

Module 14

Speech

The syllable consonants: /l/ and /n/

A syllable, as you have learnt earlier, is a word or a part of a word that contains just one vowel sound and one or more consonant sounds. So, a vowel sound usually forms the nucleus or the core of a syllable. Here are some examples:

sun goal	can call	man pull	ten-der lo-cate	plan-tain col-lege
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Note that the /l/ and /n/ sounds in the words in the box are pronounced like ordinary consonant sounds.

There are however some syllables in poly-syllabic words (words of many syllables) that do not contain vowel sounds. If such a syllable without a vowel sound contains consonant sounds such as /l/ and /n/ these two sounds form the nucleus of such syllables. They are also referred to as syllabic consonants.

A syllabic consonant forms a whole syllable. In other words, when /l/ and /n/ feature in a syllable without a vowel sound, they take the prominent position and are pronounced distinctly. Here are some examples:

gar-den bot-tle	rat-tle ta-ble	bat-tle cat-tle
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Note that the /l/ and /n/ sounds in the second syllables in each of the words in the box are pronounced more distinctly than ordinary consonant sounds. This is because they are syllabic consonants, since there are no vowel sounds in the syllables in which they occur, or at least that the vowel in each is not pronounced.

Note also that although there are vowel sounds in the spellings of these words, there are no vowel sounds in their pronunciations. In other words, the vowel sounds in those syllables are silent.

sud-den cat-tle kin-dle gar-den	cho-sen ti-tle bot-tle fas-ten	has-ten ban-gle da-ble bit-ten	soft-en man-tle nee-dle wid-en	wood-en fal-len les-son	ped-dle gold-en
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Practice 1

Listen attentively as your teacher pronounces these words, then you repeat after her. Ensure that you do not insert a vowel between the underlined consonant sounds nor delete the last consonant sounds in these words.

Practice

Your teacher will direct you to list more words with syllabic consonants and make sentences with them.

Practice 3

Read these sentences aloud. Pronounce the syllabic consonants correctly.

1. The farmer plans to **widen** his **garden** this planting **season**.
2. The **wooden** pole fastened to the gate has **fallen**.
3. The drugs will **lessen** his pains.
4. Use the kerosene in the **bottle** to **kindle** the fire.
5. The **mantle** of leadership has naturally **fallen** on the holder of that title.

Grammatical Structure

Phrasal verbs

In the previous module, we introduced you to phrasal verbs. We learnt the difference between phrasal verbs and other verbs which look like phrasal verbs but are not. In this module we shall study another feature of the phrasal verb.

Phrasal verbs can be transitive or intransitive. You learnt about transitive and intransitive verbs in *Functional English for JSS 2*. Transitive verbs take objects while intransitive verbs do not take objects.

Transitive phrasal verb

When a phrasal verb is transitive, it takes an object. This object appears in between the phrasal verb, e.g.

Call off vs Call the deal off

Here, *deal* is the object of *call* and has been placed between *call* and *off*. Below are examples of phrasal verbs used transitively.

Phrasal Verb	Meaning	Used Transitively
1. Turn around	To make business successful	Ronke turned the business around in six months.
2. Turn in	To hand over	Mama turned the thief in.

3. Turn down	Refuse to accept	Jane turned my husband down.
4. Dress up	To wear something special	I dressed her up for her wedding.
5. Put off	To make someone dislike something	Tunde put me off when he lied to the teacher.
6. Narrow down	To limit to a small proportion	The teacher narrowed the topic down to two areas.
7. Put somebody through	To help somebody through a task.	The boss put Emily through the new task.
8. Draw into	To involve somebody in something that they do not want to do.	Do not draw my brother into politics.
9. Take back	To return something after it has been bought.	She took the shoes back to the shop.
10. Do in	To hurt somebody	I expected my boss to do me in during the promotion interview but he didn't.

Some phrasal verbs cannot be used transitively. The combinations of words that make up the phrasal verbs are inseparable. If they are separated they are no longer phrasal verbs.

The asterisks are used to indicate incorrect sentences.

Phrasal Verb	Meaning	Sentences
1. Come Apart tear		*Came the book apart The book <i>came apart</i> .
2. Came between	to cause trouble	*John came the two friends between. John <i>came between</i> two friends.
3. Come by	get something rare or difficult to find	*He came diamonds by. He <i>came by</i> diamonds.
4. Talk back	to answer an adult	Don't talk your father back. *Don't <i>talk back</i> at your father.
5. Drift apart	to gradually stop being friends.	Drift the two friends apart.

		The two friends <i>drifted apart</i> .
6. Drop out	to stop going to college or university before one should complete one's course.	*Lola dropped school out in order to concentrate on her business. Lola dropped out of school in order to concentrate on her business.

Exercise

1. Use the following phrasal verbs to make 10 sentences.
 - A. carry -off, on ,out
 - B. come-about, across, round
 - C. keep-at, back
 - D. put off, up with

2. From the words or group of words marked A – D, choose the one that best completes each of the following sentences.
 - i. At the last minute Amidu of the plan.
 - A. backed up
 - B. backed out
 - C. backed in
 - D. backed for

 - ii. My school will 60 students this year.
 - A. turn in
 - B. turn on
 - C. turn out
 - D. turn over

 - iii. Regina encouraged her son to the habit of smoking.
 - A. come out
 - B. come over
 - C. come off
 - D. come from.

 - iv. I was late for the meeting because I was in traffic along Ring Road.
 - A. held by
 - B. held on
 - C. held up
 - D. held in

 - v. Soon Maureen will the death of her grandmother.
 - A. get over
 - B. get by

- C. get from
D. get above
- vi. In order to succeed a leader must many roles.
A. take up
B. take on
C. take in
D. take after
- vii. My mathematics teacher eventually the solution to the sum.
A. put me up
B. put me through
C. put me above
D. put me down.
- viii. After months of investigations, everything finally
A. fell under place
B. fell through place
C. fell into place
D. fell outside place.
- ix. The manager was by her lies.
A. put on
B. put in
C. put off
D. put out
- x. My mother believes everybody. She all the lies hook line sinker.
A. took on
B. took in
C. took out
D. took from.
3. Form 10 sentences from the table below.

She	turned	out	in a dazzling gown. in rags.
He Dayo		off	the lights. the switch. the fan. the television set.

Reading Comprehension

Before reading through, discuss the following:

- ⦿ Jomo Kenyatta was the first Prime Minister and later first President of Kenya.
- ⦿ However, before all that, he had to lead his people in the struggle for independence from the white settlers who had come over to

occupy their land.

- ⦿ In the early 1950s, he wrote a fable pointed at the imperialism of the period.
- ⦿ Below is an adapted and abridged version of the story.



Jomo Kenyatta's Fable

An elephant once befriended a man. One day, during a heavy rainstorm, the elephant went to his friend in his little hut, requesting to put in just his trunk. The man *obliged* and the elephant stretched in just his trunk. However, when he had done this, he pushed his head inside, and finally flung the man out into the rain, saying: "There isn't enough room for us both; you can afford

to endure the rain while I protect my delicate skin inside."

The man started grumbling; the animals in the nearby forest heard and came to see what the matter was. Finally the lion came along roaring, saying: "How dare anyone disturb the peace of my kingdom?" On hearing just the elephant's side, the lion commanded his ministers to appoint a commission of enquiry to go *thoroughly* into the matter and report accordingly. He then told the man: "Don't grumble any more; wait until the sitting of my imperial commission, and there you'll have plenty of opportunity to state your case." The man, pleased with this, innocently waited for his opportunity.

The elephant, with other ministers, appointed the commission of enquiry comprising Messrs Rhinoceros, Buffalo, Alligator, Fox (chairman), and Leopard (Secretary). On seeing the personnel, the man protested the non-inclusion of someone from his side. But he was told that nobody from his side was *educated* enough to understand the intricacy of jungle law and was assured that the members were men of honour and God-chosen gentlemen to defend the interest of races less adequately endowed with teeth and claws.

The commission sat to take the evidence. The Rt. Hon. Elephant, first to be called, said: "Gentlemen of the jungle, my friend here invited me to save his hut from the hurricane which had gained access owing to the unoccupied space in the hut. I considered it necessary, in his own interest, to turn the undeveloped space to a more economic use by sitting in it myself."

After hearing Mr Elephant's conclusive evidence, the commission called Mr Hyena and other elders of the jungle, who all supported Mr Elephant's action. *They then called the man, who began to give his own account of the dispute.* But hardly had he started than the Commission declared that they had heard sufficient evidence from both sides and retired to consider their decision. After being feasted by the Elephant, they called the man and declared their verdict: "In our

opinion this dispute has arisen through a regrettable misunderstanding due to the backwardness of your ideas. Mr Elephant has fulfilled his sacred duty of protecting your interests. He shall continue his occupation of your hut, but you can build another hut more suited to your needs, where you will be well protected.â€™

The man, fearing that his refusal might expose him to the teeth and claws of members of the commission, complied. But no sooner had he built another hut than Mr Rhinoceros charged in with his horn lowered and ordered the man to quit. A Royal Commission was again appointed, with the same result. This procedure was repeated until Mr Buffalo, Mr Leopard, Mr Hyena and the rest were all accommodated within new huts. Then the man decided that he must adopt a different line of action, since commissions of enquiry have not helped him. He thought: â€˜there is nothing that treads on the earth that cannot be trapped.â€™

Early one morning, when the huts were beginning to fall to pieces, he built a bigger and better hut. No sooner had Mr Rhinoceros seen it than he came rushing in, only to find that Mr Elephant was already inside. All others then rushed in. Presently they all began disputing their rights of penetration, and began fighting. While they were *embroiled* together the man set the hut on fire and burnt it to the ground, jungle lords and all. Then he went home, saying â€˜Peace is costly, but itâ€™s worth the expense.â€™ (658 words)

Without going back, answer the following questions:

1. What made it necessary for the elephant to seek assistance from the man?
 - A. A thunderstorm.
 - B. A rainstorm.
 - C. A windstorm.
 - D. A hailstorm.
2. What explanation given by the elephant to the man was actually the opposite of the truth?
 - A. That he naturally should live in a home while the man should not.
 - B. That the hut was the natural home of elephants and not for men.
 - C. That only those endowed with teeth and claws should live in huts.
 - D. That his skin was delicate while that of man was thick enough.
3. Which of the following is most correct about the process of justice?
 - A. The whole process was free and fair.
 - B. The beginning was fair but the end was not.
 - C. The beginning was unfair but the end was fair.
 - D. The whole process was neither free nor fair.

4. From the story, it is apparent that the man
 - A. learnt his bitter lesson right from the beginning.
 - B. never learnt any lesson from what happened.
 - C. learnt his lesson only after much had happened.
 - D. remained a fool to the very end.
5. When the man had burnt off the large hut, he
 - A. escaped from the wounded animals to his own home.
 - B. left all the animals dead and went to his own home.
 - C. saw all the animals dead and regained his huts.
 - D. forced all the animals to leave him alone for his new home.

Read the story all over again and answer the following questions:

6. What type of narrative is this in which we have animals behaving like men?
7. Only one human being was shown throughout. What does he really represent?
8. The elephant's evidence was described as *conclusive*. What does this tell us about the process of the justice?
9. It took a long time before man learnt his lesson, whereas the reader would know the reality of the situation right from the onset. Why did the writer present the situation that way?
10. The man was presented by the animals as not having enough intelligence. In reality, what does the story present?
11. When the man stated that there was nothing treading the earth that could not be trapped, what did he really mean?
12. What message did Jomo Kenyatta intend to send through this story written at a time when the whites dominated Kenya against Kenyans' wish?
13. How is the reader likely to feel each time he finds the man cheated out of his hut?
14. *They then called the man, who began to give his own account of the dispute.*
 - i. What is the grammatical name given to this type of sentence?
 - ii. Identify the main and subordinate clauses.
15. Give another word/word group that can replace of each of the following words as used in the passage:
 - i. *obliged*
 - ii. *thoroughly*
 - iii. *educated*
 - iv. *trapped*
 - v. *embroiled*.

Summary Work

In a narrative of this nature, to do a good summary you should:

- a. get to grips with the main theme, or the main message;
- b. be able to identify how the different specific aspects build up that main message;
- c. be able to infer the author's intended message which is indirectly presented.

However, in most examination passages, you will not be asked to summarise what you can evidently infer. All that will be required of you is to summarise the hard facts as presented, both in summation and in specific parts. Work on the above three points and then address yourself to the following summary tasks:

1. In one sentence, give the story a most appropriate title.
2. In another sentence, summarise the different ordeals suffered by the man in the story.
3. In a final sentence, summarise how the man finally executed the plan to free himself.

Vocabulary Development

Vocabulary associated with health



Have you thought of studying medicine after your secondary education? If yes, then this module will expose you to the words associated with health. Even those who do not have any ambition of being doctors will also benefit from it. They will acquire more knowledge about health and remember that knowledge is power. So study the words in the table below.

sickly	critical	herbal	para-medical	well
diagnosis	condition	medicine	doctor	pills
anaemic	casualty	traditional	nurse	injection
dysentery	wards	medicine	health officer	tablets

sanitary	convalescent	medical	consultant	capsules
asthmatic	infection	personnel	gynaecologists	syrup
sanitation	contagious	venereal	cardiologist	herbs
measles	inoculate	disease	paediatric	drugs
dysentery	vaccinate	emergency	family doctor	
	immunise	ward		
	surgery	theatre		
		pharmacy		
		acupuncture		

Activity II

Use your dictionary to check the meaning of each word in the box.

Activity III

Fill each gap in the following passage with an appropriate word from the words listed below it.

It is very obvious that Mr Uche is a ---1--- man. He has not been ---2--- for some years now. He was rushed to a Federal Government hospital last week for another round of ---3---. His wife is an illiterate woman and this is why Uche has been on ---4---. His ---5--- gives him ---6--- everyday but this ---7--- has not been effective. When he got to the hospital last week, he was taken to the ---8--- where he was given a thorough ---9--- by the doctor on duty. It was revealed that he had some ---10--- in his large intestine and ---11--- was also confirmed because his blood pressure was high. Barely a year ago, he was treated for ---12--- because he drank bad water and ---13--- due to his immoral activities. Now, he is again in a very ---14---. The doctor finds that Uche has never been ---15--- against hepatitis. His eyes are ---16---. He also looks ---17---. The doctor says it is ---18---. He is going to be given a thorough ---19--- and he will soon ---20---.

	A	B	C	D
1.	fat	careless	sickly	tall
2.	well	sleeping	hardworking	infected
3.	sickness	treatment	vaccination	advice
4.	traditional medicine	drugs	western medicine	injections
5.	old father	nurse	teacher	native doctor
6.	tablets	herbs	water	powder
7.	transfusion	infection	native treatment	inoculation
8.	clinical ward	south ward	casualty ward	female ward
9.	inspection	attention	diagnosis	supervision
10.	infections	problem	pains	contraction
11.	vaccine	headache	malarial	hypertension
12.	dysentery	fever	anaemia	sore
13.	vomiting	nausea	venereal disease	fracture
14.	critical condition	stress	serious trance	deep sleep
15.	immunized	advised	warned	reinforced
16.	reddish	bluish	yellowish	whitish
17.	pale	dejected	downcast	tough
18.	nausea	malaria	anaemia	hypertension
19.	medical treatment	beating	shake-up	injection
20.	wake up	sleep	buckle up	convalesce

Continuous Writing

Formal letter writingâ€”2

Study the following letter of application:

Government Science
Secondary School
P.O. Box 1982 Minna,
Niger State
20 March 2007

The Permanent Secretary
Ministry of Works and Transport
P.M.B.5063
Minna, Niger State

Dear Sir,

APPLICATION FOR THE POST OF A CLERICAL ASSISTANT

I write in response to your advertisement in the *Punch* of the 2nd March 2007 to apply for the post of a clerical assistant in your ministry.

I was born on 10th April 1985. So I am now twenty-two years old. I am from Minna in Niger State. I attended Local Authority Primary School,

Minna, where I obtained the first school leaving certificate in 1994. I attended Federal Government Science College, Minna, where I obtained the Senior School Leaving Certificate 2000. I passed the entire nine subjects that I registered for at credit level. In fact, I had distinctions in English, Mathematics, Chemistry and Physics.

I was the class captain in JS 2, JS 3 and SS 1. And in SS 2, I became the school prefect. During the period, I had a lot of challenges and I was able to surmount them all. With the experience as class captain and school prefect, I strongly believe that I will be able to perform efficiently as a clerical assistant in the Ministry.

For further information about me, the principal of my former school, Mr. Stephen Abara, has agreed to write a confidential report about me. This will be sent to you very soon.

Photocopies of my credentials are herewith attached. This will enable you to further establish the information I have given above. I should be very grateful if you could give this application a favourable consideration.

Yours faithfully,

Anthony Adamu.

Note that the points Mr Adamu raises about himself are in sequence. Comment on the tone and language of this letter. Also take note of its structure. Now do the following:

Write a letter of application as a Sales Assistant to the Managing Director, Evans Brothers (Nigeria) Publishers Limited, P.M.B. 5164, Jericho Road, Ibadan.