumentative essayâ€”2

COMPULSORY FEMALE EDUCATION SHOULD BE ENCOURAGED IN NIGERIA

Female children should not be neglected in the society. In terms of educating children, females should be as much cared for as the male children. Female children are as important as males. One of the objectives of the Universal Basic Education (UBE) is to provide education for all. In this context, education for all also means education for both boys and girls, and not for boys only.

It is a common practice in Africa, especially in some parts of Nigeria, for some parents not to send their female children to school. They believe that it is a sheer waste of resources. They think that when a female child gets married, she drops her family name and thus stops being theirs. This is erroneous. Such parents should know that the child is still theirs.

Furthermore, some parents believe that their female children may be impregnated if they are educated. We have got a lot of women who are now holding positions of responsibilities in the country. Today we have women deputy governors, university vice-chancellors, ministers and commissioners. So, if women can rise to such high positions, what is bad in sending female children to schools? They should be given very high education.

It should be borne in mind that the kind of training a female child is given determines the extent to which she can go in her future career. Even if a male child is well brought up he can still be a nuisance to the family just like a female child who lacks a sufficiently sound home training.

Finally, if a compulsory female education should be encouraged, there must also be a corresponding compulsory female home training. This kind of training should not only be for females, but also for males. After all, what is sauce for the goose is also sauce for the gander.

Having read through this argument, do you think it favours the

opposition? Can you state the crucial points in this argument?

*Now write your own attempt, stating the views you may have against
the motion.*