

# Module 6

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## Speech

### Pronunciation: /ə/ and /ə:/ or /ɜ:/

While /ə/ is a short unaccented central vowel, /ə:/ is a long accented central vowel produced with the tongue slightly raised towards the central cavity.

1. Words containing the /ə/ sound:

above ago colour around	and commissioner surprise alone	doctor brother error disaster	actor balloon motor father	along lawyer mother modern	community allow
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Study the words in the box above. Each contains the /ə/ sound. Your teacher pronounces these words while you listen attentively. Then repeat after her. Note that /ə/ has the following spelling patterns.

'a'	'o'	'er'	'or'	'ur'
around apart accept acute	oblige community complete occur compile	mother brother father better	actor tailor motor monitor	colour survive surprise

Think of other spellings that have the /ə/ sound.

2. Words containing the /ə:/ or /ɜ:/ sound:

surcharge dirge colonel person journey heard	hurt earth curse shirt learn bird	nurse germ church early purchase fern	third courtesy earn purse burn serve	girl search herd first error work	fir worm verb firm worst	worship commerce birth word
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Study the words in the box above. Each of these words contains the sound /ə:/. Listen attentively as your teacher pronounces these words and repeat after her. Note that the /ə:/ sound has the following spellings:

<b>-our</b>	<b>-ur</b>		<b>-ir</b>	<b>-ear</b>		<b>-or</b>	<b>-er</b>
journey	purchase	nurse	shirt	early	earn	work	verb
journal	purse	burst	bird	earn	early	worship	herd
courtesy	sure	church	first	earth	search	word	her
	burn		birth	heard		worth	nerve

**Use your dictionary and list other word spellings that contain the /ə:/ sound.**

## Practice 1

Read the following sentences aloud, paying special attention to the underlined /ə:/ and /ə:/ sounds.

1. The doctor did not come alone, he came with a nurse.
2. The first person to finish the work will accompany mother and me to church.
3. I am surprised that the girl finished the work an hour ago.
4. The actor spends half of his earnings in the purchase of colourful dresses.
5. Read the third words aloud again.
6. During the journey, mother lost her purse.

## Practice 2

Choose from the options A – D the one that contains the sound segment represented by the given phonetic symbol.

1. /ə/	2. /ɪə/	3. /ə:/	4. /eə/	5. /iə/
A. trader	A. fare	A. tailor	A. fear	A. mail
B. verb	B. fear	B. lawyer	B. mare	B. swear
C. serve	C. fair	C. curse	C. care	C. dear
D. earth	D. spare	D. along	D. Peer	D. share
6. /ə/	7. /ə:/	8. /eə/	9. /ɪə/	10. /ə:/
A. bird	A. affect	A. chair	A. earth	A. disaster
B. against	B. worship	B. cheer	B. dirty	B. error
C. search	C. brother	C. idea	C. alone	C. burst
D. thirst		D. here	D. hurt	D. doctor

# Grammatical Structure

## Modals

In module 5, we learnt about the modal verbs *shall*, *will*, *should* and *could*. In this module, we shall learn about the other modals *can*, *could*, *may*, *might*, *dare* and *dared*.

*Can* is used to show possibility. It is also used to make a polite request, e.g.

### **Can used to express ability**

- a. I can drive on the expressway.
- b. Jane can use a computer.
- c. My mother alone can pay my school fees.
- d. I can prepare a delicious meal.
- e. She can drive a trailer.

### **Can used to make a polite request**

- a. Can I have your telephone number, please?
- b. Can you give me the car registration number?
- c. Can you recite the multiplication table?
- d. Can you play the role of a grandmother in the play?
- e. Can I use your bathroom, please?
- f. Can you remind me of your name?
- g. Can I join your team?

**Could** is the past form of *can*. However, it is not often used to show the past tense but to express a polite request, e.g.

- a. Could I have your telephone number, please?
- b. Could you give me the car registration number?
- c. Could you recite the multiplication table?
- d. Could you play the role of a grandmother in the play?
- e. Could I use your bathroom, please?
- f. Could you remind me of your name?
- g. Could I join your team?

### **May and might**

**May** is used to show the possibility of an action. It is also used to make a polite request and to offer a prayer, e.g.

### **May used to express a possibility**

- a. She may breakdown.
- b. Chief Dada may step down for his closest rival.
- c. This mud house may collapse.
- d. It may rain tonight.
- e. The standard of living may improve in this country.
- f. Iran may go to war.

### **May used to express a polite request**

- a. May I come in?
- b. May we know your name, young lady?
- c. May I have a glass of orange, please?
- d. May I be excused?
- e. May we rise for the national anthem?
- f. May I have my change, please?

### **May used to offer a prayer**

**May** is often used to offer a prayer.

- a. May you have a safe trip!

- b. May it be well with you!
- c. May you see your children's children!
- d. May the king live long!
- e. May you go to your grave in peace!

### Might

Might is the past form of may. Might is also used to show uncertainty. It is sometimes used to express a polite request. But this is not very often, e.g.

- a. We might travel. (Uncertainty)
- b. The shops might close. (Uncertainty)
- c. Those men outside might be armed robbers. (Uncertainty)
- d. \*Might I know your name? (This sounds odd and is not very common among users of the language. It is meant to be a polite request).

Use may, could and can, not might for making polite requests.

### Dare

Dare has two meanings.

- A. To have courage and boldness, e.g.
  - i. How dare you talk to the governor like that?
  - ii. He dare not attend that meeting unaccompanied.
  - iii. Mary dare not wear this kind of dress before her father.
  - iv. John dare to hold the snake by its tail.

Did you notice that this modal is different from other verbs? In the third person, other verbs take an ~s, e.g.

- a. Mary cooks.
- b. He drives.
- c. She sings.

Compare sentence a, b, c with ii, iii, and iv.

When dare means to have courage and boldness, it does not take ~s in the third person.

- B. The second meaning of dare is: To challenge or provoke an action. When dare means to challenge or provoke an action, it takes an ~s in the third person, e.g.
  - a. The cult member dares me to report him to the principal.
  - b. The student's parents dare the teacher to send her away.
  - c. Her son dared her to lock him out of the house.

## Exercise

1. Make 5 sentences using dare to provoke an action.
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.
He	will	write the paper today. 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		
She		

## Reading Comprehension

### Before you read, discuss the following:

- ⌚ How would you feel if you found yourself a young girl in a polygamous family?
- ⌚ Do you think you would always be in accord with all your other siblings around you?
- ⌚ How would you address other siblings who are not your mother's children?
- ⌚ How would you feel each time your father brought in another woman as a new wife?
- ⌚ How do you think the other women (senior wives) would feel?



## Polygamous Family

Father changed his name purely because it had its roots in fetish worship, something he had long abhorred since he embraced the new faith. *Although I shared his sentiments, I held the stand that names do not so much matter to oneâ€™s salvation.* In any case, I knew I would soon shed off whatever maiden name I bore since marriage will soon impose a new name on me. â€˜So why need I change my surname only to have to change it again before too long?â€™ I reasoned. My father did not push me too hard, not as hard at least as he pushed his male children. All my brothers changed their names.

Did I say â€˜brothersâ€™? That would not be very accurate, for although my mother had two sons and two daughters, there were actually seven sons and six daughters in the family. The others were fatherâ€™s two younger wives. So really, the other sons were actually my half brothers, and the other girls were actually my half sisters. I was the familyâ€™s eldest child.

I was seven when the second woman, Funmilola, came in. The whole family celebrated the occasion with a lot of merriment. For almost a week the whole family and the neighbours marked the event with a lot of feasting. A humble farmer though father was, he somehow managed to *indulge everyoneâ€™s gluttonous taste.* Looking back now, I often wonder why mummy was able to demonstrate such fervour during the occasion. Could it be that she did not see the new wife as a rival? That should explain it, because throughout her life she somehow treated this younger woman as a sister rather than a rival. It was this younger woman that displayed the opposite stand.

As fatherâ€™s position improved over the years, he took a third wife, Falilat. By then I was eleven years old. Given the strain the family had experienced during the four years since Funmilola came into the family, I was far less enthusiastic this time. However, if mother felt the same way as I did she did not show it. She played precisely the same role she had played when Funmilola came into the family. It was Funmilola who remained most frigid throughout the festivities marking Falilatâ€™s entry into the family. (381 words)

### Questions

- A. What two things had the writerâ€™s father changed in the course

of time?

- B. 1. What was the sex of the writer?  
2. Support your answer with references from the passage.
- C. 1. What was the writer's mother's position among the women in the family?  
2. What evidences are there in the passage?
- D. To whom was the writer referring when using the term "the other sons" and "the other girls"?
- E. What evidences are there in the passage that the writer was recalling incidents that happened long ago?
- F. Do you think there has always been harmony in the family? Give reasons for your answer.
- G. What role has experience played in the writer's development in the passage?
- H. *indulge everyone's gluttonous taste.*
  - 1. What figure of speech is contained here?
  - 2. What does it mean in simpler language?
    - i. *Although I shared his sentiments, I held the stand that names do not so much matter to one's salvation.*
  - 1. What is the grammatical name for this type of sentence?
  - 2. How many clauses does it contain?
  - 3. What type of clause is it that begins with Although?
- J. Give another word or phrase that could replace each of the following as used in the passage:
  - 1. *abhorred*
  - 2. *accurate*
  - 3. *fervour*
  - 4. *enthusiastic*
  - 5. *frigid.*

## Summary Work

This is an extract from a novel, so we do not have distinct points being used to complement one another to build up a main theme. Rather, the story flows in a continuum, although along the line we have evolving developments. So there are stages in the development rather than distinct points.

In the process of presenting the story, the writer dealt with a number of far less crucial matters. For instance, the references to half-brothers and half-sisters are not really crucial to the development. These are just by the way, they do not matter much in the story. Can you identify a

few others?

### **Now do the following:**

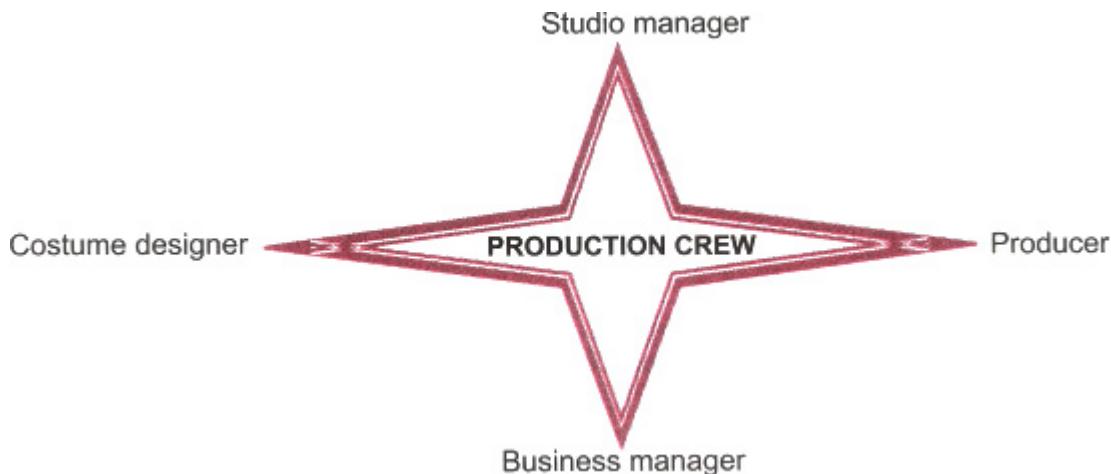
Identify the three main stages in the story. Summarise each stage in a different sentence.

State in one sentence the type of family background the main character in the story has come from.

## **Vocabulary Development**

### **Words associated with entertainment production crew**

In this module, we shall be examining the words associated with Production Crew which is still an aspect of **register of entertainment**. Production crew refers to all the people that work together on production of entertainment programmes. Have you ever been to a theatre, film studio or concert hall? Have you taken note of the people working together during the production of a play? Studio manager



The group of people in the illustration above are the production crew. They all work together to ensure that there is an effective production of a play.

### **Activity I**

Use your dictionary or find out the duties of each of the following:

Studio Manager: \_\_\_\_\_

Costume Designer: \_\_\_\_\_

Business Manager: \_\_\_\_\_

Producer: \_\_\_\_\_

### **Activity II**

Form a correct sentence with each of the words listed above.

## **Activity III**

Look for and list other members of the production crew apart from those listed above.

## **Continuous Writing**

### **Writing an argumentative essayâ€”3**

You are the chief speaker in a school debate the topic of which is: Public secondary schools are better than the private onesâ€™. Write your speech for or against the topic. You may use the following guide points:

#### *Introduction*

Greetings (observe full protocol) e.g. â€˜The chairman, special guests, ...â€™

General introduction to the topic.

What is a public secondary school?

What is a private secondary school?

Usual location of private secondary school.

Usual location of public secondary school.

Differences between private and public secondary schools.

#### *Privately owned vs government owned*

Private ones are very costly; public ones are fairly cheap.

Private ones are better supervised; public ones are not.

Private ones are better staffed while public ones are not.

Private ones are better equipped than the public ones.

Private ones experience fewer workersâ€™ strikes than the public ones.

#### *Conclusions*

Establish facts based on your preferences, which should agree with the arguments. Using some or all the points given above. Argue for or against the motion.