

Module 8

Speech

The Speech Work in this module is in two parts. The first is the lesson on unstressed vowel sounds. Following that is the Listening Comprehension exercise.

The unstressed vowel sounds

The unstressed or short vowels in English are seven. They include the following sounds /i/, /e/, /æ/, /ɔ/, /ʌ/, /u/ and /ə/. They are light sounds and are usually not drawn.

Listen attentively while the teacher pronounces the words in the box. Then repeat after her paying attention to the underlined unstressed vowel sounds.

/i/ build, pretty, Monday, effective, ship, symbol, bin, listen
/e/ head, says, friends, leopard, many, bury, any, question
/æ/ man, black, back, madam, hand, cat, hat
/ɔ/ wash, watch, want, wrong, body
/ʌ/ cup, hut, young, couple, love, honey, luck, tough
/u/ good, cook, book, pull, wolf, woman, push
/ə/ about, mother, again, doctor, ago, colour, allow, observe

Practice 1

Read the following sentences after the teacher. Then identify the unstressed vowel sounds in the sentences.

- i. She was not allowed to watch the film again.
- ii. The leopard was carried to the ship in a big cage built with steel.
- iii. The man in black suit is a member of the Federal Government cabinet.
- iv. The villagers buried the mad woman last Monday.
- v. The young, pretty girl fell in love with the prince.

Practice 2

Write ten more words with each of the unstressed vowel sounds. Use the dictionary where necessary.

Practice 3

From the words marked A – D, choose the word that has the same vowel sounds as the one represented by the letter(s) underlined.

Here is an example:

couple: A. famous B. around C. luck D. house

The correct answer is (C), because only "luck" contains the same vowel sound as the one underlined in "couple".

1. friend A. cried B. again C. leopard D. nice
2. cap: A. sad B. want C. any D. man
3. lock: A. woman B. watch C. book D. boy
4. rough: A. cough B. round C. love D. Monday
5. ship: A. sheep B. said C. bin D. said
6. many: A. want B. bury C. allow D. axe
7. holy: A. food B. cough C. hope D. hot
8. observe: A. round B. once C. one D. Not
9. wolf: A. word B. body C. colour D. could

Listening Comprehension Work

Listen carefully to the short conversation between two people, a man and a lady. After that, you will be required to provide answers to the questions below by choosing the correct alternative from those provided. Now listen to the conversation:

The teacher and a good reader now read the dialogue for listening comprehension exercise number 3 in the appendix.

Questions:

1. From this conversation, we can conclude that the two people are
 - A. husband and wife.
 - B. old friends.
 - C. mates at work.
2. When the lady said she did not have to pay through the nose, she actually meant that
 - A. the shoes were not good enough for the cost.
 - B. the shoes were too expensive.
 - C. she suspected some foul play about the shoes.
3. From the conversation, we can conclude that the man had meant to
 - A. give the lady a treat.
 - B. surprise the lady.
 - C. indulge the lady.
4. The lady decided against getting the shoes because that would have meant
 - A. the man would feel that he possessed her.
 - B. she now belonged to a different culture.

- C. there would not be enough money to feed the family.
5. When the lady told the man to “say that again”, we can understand her to mean that
- A. she did not hear the man clearly.
 - B. she wanted him to repeat what he had just said.
 - C. he had failed in the past to provide enough for the family.

Grammatical Structure

Past continuous tense

In *Functional English SS1 book*, we learnt about the present, past, past perfect and future tenses. In this module, we will learn about the past continuous tense.

The past continuous tense is made of a past action that was still going on. It is made up of the past tense +ing, e.g.

I *was combing* my hair when I heard a loud knock on the door.
She *was cooking* while he was washing the car.
He *was always cracking* jokes in my French class.
The lessons *were going* on while she was discussing outside.
The farmer *was toiling* all day with very little to show for it.
I *was talking* to my husband when she interrupted me.

From these examples, we can see that the past continuous tense is used in the following situations:

A. When an action was going on while another one took place, e.g.

- i. I *was brushing* my teeth when the phone rang.
- ii. She *was insulting* the teacher when the principal walked in.
- iii. She *was undergoing surgery* when the doctor discovered another ailment.
- iv. Uncle Teddy *was bargaining* with the fish seller when the chief paid for it.
- v. She *was working* on the computer when the lights went off.
- vi. The newscaster *was announcing* the election results when Joe was ordered out.
- vii. I *was taking* the first sip when I was informed that the drink was soar.

B. When two actions are taking place at the same time, e. g.

- i. The children upstairs *were singing* while we *were acting* a play downstairs.
- ii. Tunde *was frying* eggs while Bola *was setting* the table.

- iii. Lillian *was bathing* the children while her husband *was ironing* clothes.
- iv. We *were washing* the rooms while they *were cutting* the grass.
- v. The girls *were going to* the library while the boys *were going to* the laboratory.
- vi. The night watch *was inspecting* the compound while my father *was shutting* the windows.
- vii. We were complaining while others were rejoicing.

C. When we wish to emphasise that an activity was going on over a certain period.

Such sentences often end with *all day all afternoon* e.g.

- i. Instead of studying, I *was daydreaming* all morning.
- ii. Mama *was weeping* all afternoon.
- iii. She *was watching* Nigerian films all day.
- iv. The fishermen *were toiling* all night to catch a fish but it was on vain.
- v. He *was waiting for you* all day at the filling station.
- vi. All morning, the preacher *was giving* a long sermon.

D. When we wish to show disapproval; such sentences take “always”, e.g.

- i. She *was always* borrowing my books.
- ii. They *were always complaining* each time I asked them to cut grass.
- iii. He *was always smoking* after eating.
- iv. They *were always borrowing* everything from salt to tissue paper.
- v. She *was always* making faces at me.
- vi. He *was always combing* his hair during classes.

Wrong use of the past continuous tense

Some students wrongly use the past continuous tense for a habitual action that took place in the past. In such situations, we should use the simple past tense, e.g.

1. Incorrect: Last year we *were buying* new books every week.

Correct: Last year, we *bought* new books every week.

2. Incorrect: She *was taking* part in traditional dances when she was in school.

Correct: She *took* part in traditional dances when she was in school.

3. Incorrect She *was borrowing* money throughout her university days.

Correct: She *borrowed* money throughout her university days.

4. Incorrect: During her childhood, she *was going* to school barefooted.

Correct: During her childhood days ,she *went to* school barefooted.

5. Incorrect: My wife was always expecting a gift from me each time I returned from a journey.

Correct: My wife expected a gift from me each time I returned from a long journey.

Another way to express a repeated action which occurred in the past is to use used to = *infinitive* e.g.

- i. We used to buy new books every year.
- ii. She used to take part in traditional dances when she was in school.
- iii. She used to *borrow* money throughout her university days.
- iv. During her childhood, she used to *go to* school barefooted.
- v. My wife used to expect a gift from me each time I returned from a long journey.

A word about understanding, seeing and hearing

Understand see and hear are stative verbs. As stative verbs they do not require *ing* to show progressive tense and they are not used to ask questions.

This is why the following sentences are incorrect:

- i. *Is she understanding me?
- ii. *We are hearing you.
- iii. *Was she seeing me?

Instead we should say:

- i. Can she understand me?
- ii. We can hear you.
- iii. Can she see me?

Exercise

1. Write 10 sentences in the past continuous tense using the following verbs:

arguing, gossiping, sightseeing, joking, haggling, snoring, staring, ironing, plaiting, barbing, and scrubbing.

2. From the words labelled A – D below each of the following sentences, choose the word that best completes each of the sentences (to fill the gaps in the following dialogue)

- i. Idoko: Why ____ you ____ at her. Haven't you seen her before?

A. is /mopping

- B. are/mop
C. Are/mopping.
- ii. Ben: I wasn't _____ I was only _____ to see whether she is my cousin. They really look alike.
A. mop/stare
B. mopping /stare
C. mopped/stared
D. Mopping/starring
- iii. Idoko: Come off it. I _____ from that corner.
A. was/watching
B. am / watch
C. was watching
D. were watching
- iv. Idoko: By the way, have you _____ the lecture?
A. be follow
B. been followed
C. being following
D. been following
- v. Ben: No, I _____ the lecture, please explain what he just said.
A. am not understanding
B. am not understand
C. was not understanding
D. do not understand
- vi. Idoko: Everything is written on the board. It's not difficult. Ben: I _____ the blackboard clearly, please can you explain?
A. am not seeing
B. was not seeing
C. was not see
D. cannot see
- vii. Idoko: Then listen to the teacher attentively. I do not want to talk while the teacher is teaching.
Ben: Listen indeed. I _____ the teacher.
A. am not hearing
B. was not hearing
C. am not hear
D. cannot hear.
- viii. Idoko: What do you mean? I _____ not _____ you.
A. am/believe
B. am/believing
C. do/believe
D. was/believe.
- ix. Well _____ is _____
A. see/believe
B. seeing/believe

C. seeing/believing

D. saw/believe

3. Form 10 sentences from the table below.

The governor The widow The young wife	was lamenting was complaining was crying	all day. all week. all night.
Charles Mama The child	was always regretting was always recalling was always reading	his actions. her past. her books.

Reading Comprehension

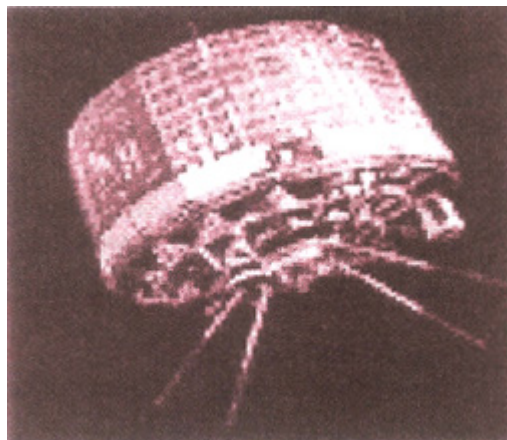
Before you read the passage, discuss the following points very carefully:

- Have you ever wondered how it could be possible for your local television stations to show events as they are happening in Iraq, London or China?
- Think also of how it is possible for you to speak to a friend in New York on your small mobile phone.
- Finally, think of what makes it possible for us to have weather forecasts for the next five days and the forecasts are proved often accurate.

All these should point to one factor: The invention and widespread use of satellites placed in locations high up there in space.

- But then, what is a satellite?
- How is it placed high up in space and why does it not come down to earth?
- What are the various benefits of satellites?

The Wonders of Satellite



To understand how a satellite operates, you first must understand that our planet earth is just a ball floating endlessly in space. Like other planets and other heavenly bodies like the moon and the sun, it is enveloped by the firmament called space. Each is *perpetually* in motion, travelling forever along a specific path. In the case of the earth and other planets the journey is a circle around the sun. The moon in its own case circles around the earth. Because of all these different movements, mankind reasoned that it is possible to put a man-made object up there in space and it would remain there. Such an object is called a satellite. So, a satellite is an object that remains in space as it moves round a bigger body.

Scientists *recognised* the possibility of using the satellite for several military and civil purposes even before putting it into space. The question for decades was how to build an electronic machine that could send millions of signals to distant places, and then put it thousands of miles above the earth. It was not difficult to build the satellite, the problem was how to get it into space. That was finally solved when on 4 October 1957, the Soviet Union used a rocket to put the first satellite into orbit. *Quickly the United States followed suit and a keen competition between these two superpowers ensued* Today, there are hundreds of satellites in space, each designed for a specific purpose or sometimes for several functions. Let us consider just a few such functions.

The first purpose for which satellites were designed was to assist in weather forecasting. A second one involved scanning land and sea surfaces to assist in crop forecasting, resource management, and environmental monitoring. Such satellites were equally used for *numerous* civilian purposes as navigation, surveying and cartography, geology, air traffic control, etc.

Third, satellites have been used extensively for military purposes. Military satellites have been used to verify arms-control agreements, provide warnings of military threats, and identify targets during fighting. Today, any development in space can be used for both military and civilian purposes.

Fourth, telecommunications satellites allow essentially *instant* transfer of sound, pictures and data on a global basis. Thus, happenings in Europe, America, India, or Japan can be transmitted on your television screen precisely as they take place. Indeed, it is now common to hold conferences without the participants leaving their respective countries. All that is needed is for each to be hooked up to a central control station, e.g. in Washington. Each person makes his contribution while others listen and they in turn respond as the debate progresses. Similarly, this is how your mobile phone is able to connect you to friends far away. Today other countries in Europe, China, Japan, Canada, India, Israel and Brazil have joined the two superpowers in developing their own space programs. Nigeria is not lagging behind. In 2003, Nigeria was able to have her first satellite for metrological purposes,

and with the *assistance* of Russia, put it into space. (511 words)

Without going back to the passage, answer the following questions:

1. From the passage, we can say that a satellite is
 - A. an object that operates for the benefit of mankind.
 - B. a planet that goes round another.
 - C. an object in space that revolves round a bigger body.
 - D. an heavenly body with a link to the earth.
2. From the description given in paragraph one, we can conclude that
 - A. the moon is a satellite of the earth.
 - B. the sun is a satellite of the earth.
 - C. the earth is a satellite of the moon.
 - D. the moon is a satellite of the sun.
3. Which of these is most correct?
 - A. It was easier to put a satellite into space than to manufacture it.
 - B. It was easier to manufacture a satellite than to put it into space.
 - C. It was as easy to manufacture a satellite as it was to put it in space.
 - D. It was as difficult to manufacture a satellite as it was to put it in space.
4. From this passage it is clear that the same satellite can be used
 - A. for all imaginable purposes.
 - B. communications, weather forecasts and military purposes.
 - C. for some specific purposes at one time and then for different purposes later.
 - D. by different organisations at the same time.
5. From the lessons learnt in this passage, which of the following do you think would not need the satellite to function?
 - A. E-mail
 - B. Television programmes from abroad.
 - C. Television programmes from your local station.
 - D. Mobile phone calls from Nigeria to Ghana.
6. From the lessons learnt in this passage, we can affirm that satellite use will promote
 - A. international cooperation.
 - B. international rivalry.
 - C. world-wide terrorism.
 - D. conflicts and wars.

Read the passage again, and answer the following questions:

7. From the descriptions given in the first paragraph, what general conclusions can we make about the heavenly bodies generally?
8. How was the problem of putting a satellite into space finally

solved?

9. What do you think intelligence-gathering satellites are used for?
10. Why should a country be interested in possessing its own satellite machine?
11. How is it possible to hold a conference in which participants stay in their different countries?
12. Give another word or phrase that can replace each of the following as used in the passage:
 - a. *perpetually*
 - b. *recognised*
 - c. *numerous*
 - d. *instant*
 - e. *assistance*
13. Quickly, the United States followed suit, and a keen competition between these two superpowers ensued.
 - a. Give the grammatical name of this type of sentence.
 - b. Identify the subject (s).
 - c. Identify the main verb(s) or phrasal verb(s).

Summary Work

To do a good summary of a passage like this, you need to first recognise the different part and how they relate to one another. So, first identify the author's viewpoints on the following:

- a. What the writer says about the heavenly bodies and satellites.
- b. How mankind was able to build satellite machines and then put them into space.
- c. The different purposes for which satellites are used.

Now summarise the passage in three connected sentences, one sentence on each of the points in (a) to (c) above.

Vocabulary Development

Words associated with building



You have been seeing different kinds of buildings in towns, cities or your environment. In this module, we are considering words that are associated with buildings, and these are called **register of building**. Study the words in the table below:

trench	plot	ceiling	building site	site plan
foundation	architect	blocks	building plan	front elevation
scaffolding	contractor	concrete	glazier	back elevation
bungalow	plumber	carpenter	roofing	certificate of occupancy
bricklayer	plastering	electrician	foreman	approval

The words listed in the box above are all related to building. Which of them have you heard of before? Make a list of those you know and are not indicated in the box?

Activity I

Use your dictionary to check the meanings of the words indicated in the box above.

Activity II

Form correct sentences with each of the following words:

glazier	foundation	window arch	kitchen cupboard
electrician	trench	roofing sheets	bungalow
foreman	lintel	window panes	storey building
plumber	ceiling	wardrobes	skyscraper
duplex			

Activity III

Indicate the functions of the following artisans:

OCCUPATIONS	FUNCTIONS
Architect	

Foreman	
Bricklayer	
Surveyor	
Plumber	
Carpenter	
Contractor	
Painter	
Glazier	
Plasterer	

Continuous Writing

Continuous writing using personal experiences

Read the following essay carefully:

Act of Giving

Some religious books discuss the act of giving extensively. The Holy Bible and the Holy Quoran spell out clearly the natural laws guiding the act of giving. Generally speaking, giving is an act whereby a person freely gives. If a person gives to his fellow man that is in need, he has performed a spiritual act. This is because, by nature, it is not easy to give. So, when someone performs an act which may be humanly difficult, such a thing has value. The same person can as well decide not to give. However, it is more profitable to give with joy than to give out reluctantly.

Certain principles surround the act of giving. The first is that the more you give, the more you will receive. It is also a natural law of compensation. Take for instance, a farmer who plants only five yam seeds during the planting season, he cannot harvest more than what he plants. That each yam tuber is now bigger is a form of compensation for what he invested. A farmer who does not plant any yam at all has nothing to harvest later. Since he does not give to the soil, he cannot get from the soil. So it is with the act of giving.

One interesting thing about nature is that it does not repay the exact quantity or quality you give to it but it multiplies or increases both the quantity and the quality. Let us consider a scenario: I travelled sometime ago from Ibadan to Ile-Ife. At the motor park where I boarded a bus, I saw a seriously physically handicapped man who was begging. I had only the transport fare on me. I pitied the man. Then I thought that if I should part with a kobo from what I had, I might be disappointed. It then occurred to me that if I got to Ile-Ife I could ask for some money from a relation whose shop was directly opposite my pont

of arrival. Then I gave the beggar a hundred naira out of the two hundred and fifty I had on me.

I got into the bus, telling the driver that I would give him my own fare at my destination. As I took my seat, somebody just shouted my name from behind, informing me that he had paid my transport fare of two hundred and fifty naira. He was one of my old students. I thanked him and kept quiet. I did not know that he had his car precisely where I was to alight. As we alighted he offered me a free ride to my residence. An instantaneous compensation, you would say!

Indeed, it is good to give. This may not only be money but also one's time, words of advice or encouragement and other properties. It pays to give out because you will reap what you sow.

Now write an essay to be published in a college magazine on "Truth".