

## Module 4

### Speech: Consonants followed by /w/

You have learnt the production of both the /t/, the /s/ and the /w/ sounds. So, you should not find the /tw/ and /sw/ clusters difficult. To produce each, there should be a smooth glide from the first to the second sound in each case. Practise saying the following words:

	twin	twinkle		swear	swing
/tw/	twist	twine	/sw/	sweat	sweep
	twig	twice		sweet	swipe

#### **Read the following sentences aloud:**

- i. The **twin** boys licked all the **sweets**.
- ii. His body was drenched with **sweat** as he tried to untie the **twine**.
- iii. Iyabo **twisted** my arms for refusing to **sweep** the room.
- iv. **Twice** the farmer tried in vain to cut the **twig**.
- v. I noticed a **twinkle** in her eyes as Haija **swam** towards her son.

### Exercise

1. With the aid of a dictionary, find 10 other words in which the /t/ and /s/ consonants precede the /w/ sound.
2. Say them aloud and make sentences with them.
3. Find out 5 words in which the other consonants precede the /w/ sound.

### Structure: Determiners

In the earlier books, you were introduced to determiners. We learnt that determiners are the words that come before nouns in order to show the quantity of materials referred to. Determiners include definite and indefinite articles: **the**, **an**, and **a**. Others include **some**, **any**, **no** and **several**. Let us first have a go at the following introductory exercise.

### Exercise

Use the determiners on the left column to make sentences with the nouns on the right column. One has been done for you.

Determiner	Noun	Sentences
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1. The	boy	The boy is outside the classroom.
2. An	umbrella	
3. A	hat	
4. Some	oranges	
5. Several	apples	
6. Any	luggage	
7. No	oil	

Now read the following passage.



Central Administration and Tower Court University of Ibadan

Three weeks ago, I visited *the* University of Ibadan. There are many modern structures in the premises. These buildings house faculties and offices like *the* Admissions Office and *the* Faculty of Arts. I saw many students milling around the offices. I could hear some of them speaking various Nigerian languages in addition to English.

Within **the** University of Ibadan there is a medical clinic referred to as Jaja Clinic. **The** clinic serves both the staff and the students of the university. There I saw **several** patients waiting to see a doctor. In front of the hospital, across the road, the female hall of residence is called Queen Elizabeth II Hall. After driving from the campus to the city for about ten minutes you will find the Premier Hotel on a hill on the left. I did not have **any** money so I could not eat at this hotel. Behind **the** hotel building is **the** Ogunpa River. On that day **the** sun cast its rays on the quiet river.

#### **Answer the following questions:**

1. Which university did I visit?
2. Which offices did I see?
3. Whom did I see around the offices?
4. Which language were some of them speaking?
5. Which hospital is behind the university?

6. What did I see in the hospital?
7. Which road is in front of the hospital?
8. What will you find after driving for about 10 minutes on the road?
9. Why was I unable to eat in the hotel?
10. In line 6, the sentences changes from "...a hospital to ...the hospital." Give the reason for this change.

**Read the following dialogue:**

- Ali: The United States of America army has stayed very long in Iraq.
- Bassey: This is because countries like *The Soviet Union* and France are not solidly behind America.
- Ali: But the United Kingdom threw her weight behind Washington.
- Bassey: That is not enough. Unfortunately other countries which would have loved to support America are not rich enough to remain in Iraq for this long. *The Philippines*, for instance, is a poor country.
- Ali: And to think the United Kingdom is withdrawing her troops from Iraq. I do not want *any* other country to back out at this stage of the war.

The purpose of using determiners has been written in the right column. In the left column supply the determiners which serve the purpose. One has been done for you.

Determiner	Purpose
1. I do not want any other country to back out at this stage of the war.	The determiner is used to indicate "none of".
2.	The determiner is used to refer to people.
3.	The determiner is used to refer to a geographical entity.
4.	Determiner used to refer to plural noun.

In the following sentences, the determiner has been used to represent a group sharing the characteristics captured by the adjective. One has been done for you. Complete the table with similar sentences.

- |  |                       |
|--|-----------------------|
| 1. Poor people are unhappy.<br>2. Blind people are sensitive.<br>3. Disabled people need help. | The poor are unhappy. |
|--|-----------------------|

4. Wicked people do not help others.
5. Smart people work hard.

Let us summarise what we have learnt about determiners.

- A. We can see that the determiners are made up of the definite and indefinite articles **a**, **an** and **the**.
1. ‘a’ is used before nouns with an initial consonant sound, e.g. a boy.
2. ‘an’ is used before nouns beginning with an initial vowel sound, e.g. an apple, an orange.
3. The definite article ‘the’ is used in the following situations:
  - a. to refer to a noun which has already been mentioned earlier, e.g. A boy is outside, the boy
  - b. It is used before proper nouns describing some geographical locations; e.g. The Nike Lake Hotel.....
  - c. It is used before the names of some countries: e.g. The Bahamas..., the Congo...., the Netherlands....
  - d. **Any** is used before uncountable and countable nouns; e.g. any money, any country.
  - e. **Several** and **some** are used before plural countable and uncountable nouns; e.g. several people, some vehicles, etc.

## Exercise

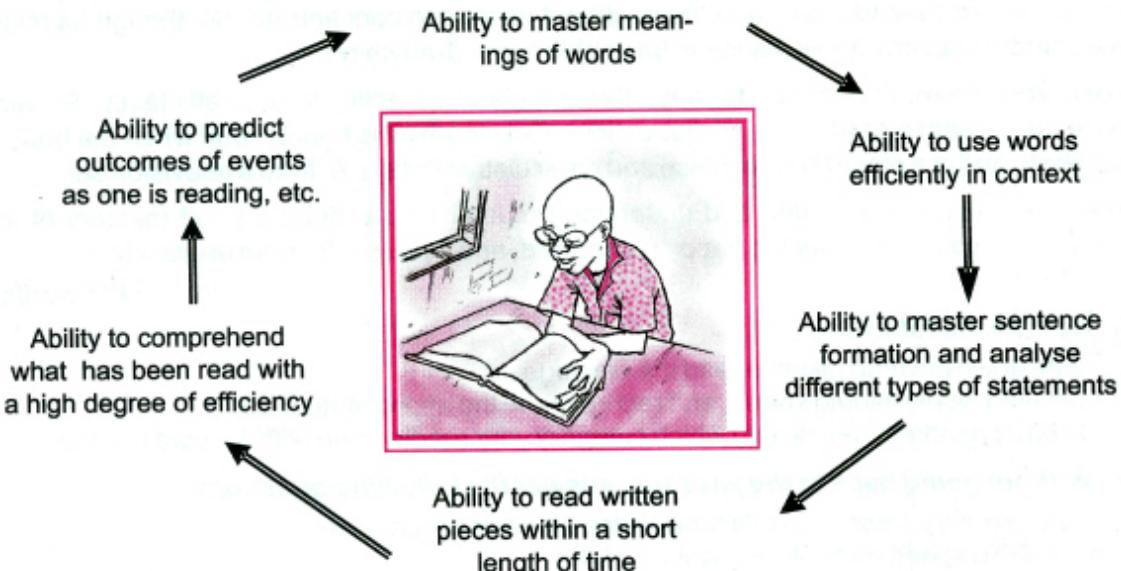
Now form 10 sentences from the following table:

Is there	any	salt	on the table?
Can you find	some	sugar	in the tray?
Can you see			in the saucer?

## Reading Comprehension

### Before you read

Study the following illustration and suggest what it all stands for:



**Discuss what you think the diagram is trying to illustrate. How is it related to reading efficiency?**

**Read the following passage as fast as you can. Record the time taken to read through.**

### What is Efficient Reading?

What is *efficient* reading? Basically, it involves two major *characteristics*: first, ability to read through a passage fairly quickly, and second, ability to understand what was read. After all, it is a mark of intellectual *immaturity* to hold on to a passage for hours without being able to make meaning out of it. So, to attain efficiency is to be able to go through the passage fairly quickly. But, on the other hand, it is a mark of bad reading not to be able to *recall* and discuss what has been read. So, the two need to go hand in hand.

The foregoing has however put the issue rather too simply. Ability to read through a passage at a good rate can be attained only after *acquiring* the grammatical structures of the language. Without acquiring a sound mastery of words and how they function under various situations, without understanding how sentences are generated, it is *futile* to expect one to be able to read even the simplest passage fairly quickly.

Considering the issue from another perspective, we know that even acquiring a sound mastery of the vocabulary and structure of the language is not enough. The *frame* of the reader's mind is perhaps as important. Think of a man who is disturbed by the death of a dear one. Such a person would not be able to concentrate on the reading task. If the death of the dear one is still fairly fresh, he might read through a passage several times without understanding anything.

On the other hand, if he is too glad, he might not be able to concentrate either. Take the case of a man who had just read from the newspaper that he won a large sum of money. If he should be told to read a

passage, he might not be able to concentrate. So, though he might read through several times, he might be unable to recall anything.

Apart from these, the time of the day often affects oneâ€™s ability to read efficiently. So, also does the presence or absence of distractions. This is why it is best to read when the body is still fresh, and in a place far from noise and other distractions, e.g. from a television set.

In all then, you will read fast and understand much if you acquire a good mastery of the language, if you are neither too happy nor too sad, and if you are far from distractions.

(415 words.)

**A. Now do the following:**

- a. Write down the time taken to read the passage.
- b. Calculate your reading speed, and record this in the appropriate place.
- c. Using appendix 1, decide into which category your reading rate falls. Record this too.

**B. Without going back to the passage, answer the following questions:**

1. To decide if a person is an efficient reader, we have to consider his
  - A. reading speed and comprehension ability
  - B. grammatical ability and his state of mind
  - C. mastery of words and grammatical competence
  - D. reading speed and state of mind.
2. What factors are mainly responsible for a personâ€™s ability to read fast?
  - A. His familiarity with the subject matter
  - B. His grammatical competence and state of mind
  - C. His physical and emotional state
  - D. His vocabulary and grammatical competence.
3. Oneâ€™s state of mind is very important in understanding and recalling what is read, because extreme joy or sorrow might make one
  - A. forget what one reads
  - B. unable to concentrate
  - C. unable to read at all
  - D. unable to understand the words.
4. The time of day affects reading performance because it
  - A. has to do with the reading material.
  - B. has to do with the reading style.
  - C. affects how fresh the body is, which affects concentration.
  - D. often affects oneâ€™s level of interest in reading.

Now, check the correct alternatives in the appendix; mark your own

attempt and record your score. Then, calculate your reading efficiency index and record your attempt in the appropriate place.

**C. Read the passage over again, and answer the following questions:**

5. What is the role of the opening question? (i.e. What use does the author make of it?)
6. Which is relatively more important, ability to read fast or ability to understand what is read? If none is more important, say so and prove it.
7. How does grammatical competence affect reading efficiency?
8. For each of the following words, find another (or others) which can replace it without seriously changing the meaning:

- |              |                     |                 |
|--------------|---------------------|-----------------|
| i. efficient | ii. characteristics | iii. immaturity |
| iv. recall   | v. acquiring        | vi. sound       |
| vii. futile  | viii. frame         | ix. disturbed   |

## Summary Work

To do a good summary, it is necessary to identify facts as stated in the passage. Besides, it is necessary to be able to link one factor to another. This way, it would be possible to identify how one factor leads to [or cause, affect] another. How does one thing lead to another? What is the link between one and another? Sometimes, this could be very easy and very direct, e.g. it is easy to see that laziness leads to poverty, which leads to inability to feed well, etc. However, sometimes too, it is not all that easy to see the link, because they could be inferred.

In the present passage, these are sufficiently easy to identify and link one to another. **So, in four sentences, one for each factor, summarise the factors which decide one's ability to read fast and comprehend well.**

## Vocabulary Development

### Antonyms

Recognising the words which mean nearly the opposite of each other.

In this module, you will learn about words which are nearly opposite in meaning. The following table shows the words of the kind:

Words	Nearly opposite in meaning
sick	healthy
cheerful	unhappy
ability	incompetence
generous	mean
joy	sadness
kind	inconsiderate
useful	important
question	reply
cancel	confirm
depart	arrive
kidnap	release
stop	proceed
obstacle	advantage
honest	insincere
calamity	comedy



A sick girl would remain in bed; a healthy one would play outside

Let us consider some of the words in the following sentences:

1. Stop: The police asked the driver to **stop** on the road.  
Proceed: The driver was asked to **proceed** after showing his car documents.
2. Cheerful: The patient looks **cheerful** after taking his drugs.  
Unhappy: The man is rather **unhappy** because he is not well.
3. Honest: He is quite a **honest** man.  
Insincere: The policeman is rather **insincere** from the way he reported the case.

## Activity I

Use your dictionary to find the antonyms of these words:

- |              |             |           |             |
|--------------|-------------|-----------|-------------|
| a. immerse   | d. obscure  | g. queer  | j. narrow   |
| b. hostility | e. ignorant | h. rude   | k. abnormal |
| c. misery    | f. just     | i. seldom | l. odd      |

## Activity II

Use each of the antonyms in a sentence of your own.

## Continuous Writing: Letter Writing Writing an informal letter 2

The following letter was written by Rose Orji, a student of St. Monica's Girls High School, Ondo, Ondo State, to her friend who is in Anglican Grammar School, Ile-Ife, Osun State. She has written about how she's been performing in her science subjects and her future intentions.

St. Monica's Girls High School  
P.O. Box 1922  
Ondo  
Ondo State  
26 January 2007

Dear Ngozi,

Your last letter was delivered by one of those who came for the Inter-House sports competition in our school. Why didn't you come with them? Thanks so much for the letter. How is your school? Do you still cope with your science subjects? I learn that your school is taking part in the next Science Quiz Competition holding at Abuja.

I am writing to inform you how I've been performing in my science subjects, and of my future intentions. Ngozi, I'm still offering the three science subjects: Chemistry, Physics and Biology. General Maths and Further Maths are also compulsory for whoever is taking the science subjects. We are also lucky in this school because there are two teachers for each of the science subjects. There are also two teachers each for General Maths and Further Maths.

We have done three tests in each of them. My highest score has been in Physics, Maths and Further Maths. This means that I have been the best student in the three subjects. Though I've always got high marks in Chemistry and Biology, two hardworking boys are leading in these subjects. They are very studious. But I've determined to beat them in the first terminal examinations. They are too jealous of me because, since I'm a girl, they think I could not lock horns with them in the subjects in which I am leading.

I think it should now be clear to you why I always tell you that I am very much interested in any aspects of engineering. Honestly, I wish to study engineering in the university. You should be praying for me in this regard. Let me have your comments on this intention in your next letter.

How are your classmates? What of Nike, your room-mate? Do you intend to travel to Lagos during the next holiday? I don't intend travelling. If you will travel to Lagos, make sure that you spend a day or two with me for some discussion before you go.

Yours sincerely,  
Rose.

Write a similar letter to your friend using the model above.