

# Module 1

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## Section A: Oral Practice

### Contrasting the /æ/ and /a:/ sounds

The /Ã/ and /a:/ sounds are sometimes confused. Many people pronounce the /Ã/ sound as if they are pronouncing the la:/ sound, and vice versa, /Ã/ is a short vowel sound pronounced with spread lips while /a:/ is a long vowel sound pronounced with the lips at the neutral position.

#### The /æ/ sound

The /Ã/ sound is realised in the following words.

mad	cat	call	madam	clap	pat	lamb	as
back	pack	man	fan	black	lamb	ham	pat
ran	and	rag	cap	map	match	badge	ban
bad	hat	lack	sang				

#### Practice 1

Repeat these sounds after the model provided by your teacher. Also say the following sentences:

- The mad man ran after Madam Mann.
- The fan blew the cap off the manâ€™s head.

#### The /a:/ sound

The /a:/ sound is realised in the following sounds.

march	barn	staff	harm	half	march	bark	arm
farm	clerk	heart	palm	laugh	card	barge	car
part	bath	park	calf	aunt	guard	parch	bark

#### Practice 2

Listen attentively as your teacher pronounces these words and then repeat after him. Also say the following sentences:

- Mr Clark is taking his car to the farm.
- My aunt walked to the park near my farm.

From the words in box B above, note that the spelling symbols for /a:/ sounds are

**ar** as in car, bar, cart    **au** as in aunt, laugh    **ai** as in half, palm

**er** as in clerk

**a** as in bath, pass

**ear** as in heart, hearth

Now using your dictionary, list five other words that contain the /a:/ sounds.

### Differentiating between the /æ/ and /a:/ sounds

/æ/		
ham	pack	pat
cat	hat	ban
bat	patch	match
ram	ant	

  

/a:/		
harm	park	part
cart	heart	barn
bath	parch	march
ramp	aunt	

### Practice 3

Listen attentively as your teacher pronounces the pairs of words above, and then repeat the words after him. Ensure that you differentiate between the /æ/ and /a:/ sounds in these words.

### Practice 4

Choose from the words listed A – E the one that contains the sound segment represented by the given phonetic symbol.

Example: /k/

- A. merge      B. cage      C. match      D. service      E.  
                  ranch

The correct answer is (B) because only “cage” contains the sound represented by the given symbol.

- |         |            |             |            |           |           |
|---------|------------|-------------|------------|-----------|-----------|
| 1. /a:/ | A. aunt    | B. die      | C. ant     | D. pair   | E. near   |
| 2. /i:/ | A. pure    | B. ewe      | C. example | D. move   | E. deep   |
| 3. /æ/  | A. dirt    | B. pan      | C. early   | D. above  | E. ago    |
| 4. /e/  | A. cage    | B. free     | C. dear    | D. head   | E. heed   |
| 5. /a:/ | A. awe     | B. sergeant | C. axe     | D. mad    | E. fat    |
| 6. /æ/  | A. ranch   | B. park     | C. pack    | D. bright | E. carpet |
| 7. /a:/ | A. calm    | B. pack     | C. spread  | D. back   | E. card   |
| 8. /æ/  | A. leopard | B. bark     | C. back    | D. art    | E. card   |
| 9. /a:/ | A. pat     | B. clerk    | C. back    | D. fat    | E. mad    |
| 10. /æ/ | A. heart   | B. cap      | C. cart    | D. far    | E. alone  |

## Section B: Structure

### Revision of the sentence

The parts of a sentence include the subject, verb, complement, direct object, indirect object, and adverb.

Subject	Verb	Complement	Direct Object	Indirect Object	Adjunct
Sam Diana She	appears is looks	weak. happy. worried.			
He The man	gave presented	— —	a bag a car	to his wife to the police	in Lagos. in Abuja.

### Make-up of a sentence

#### Subject

The subject of a sentence can come from any of the following parts of speech:

- i. *Emeka* is here. (noun)
- ii. *He* is here. (pronoun)
- iii. *Hers* is the best. (possessive pronoun)
- iv. *Which* is yours? (demonstrative pronoun)
- v. *Fasting* is good. (gerund)
- vi. *To fast* is good. (infinitive)
- vii. *Being lazy* is his problem. (noun phrase)
- viii. *That he is lazy* is his problem. (noun clause)

#### Verb

Verbs are of two types: finite verbs and non-finite verbs. Finite verbs include main verbs and auxiliary verbs. Main verbs express action and carry meaning. Auxiliary verbs help the main verbs to form tense or show the possibility of an action. Examples of main verbs are **drive**, **cut**, **teach**, **learn**, **cry**, **sell**, **go**, **stop**, **buy**, **spill**, **vote**, etc. Below are the way they are used in sentences.

- i. She *drives* a truck.
- ii. Children *learn* by example.
- iii. Men hardly *cry*.

Examples of auxiliary verbs are:

- i. Primary: verb to be (am, is, are), have, do.
- ii. Modal auxiliary: shall, will, should, would, ought, can, could, may, might.

A sentence can have two verbs, e.g.

- i. They *can go* swimming.

- ii. The teacher *is coming* late.
- iii. They *have eaten* lunch.
- iv. Lucy *must apologise* to me.

## Complement

A complement is that noun, adjective, pronoun, phrase or clause that follows a linking verb. Linking verbs include:

appear, make, seem, be, become, remain, prove,  
smell, taste, feel, turn, consider, grow

When complements refer to the subject, they are called subjective complements. But when they refer to objects, they are called objective complements, e.g.

i. Rita is my *cousin*.

*Cousin* refers to Rita Therefore *cousin* is a subjective complement.

ii. James looks *ill*.

*Ill* refers to James. Therefore *ill* is subjective complement.

iii. He considers the new reforms to be a *major breakthrough*.

The *new reforms* is the object of the verb *considers*. A *major breakthrough* refers to *reforms*; so a *major breakthrough* is an objective complement.

iv. Continuous exposure to the sun appears to be *fatal*.

*Fatal* refers to *exposure*, so *exposure* is a subjective complement.

## Direct object

A direct object often follows a verb and answers the question *what?*  
e.g.

i. Paul gave a watch to his wife.

Question: Paul gave what to his wife?

Answer : A watch.

Therefore *watch* is the direct object of the verb *gave*.

ii. Jack jumped a fence.

To find the object, we ask:

Question : What did Jack jump?

Answer: A fence.

A *fence* is the direct object of *jump*.

Unlike a complement, the object of a sentence is usually different from the subject. While the complement moves towards the subject, the object often moves away from the subject. Other examples of direct objects include:

- iii. The thieves kicked the door.
- iv. She told her *mother* everything that happened.
- v. Mama cut the *fish* into two.

### Indirect object

Indirect objects answer the question *To whom?* The indirect object usually is a beneficiary of the object, e.g.

- i. Paul gave a watch to his wife.

To find the indirect object, you must ask:

Question: Paul gave a watch to whom?

Answer: Paul gave a watch to his wife.

Therefore *wife* is the indirect object of *gave*.

- ii. Roland lent a big parcel to the *postman*.

To find the indirect object, we ask

Question : Roland lent a big parcel to whom ?

Answer : To the postman.

Therefore *postman* is the indirect object of the verb *lent*.

Other examples are:

- iii. The maids gave poisoned meat to the sick *dog*.
- iv. The Director-General gave sack letters to the retrenched *staff*.

### Adverbial

Adverbials refer to adverbs, adverb phrases or adverb clauses. Their function is to tell the place, time, manner, and reason for an action. Sometimes they appear at the beginning of a sentence. But most times they appear at the end, e.g.

- i. Timothy carried the glasses *carefully*. (adverb)
- ii. *Because he was not prepared*, he lost the game. (adverb clause)
- iii. *With great courage*, the protesters marched on.
- v. *Even though her father gave her enough money*, she continued to beg.
- vi. The cake is ready for the oven *when this has been done*.
- vii. *While his children were waiting to be collected from school*, Sam continued to drink beer at his favourite spot.

## **Exercise**

1. Write 5 examples each of nouns, verbs, adverbs and adjectives.
2. Classify the following sentences according to the parts of speech they belong to:
  - i. Emeka A hard working farmer always has food to share.
  - ii. Fuel is scarce.
  - iii. Passengers were searched before they boarded the plane.
  - iv. Tochi and Bisi were suspended.
  - v. Our guests are sleeping.
3. *Read the following passage carefully and identify the names and functions of the underlined words and group of words.*

Eating fruits is excellent for our health. Not only do they aid digestion in the body, they are good for the eyes, skin and the teeth. Unfortunately, most Nigerians are concentrating on staple foods like garri, beans, rice, yam and soups. By the time one pays for these items, little money is left to buy fruits. To make matters worse, the fruits themselves are not cheap. A small pineapple is sold at ₦200 while ₦100 can only buy 5 oranges. The average-sized water melon could cost as much as ₦350. Because the fruits themselves are not filling, some uninformed persons prefer to go without fruits completely.

## **Section C: Reading Comprehension**

### **First discuss the following:**

- â€¢ Do you have interest in newspapers and magazines?
- â€¢ How do you read such periodicals?
- â€¢ Do you read each one from cover to cover, or do you select what to read? Why would you do either of this?
- â€¢ What would be the advantages of being able to read efficiently when you have so many newspapers without so much time?

*Now try to read the passage, first in four minutes.*



Have you ever asked yourself why there are many newspapers printed

daily in this country? Have you ever *wondered* why we have many magazines on the newsstands? You come to think of it: What have the over twenty newspapers got to report that make them individual newspapers? And what different issues have the magazines got to present that make them *distinct* from one another?

If you consider the foregoing issues very closely, you will agree that each newspaper must try to present its news as distinct from others as possible to enable it to retain its identity. You want to realise too that a newspaper is set up by an individual or an organisation for a specific purpose. It is this purpose that dictates why the newspapers hardly ever report the same event exactly the same way. It would also explain why, in some cases, a newspaper may omit an important news item entirely while another one blows it up out of proportion.

What all this means is that a person needs to read as many newspapers as he possibly can lay his hands upon. To get a balanced view, one has to consult different sources. It is often worth your while to read about the same occurrence in four, five or even more newspapers. Similarly, you will have a more balanced view by reading two, three or more magazines every week.

However, the hard fact is that there is usually not enough money to purchase all the periodicals one would have loved to read. This is where the factor of careful selection comes in. Depending on what you want from reading of periodicals, selecting should be quite easy. Some publications are better at national and international than local issues; with others, the reverse is the case. Some are better at economic issues than politics, some focus more on educational and scientific matters than current affairs. Your choice should be guided by your interest.

Finally, one secret is that if you are an efficient reader, you can read a lot from newspapers you do not buy from newsstands, libraries, in a bus while sharing with fellow passengers, in an office at the receptionist desk, etc. What matters here is often how you select what to read from which paper. You cannot possibly read everything printed in any newspaper even if it were the best published material around. Rather, it is essential for you to select those items that are of interest to you and to your profession. This is one reason why a clergyman and an economist may each read the same newspaper thoroughly without the two of them reading the same items. The clergyman is not interested in economic issues, in beauty pageants, in banking and finance, in boxing, etc.â€” things which interest the economist; while the economist on his own part is not interested in the sermon published once a week, in the moral problems in schools and in society, in health problems, their causes and remedies, etc.; although both are interested in the partiesâ€™ preparations for the forthcoming elections. (512 words)

### ***General discussion question***

Do you think it is better to have just a few newspapers in a country than to have several? Give reasons for your different opinions.

### ***Specific questions***

- a. What is the purpose of the questions that open the passage?
- b. Why does each newspaper have to present its news in a manner that is clearly different from others?
- c. What are the factors that give each newspaper its distinct nature?
- d. How would the saying, "He who pays the piper dictates the tune", fit the ideas discussed in the second paragraph?
- e. Why should a person read about the same news item from different newspapers?
- f. Based on the passage, say why some newspapers try to focus on very many areas of interest.
- g. In trying to select which newspaper to read, what major factors should be the main guiding principles?
- h. Find another word (or word group) which can replace each of the following as used in the passage:
  1. wondered;
  2. distinct;
  3. foregoing;
  4. identify;
  5. dictates;
  6. perspective;
  7. occurrence;
  8. periodicals;
  9. reverse;
  10. guided.

## **Summary Work**

Here is a passage focusing on just one idea but developed with the use of several different facts. To do a good summary, you should be able to:

- a. identify the kernel of the discussion;
- b. state the different facts used in building up the discussion; and
- c. what conclusions and/or recommendations are made by the writer.

After you have carefully attended to these, now do the following:

- a. In one sentence, state the main issue being presented by the writer.
- b. In two well connected sentences, summarise why the reader has to select what periodicals to read, and how he should do this.
- c. In a final sentence, state why two people could read the same newspaper and not read the same materials.

## **Section D: Vocabulary Development**

# Words associated with culture and ceremonies

## Words associated with ceremonies

You have learnt some registers in the areas of military, insurance, sports, etc. In this module, you will learn about words associated with our culture, and to be precise, we shall focus on the words related to ceremonies. The exercise is all about the **register of ceremonies**. Quickly study the following words that are connected with ceremonies.

child naming	house warming ceremony	installation of an Oba
annual festival	new yam ceremony	burial ceremony
ritual worship	title-taking	masquerade day
wedding ceremony	chieftaincy affairs	freedom ceremony
chieftaincy		

Now let us consider some of these words in the following sentences:

1. Child naming: The child naming of my brother was performed on 8 May 2006.
2. Annual festival: A major annual festival in my village is Egwugwu.
3. Burial ceremony: The burial ceremony of my late father was performed about a year after his death.
4. Installation of an Oba: The installation of our new Oba will be on 20 August 2008.

## Activity I

Use your dictionary to find the meanings of the following; you may even find out from your parents or relations. The first one is done for you.

Words	Meanings
1. Child naming	A special act performed on the eighth day after the birth of a child.
2. Annual festival	_____
3. Ritual worship	_____
4. Wedding ceremony	_____
5. House warming	_____
6. New yam ceremony	_____
7. Title-taking chieftaincy	_____

8. Chieftaincy affairs \_\_\_\_\_
9. Installation of an Oba \_\_\_\_\_
10. Burial ceremony \_\_\_\_\_
11. Masquerade day \_\_\_\_\_
12. Freedom ceremony \_\_\_\_\_

## Activity II

Choose the best from the options listed below the following passage to fill the gaps in the passage:

During the last new year \_\_\_ 1 \_\_\_ in the town of Ireti, the entire community turned out to mark the \_\_\_ 2 \_\_\_. From the way the high \_\_\_ 3 \_\_\_ and their Oba were gaily dressed, you would think they were out for the \_\_\_ 4 \_\_\_ of the most highly placed ruler. I had thought that appearance of new yam was \_\_\_ 5 \_\_\_ enough, but people told me that as yam is the \_\_\_ 6 \_\_\_ among all crops, its coming should be \_\_\_ 7 \_\_\_ before it is eaten by the people. Leading the \_\_\_ 8 \_\_\_ was the chief \_\_\_ 9 \_\_\_ , dressed in his official \_\_\_ 10 \_\_\_, dancing to the beat of the huge \_\_\_ 11 \_\_\_ and the gong. On this sacred occasion, special \_\_\_ 12 \_\_\_ had to be \_\_\_ 13 \_\_\_ in order to \_\_\_ 14 \_\_\_ the god of harvest who has allowed a bountiful \_\_\_ 15 \_\_\_ to be available this season.

By noon, the \_\_\_ 16 \_\_\_ arrived at the town centre. There the \_\_\_ 17 \_\_\_ reached its peak and then came to a sudden stop. The \_\_\_ 18 \_\_\_ priest shouted his praises to the gods, prayed for peace for the forthcoming season and then \_\_\_ 19 \_\_\_ the new yam placed before him. The whole crowd shouted for joy, people danced round the market square and then back to their houses. That was the end of the \_\_\_ 20 \_\_\_ .

A	B	C	D
1. festival	coronation	oath-taking	swearing-in
2. session	period	appearance	occasion
3. serfs	chiefs	commander	regents
4. selection	appreciation	installation	demotion
5. commendable	ordinary	prestigious	embarrassing
6. king	slave	followers	commonest
7. seen	announced	celebrated	discussed
8. jamboree	divination	programme	festivities
9. hostess	priest	worshipper	proclaimer
10. regalia	clothing	uniform	gown
11. cymbal	siren	drum	trumpet
12. rituals	rites	sacrifices	dances
13. addressed	welcome	invited	performed
14. appease	thank	bless	curse
15. crop	fruit	harvest	seedling
16. dancing	line	marching	procession
17. ovation	drumming	clapping	singing
18. chief	ordinary	common	sacred
19. welcomed	cursed	blessed	celebrated
20. party	celebrity	celebration	thanksgiving

## Section E: Continuous Writing

### Narrative writing – 1

#### Tips on how to write a narrative

Remember the following important hints that you learnt in the *Functional English for SS 1*:

- ❖ A narrative involves a story or the telling of a story.
- ❖ The story could be real or imaginary.
- ❖ The story should be in a sequence. This means that the writer should describe each step of the story in the order in which it occurred.
- ❖ A narrative is always expressed in the past. In other words, the past tense is used throughout to show that the action took place in the past.
- ❖ Narrative writing may involve animals, people, objects and actions. In a case like this, an animal may be allowed to play the role of a human being. Abstract and inanimate objects are allowed to possess human characteristics.
- ❖ To be able to write a good narrative, the following steps should be considered:
  - i. Indicate the action or event that took place.
  - ii. Indicate clearly, persons or animals involved in the

- narrative.
- iii. Indicate where the action/event took place.
  - iv. Indicate the causes of the action/event.
  - v. Indicate the results of the action.
  - vi. Organise the ideas/points in paragraphs.
  - vii. Be mindful of the use of mechanical skills such as: tenses, spellings, punctuation, etc.

Now write a story of about 400 words ending with: It really serves him rightâ€™.