

# Module 20

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## Section A: Oral Practice

- I. *In this module, there are two oral exercises. In the first one, your teacher will read a passage to you while you listen carefully. While listening, you could take some notes. Then, there will be a second reading. Thereafter, you should answer the following questions which are based on the passage you have just listened to.*

(The teacher and another expert will read the conversation in the passage 6 in Appendix One.)

### Questions:

1. What is the point of contention between the two?
  - A. The fairness or otherwise of some animals feeding on other animals.
  - B. Why some animals should feed on some other animals.
  - C. That human beings are not better than the big cats.
2. How does the housecat compare with the big cats, according to the man?
  - A. The housecat does a good job, the big cats are evil.
  - B. The big cats do a good job, the housecat is evil.
  - C. They are precisely the same.
3. According to the man, big cats ...
  - A. have a choice to eat anything but prefer eating flesh.
  - B. have no choice but to kill and eat other animals.
  - C. are precisely like human beings in several ways.
4. Of all the creatures mentioned by the two speakers, it is only man that...
  - A. acts most unfairly.
  - B. behaves very fairly.
  - C. eats both vegetation and animals.
5. When the man ends with "Well..."<sup>TM</sup>, he says this to mean that he...
  - A. agrees with the last point by the lady.
  - B. is not arguing further but does not accept the lady's<sup>TM</sup> point.
  - C. is pausing to prepare his point of view better.






### II. More on intonation (Revision)

In this module we shall revise both the rising tune and the combination of the rising and falling tunes.

#### A. The Rising Tune (↗)

The rising tune as you have learnt is used for yes/no questions, polite requests, protest, expression of surprise and tag-questions seeking information.

Study these examples:

1. Have you received the letter? (Yes/No question) 
2. Could you pass the salt? (Polite request) 
3. Mrs Etuk spent half a million naira on jewellery. (Surprise) 
4. This discrimination must stop. (Protest) 
5. This is not the stolen car, is it? (Tag-question seeking information) 

## Exercise




Read these sentences aloud and identify the tune patterns as the ones above.

1. Can I see the manager please?
2. Have you had breakfast?
3. Would you please close the door?
4. We can't continue like this.
5. She is not qualified for the post, is she?
6. Are you ready for the journey?
7. This suffering must stop!
8. Can I use your car please?
9. Are you the new secretary?
10. They renovated the house, didn't they?

## B. Combination of the rising and falling tunes

The two tunes are used for enumeration, for tag-questions with fall and rise tunes, and for longer sentences with a subordinate clause.

Study these sentences:

1. He bought some mangoes, oranges, pears, and bananas. 
2. You are now happy, aren't you? 
3. While they were watching the telly, the thief sneaked into the bedroom. 

## Exercise

Indicate the intonation combination in these sentences.

1. The policeman searched the sittingroom, bedroom, kitchen and bathroom.
2. Although he was very tired, he kept watch throughout the night.
3. You have enough pocket money, haven't you?
4. The principal wants to see Musa, Tunde, Effiong and Amechi.

5. While the boys were playing in the field the girls were working in the garden.

## Section B: Structure

### Types of sentences

In *Functional English for SS Books 1 and 2*, we learnt about different types of sentences. In this module we shall revise them. English sentences can be described in two major ways. They can be described:

- i. according to the purpose they serve.
- ii. According to the parts that make them up (structure).

When we describe a sentence according to the purpose it serves, we have four basic types of sentences.

- a. Command sentence “ gives commands, e.g.
  - i. Fetch me some water.
  - ii. Give me a drink, please.
  - iii. Leave this room.
- b. Question sentence “ asks questions, e.g.
  - i. What time is it?
  - ii. Who took the book I left on the table?
  - iii. Shall we go for dinner?
- c. Declarative sentence “ where the speaker makes a declaration, e.g.
  - i. The strike has been called off.
  - ii. New cars are expensive.
  - iii. The rains are very heavy in June.
- d. Exclamatory sentence “ makes an exclamation, e.g.
  - i. Oh God!
  - ii. My goodness!
  - iii. Good heavens!

### Structure of the sentence

Based on the make-up of sentences, a sentence can be any of the following: simple, double, compound and compound complex.

#### Simple sentence

A simple sentence is made up of only one clause. It is made up of only one finite verb, only one assertion. A simple sentence can consist of just a subject and predicate, e.g.

- i. Helen ate.

The simple sentence can equally be elaborate.

- ii. Helen/ate rice.

- iii. Helen/ate rice with Henry.
- iv. Helen almost immediately/ ate rice with Henry.
- v. Helen and her brother almost immediately/ ate rice with the good-looking Henry Salami.
- vi. Helen and her timid younger brother almost immediately/ ate rice with the very good looking and secretive Henry Salami.

The slash shows the basic divisions of these sentences into subject and predicate. The first part is made up of the subject and all words associated with it while the second part is made up of the verb and other words associated with it.

The addition of modifying words (almost immediately, timid younger brother) and compounds (Helen and her brother; good looking and secretive, etc.) does not change the sentences from being simple sentences. The sentences still contain only verb *ate*, so they are simple sentences.

Sentence i. has only one finite verb *bought*. Sentence ii. has a double object "the board and the committees" yet the sentence is still a simple sentence because it has only one finite verb and it makes only one assertion. Even though sentence v. is long, it is a simple sentence because it contains only one finite verb *gave*.

### **Double sentence**

Double sentences are made up of two main clauses. These main clauses can be linked together by a conjunction or by a semicolon. Some call double sentences compound sentences. Below are examples.

- i. The party was cancelled/ and/ no explanations were given.
- ii. Ahmed is the reason for my visit/ yet/ he has not even glanced at my direction.
- iii. Salaries have not been paid; many people are suffering.
- iv. Please switch off the air-conditioner; we are freezing.

In sentence i.

*The party was cancelled*  
*no explanations were given.*

are two main clauses. If you place a full stop after each of them, we shall have two sentences. Because they are both in one sentence, they are called main clauses. The conjunction *and* links both clauses. The same can be said for the other examples.

### **Compound sentence**

A compound sentence is made up of three main clauses; e.g.

- i. Bello arrived at the airport/, he couldn't find his driver/ so/ he left.

- ii. The leaders of the world powers came/, they saw/, but they did not conquer.
- iii. Gary divorced his wife/, he married his mistress/and he sent his children to boarding school.

## Section C: Reading Comprehension

**Read the following passage very carefully:**

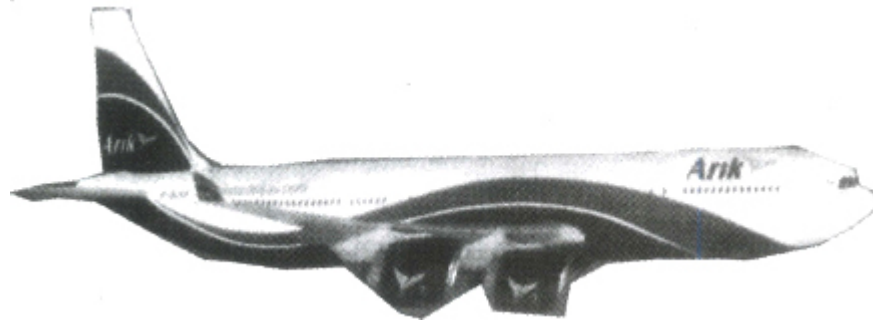
The dream of flight goes back to the **pre-historic** days. Many stories from antiquity involve flight, such as the **Greek legend** of **Icarus** and **Daedalus**. In the **fifteenth century**, **Leonardo da Vinci** drew an aircraft. When man was able to make the first flight in a **balloon**, an aircraft lighter than air, the biggest challenge was to *create* other craft, capable of controlled flight.

The **Wright Brothers** are generally credited with the invention of the aircraft. Theirs was the first sustainable and well documented attempt, the first to fly *what in modern terms would be considered an airplane*. They made their first successful **test flights** on **17 December 1903**, and by 1905 **their** aircraft was capable of fully controllable, stable flight for substantial periods. Wars in Europe, in particular **World War I**, served as initial tests for the use of the aircraft as a weapon. The aircraft proved to be a machine of war capable of causing *casualties* to the enemy. After the World War I, aircraft technology continued to develop, such that by World War II, aircraft were used in all the major battles of the war, especially in the **Battle of Britain**.

Fixed-wing aircraft are commonly called either airplanes or aeroplanes. These terms are *derived* from Greek *aĩ©ros-* (ˆairˆ™) and *-plane*. Both terms are often shortened to just *planes*. Fixed-wing aircraft include a large range of **craft** from small training and recreational aircraft to large **airliners** and military **cargo aircraft**.

A fixed-wing aircraft is a heavier-than-air craft where movement of the **wings** in relation to the aircraft is not used to generate **lift**. The term is used to distinguish them from **rotary-wing aircraft**, e.g. helicopters, where the movement of the wing surfaces relative to the aircraft generates lift. Modern jet transport aircraft take off at roughly 290 km/h (180 mph), and cruise at over 892 km/h (555 mph).

Two necessities for all aircraft are air flow over the wings for **lifting** of the aircraft, and an open area for landing. Besides, most aircraft also need an airport where they can refuel, load, unload, and receive maintenance. While most aircraft land and take off on land, some can take off and land on ice, aircraft carriers, snow, and calm water.



The aircraft is the second fastest method of transport, after the rocket. In October 1947, Chuck Yeager, in the Bell X-1, was the first recorded person to exceed the speed of sound, although some British wartime pilots claimed to have *exceeded* that speed when their warplanes were engaged in a dive. Commercial jet aircraft today can reach up to 900 km/h. Indeed, *supersonic* planes can reach speeds faster than sound. The speed record for an aeroplane is *currently* held by an *experimental* craft in the USA, which attained nearly ten times *the speed of sound*.

In most cases, aircraft are designed in a way as to enable two people (a pilot and co-pilot) to fly it without changing seats. *The most common arrangement is two complete sets of controls, one for each of two pilots sitting side by side, but in military planes, the dual sets of controls are arranged one in front of the other.* Aircraft that require more than one pilot usually have controls intended to suit each pilot position, but still with *sufficient* duplication so that all pilots can fly the aircraft alone in an emergency. For example, in jet airliners, the controls on the left (captain's) side include both the basic controls and those normally manipulated by the pilot in command, whereas those on the right (first officer's) side include the basic controls again and those normally manipulated by the co-pilot. The unduplicated controls that are required for flight are positioned so that they can be reached by either pilot. (622 words) *Adapted from Wikipedia, the Free Encyclopaedia.*

### **General discussion question**

In the several thousands of years before 1903, there was no vehicle that could travel in the air at the tremendous speeds described above. But since then, and within about 100 years, aeroplanes that could travel at up to 7000 miles an hour have been manufactured. Discuss why this sudden momentous development in the history of mankind.

### **Specific questions**

1. In what connection are Icarus and Daedalus mentioned in the passage?
2. The Wright Brothers are credited with the invention of *what in modern terms would be considered an airplane*. What does this specific description signify about the periods before their effort?
3. What is the basic difference between fixed wing airplanes and rotary wing aircraft?
4. What are the two necessities for airplanes?

5. Most airplanes are designed to operate from airports. Mention the various purposes for which airports are used.
6. In what other types of places can some other planes operate from?
7. Most planes that fly at tremendous speeds are designed for military operations. Why do you think such planes need to fly that fast?
8. ...*that require more than one pilot*....
  - i. What grammatical name is given to this expression as it appears in the passage?
  - ii. What is its function?
9. Supply one word (or a word group) that can replace each of the following words as used in the passage:
  - a. *derived*
  - b. *currently*
  - c. *create*
  - d. *casualties*
  - e. *sufficient*

## Summary Work

- a. In one sentence, trace the history of man's aspirations to fly from time immemorial.
- b. In two connected sentences, describe the various types of planes you can identify from the passage.
- c. In another sentence, trace the development of man's efforts to attain progressively higher speeds.
- d. In one sentence, state the various purposes for which planes are designed.

## Section D: Vocabulary Development

### Figures of speech

#### Metaphor, personification, hyperbole

In this module, we shall be examining figures of speech. Note that there is an ordinary, straightforward way of expressing ideas and feelings and there is also a figurative way. When any of the figures of speech is used, we then refer to what we say or write as being figurative.

Let us consider the following examples:

- a. Ugochukwu is the most famous man in his family.
- b. Ugochukwu is the star of the family.

In sentence a. the idea is very clear, plain and straightforward. No word in the sentence is figurative. We know that Ugochukwu is a very famous man in his family. In sentence b. the idea of the fame of

Ogochukwu is embellished with the word "star". This means that the word "star" makes the expression more vivid and beautiful. So, "star" denotes brightness, recognition, and possibly esteem.

In this module, we shall discuss metaphor, personification and hyperbole.

### **Metaphor**

This is a figure of speech which is otherwise known as implied simile. It differs from simile because it is not introduced by "like" or "as". In a simile, we say something is like somebody or somebody is like something.

#### **Examples**

- a. Aliyu is the star of his class.
- b. The man is a pig.
- c. Her husband is her backbone.
- d. I can see a stream of tears in his face.
- e. Okon is the hope of his village.
- f. The man is a chimney.
- g. He is a lion in battle.
- h. The old woman was a skeleton.
- i. His wife is a beauty.

### **Personification**

Personification is a figure of speech which emphasises the attribution of human beings to animals, abstract ideas or objects. In other words, abstract and inanimate objects are allowed to possess human characteristics.

#### **Examples**

- a. The yam smiled when it was sliced on my table.
- b. Sorrow and poverty are spoiling her skin.
- c. "Time and tide wait for no man."
- d. "Everyday death creeps silently nearer to each of us."
- e. "Time matches on."
- f. The flowers rejoice when the weather is bright.
- g. Death stretches his hands on the old man.
- h. Poverty has become his best friend.

### **Hyperbole**

Hyperbole, which is a figure of speech, is otherwise known as exaggeration. It is a figure of imagination in which ideas are over-stated or expressed extravagantly in order to create effectiveness of an idea.

#### **Examples**



- a. I love her; even in death I shall still love her.
- b. “When beggars die, there are no comets seen, Heaven themselves blaze forth the death of princes.” Shakespeare.
- c. All the world laughed when he was slapped.
- d. He shouted so much so that the whole house shook.
- e. He loves wine so much, he can empty a drum a day.
- f. He shot the mosquito with his riffle.
- g. The whole world knows that the boy is a liar.

## Activity I

Write 5 examples of each of the following:

- a. Hyperbole
- b. Metaphor
- c. Personification

## Activity II

Form correct sentences with the 15 examples given in Activity I above.

## Activity III

Identify the figure of speech in the following sentences:

- a. I laughed and the whole house shook.
- b. “Death! Where is thy sting?”
- c. You are welcome, Oh! gentle rain.
- d. His wife is his mother.
- e. “...Life is but a walking shadow...”
- f. The old man is gold in his family.
- g. I can beat ten lions at a time.
- h. Her husband is a father to her.
- i. Let us go now; time is flying.
- j. He coughed and the wall cracked.