

Module 8

Speech: Silent Consonant Sounds

In the English language, many consonant sounds are not pronounced in some words. Some examples of such sounds and words are provided below. Your teacher would help you to list more of such words and pronounce them correctly.

1. The /t/ sound is silent in the following words:

- a. listen
- b. wrestle
- c. depot
- d. castle
- e. whistle
- f. chalet
- g. sachet
- h. hasten
- i. debut
- j. apostle
- k. hustle
- l. ballet
- m. bouquet
- n. Christmas
- o. bustle

2. The /p/ sound is silent in the following words:

- a. coup
- b. corps
- c. *psychology*
- d. *pneumonia*
- e. *psalm*
- f. receipt

3. The italicised /g/ and /k/ sounds are silent in the following words:

- a. foreign
- b. gnaw
- /g/ c. gnat
- d. reign
- e. gnash
- f. knock

- g. *know*
- /k/ h. *knowledge*
- i. *knife*
- j. *knee*

4. The italicised /b/ sound is silent in the following words:

- a. *plumber*
- b. *dumb*
- c. *bombing*
- d. *debt*
- e. *comb*
- f. *tomb*
- g. *limb*
- h. *lamb*
- i. *thumb*
- j. *climb*
- k. *subtle*
- l. *numb*
- m. *succumb*

5. The italicised /h/ sound is silent in the following words:

- a. *heir*
- b. *exhibit*
- c. *wheat*
- d. *khaki*
- e. *hour*
- f. *exhaust*
- g. *honest*
- h. *honour*
- i. *vehement*
- j. *vehicle*
- k. *exhort*

6. The italicised /l/ sound is silent in the following words:

- psa/m*
- ta/k*
- ha/f*
- sa/lmon*
- shou/d*
- fo/k*
- ca/m*
- a/lms*

7. The italicised /d/ and /s/ sounds are silent in the following words:

/d/	handkerchief	/s/	debris
	handsome		isles
	Wednesday		island

Practice 1

Listen attentively as your teacher pronounces the words in the boxes above. Then repeat each word correctly.

Practice 2

Your teacher will make sentences with some of these words. Make similar sentences and ensure that you do not pronounce the italicised letters.

Exercise

From the words indicated A to D choose the one that contains the **sound** represented by the given phonetic symbol.

Example: /t/ A. worth B. subtle C. depot D. warmed.

The correct answer is B because only **subtle** contains the sound /t/. Do these the same way.

1. /g/ A. gnaw B. reign C. girl D. foreign	2. /p/ A. partial B. coup C. receipt D. pneumonia	3. /b/ A. climb B. debt C. marble D. subtle
4. /l/ A. half B. psalm C. should D. control	5. /h/ A. honour B. happy C. heir D. hour	6. /k/ A. call B. knock C. knowledge D. knife
7. /d/ A. handsome B. kind C. handkerchief D. Wednesday	8. /t/ A. depot B. listen C. sachet D. total	9. /w/ A. answer B. whole C. sword D. work
10. /s/ A. debris B. count	11. /b/ A. above B. tomb	12. /h/ A. honest B. khaki

C. stadium
D. isles

C. lamb
D. comb

C. harvest
D. vehicle

Structure: Verbs and Changes in Form

Present and past tenses

In the earlier books of *Functional English*, we learnt about the present tense, simple past, present continuous and present perfect tenses. We noticed that verbs change their form when there is a change from one tense to another. In this module we shall revise the present and past tense.

Read the following passage.

Last week I **was** at the University of Benin. During my stay in Benin, I **attended** a party **organised** for Professor Ojo's 60th birthday. Present at the occasion **were** many members of the university community: students, lecturers, and non academic staff. During the ceremony, poems **were read**, a play **was staged** and speeches were **presented**.

I **admire** Professor Ojo for his contributions to literature. In his novels, women *bear* the burdens of womanhood with quiet dignity. These and more **were highlighted** during the ceremony.

1. Place the bold verbs in the appropriate columns. One has been done for you.

Present	Simple Past	Present Perfect	Past Perfect
	attended		

2. Give reasons why the present tense is used in the sentences:

- i. I admire Professor Ojo.
- ii. Women bear the burdens.

Some verbs do not form their past tense form in a regular manner as the verbs we have just treated. They are called irregular verbs.

3. Fill in the columns below with the past tense of these verbs.

Present	Past
bear	
bind	

dig	
draw	
forbid	

4. Some verbs have two versions of the past tense. Using a dictionary, fill in the columns. One has been done for you.

Present	Past	Past	Present	Past	Past
burn	burned	burnt	lean		
bet			leap		
dive			learn		
dream			smell		
hang			speed		

5. Some verbs remain the same in the present and past tense. Make sentences with the following verbs. One has been done for you.

Present Tense: Today, the pens cost a fortune.

Past: Yesterday, the pens cost a fortune.

i. cost ii. quit iii. read iv. split v. upset

6. Form 10 sentences from the table.

The agent Daddy Mama Mr John	burns builds knows about draws the plan of	the that	house. apartment. skyscraper. mansion. flat. bungalow.
	burned built knew about drew the plan of		

Reading Comprehension

First, read the following for discussion:

- 👉 How much of agricultural practices do you know?
- 👉 Is it possible for an urban dweller living in a block of flats to practise some form of farming within the limited premises available to him?
- 👉 Can someone live entirely on fish farming?

These would appear to be the fall-out from the issues above:

- ➡ That agriculture is much wider than most people realise.
- ➡ That some forms of agriculture can be practised in places other than the farm far away from the town or city.

- Farmers now specialise in areas so much different from one another as to make them not to appear to belong to the same profession.

Now, study the following pictures and comment on them.



Read the passage in as short a time as possible. Record your reading time.

A Visit to a College Farm

I did not realise how little I knew about agriculture until I visited the College of Technology, Iresi. This new institution, the establishment of which was commenced by the community some years ago, now *incorporates* several disciplines of agriculture. Since the policy is to emphasize more of practice than classroom theory, several hectares of land are set aside for different aspects of farming. The college officials were *desirous* of taking me round the farms. They asked which one I would like to visit first and, because I like fishes, I chose the fish farm.

“That’s quite a distance away; we have to go partly on wheels.”

So, we climbed into the pick-up van and off we went. We drove off for about thirty minutes on a narrow road, which soon became too narrow and too sharp in gradient to be passable. So we *alighted*. We walked down the valley for some minutes before we came to several large pools of water, dammed off a silently flowing stream. There was a lady busy throwing some pellets into the water. Apparently, it was the fishes’ feeding time. One could see several of them rushing towards the pellets as they landed on the water.

“She’s one of the students,” said my guide, pointing to the lady. I was amazed, for I had assumed she was just an attendant employed to tend the fishes. As if the guide had read my mind, he asked the lady,

“What type of fish do you tend here?”

“These are tilapias,” she answered. “As a matter of fact, all the ponds here are for tilapia, for now. In some other ponds down the stream, my *colleagues* tend the catfish, while some others have mackerels.”

“So, like how many ponds do you have all together?”

“Well, I think there are a total of thirty ponds, in different places along the stream.”

“And all of them are tended by students?”

“Yes, of course, there are no farm hands.”

“There are three ponds here. Are they all for tilapia?” I asked.

“Yes, these three are mine,” said the lady. “They are for different sizes of tilapia. Fishes of different types and different sizes cannot be bred in the same pond.”

“Why?” I asked.

“Of course, because the bigger ones will eat up the smaller ones.”

“Even when they are of the same specie?” I asked, amazed.

“Yes, fishes are *cannibals*. Unless they are of the same size, bigger fishes will feed on the smaller ones.”

I was amazed. But then, the guide got me more amazed when he looked at me and said, “Let’s go, you haven’t seen anything yet. Would you like to see the bee-hives?”

I nodded my head, and he led the way across the stream. (456 words)

A. Now do the following:

- A. Write down the time taken to read through the passage.
- B. Using the usual formula, calculate your reading speed.
- C. From the analysis for scoring reading rates (appendix 1) decide the category into which your reading rate falls.

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

1. Before this experience, the writer had thought that
 - A. he knew so much about agricultural practices.
 - B. agriculture was a very wide discipline.
 - C. agriculture could not be studied in schools.
 - D. agriculture was all theory and no practice.
2. The college officials were eager to take the visitor round apparently because
 - A. there were no facilities in the classrooms to show him.
 - B. the students were all on their farms.
 - C. they were proud of their farm projects.
 - D. there was nothing else to show him.
3. The pick-up van could not go further because
 - A. the gradient up from the valley was too sharp.
 - B. the gradient down to the valley was too sharp.
 - C. the road had become too craggy.
 - D. there was no bridge across the stream.

4. The experience with the lady student showed that
 - A. the college had no money to employ farm staff.
 - B. students had to finance their own farm hands.
 - C. farm hands were found to be of no use.
 - D. it was the policy to make students tend their farms.
5. Fishes are kept in different ponds mainly to
 - A. prevent the bigger ones from eating up the smaller ones.
 - B. enable different fishes to grow at their own rates.
 - C. prevent bigger ones from eating more food than the smaller ones.
 - D. make it possible to study fishes of the same type in the same place.

Now, check the correct alternatives in appendix 1, mark your own attempt, and record your score. Then, calculate your reading efficiency indices and record your attempts in the appropriate place.

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

6. Do you think this visitor, the writer, was very familiar with modern agriculture? Give reasons for your views.
7. Why do you think he made special mention of the fact that the college was an initiative of the community?
8. Why had he chosen to go to the fish farm first?
9. What does the guide mean by the words, "You haven't seen anything yet"?
10. Give the meanings of the following words as they are used in the passage:
 - a. incorporates; b. desirous; c. alighted; d. colleagues; e. cannibals.

D. Summary work

Build up your summary of the passage around the following main stages:

- a. the visitor's brief encounter with the officials before the ride
- b. the arrival at the fish ponds
- c. what the visitor learnt about the ponds and fishes generally

Use this as a guideline to tackle the following summary task:

In three closely connected sentences, summarise the visitor's experience in the College of Technology.

Vocabulary Development

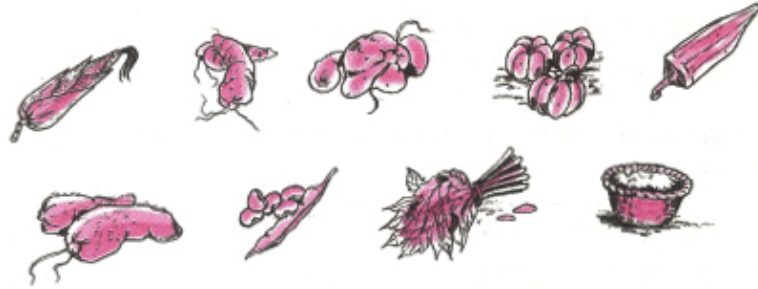
Agriculture: Words associated with crops

When we discuss words that are associated with a particular field of activity, we say we are discussing the register of that field.

Certain words are associated with agriculture; and, specifically, certain words are associated with crops. These are the register of agriculture. In this module, you will learn about the register of agriculture (specifically,

words associated with crops). Study the following words:

grains
seeds
seedling
yam seeds
yam tubers
potato stalk
cassava stem
cocoyam



Now, study the words with their meanings in the following table:

Crops	Meanings
grains	fruits or seeds of cereals.
seed	the small hard part produced by a plant from which a plant can grow.
seedling	a young plant that has grown from a seed.
yam seed	the small hard part of a yam.
yam tuber	edible part of a yam which can be planted.
potato stalk	a thin stem that supports a leaf of potato.
cassava stem	stalk of cassava that can be planted.
cocoyam	edible starchy tuber.

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

1. The farmer planted the **yam seeds** early in the morning.
2. The man is cutting the **cassava stem** into pieces for planting.
3. My father put each **potato stalk** in the heap.
4. The **seeds** that were planted last week are now germinating.

Exercise

1. Use the correct words associated with crops to complete the following sentences:
 - A. Father planted yam_____instead of yam.
 - B. I plant the_____very early in the morning every season.
 - C. The farmer did not allow the_____to face the sun when planting it.
 - D. To obtain a robust cassava, a healthy_____should be planted.
 - E. The_____should be good enough to have much potato.
 - F. The farmer planted both_____and_____of cocoyam last year.

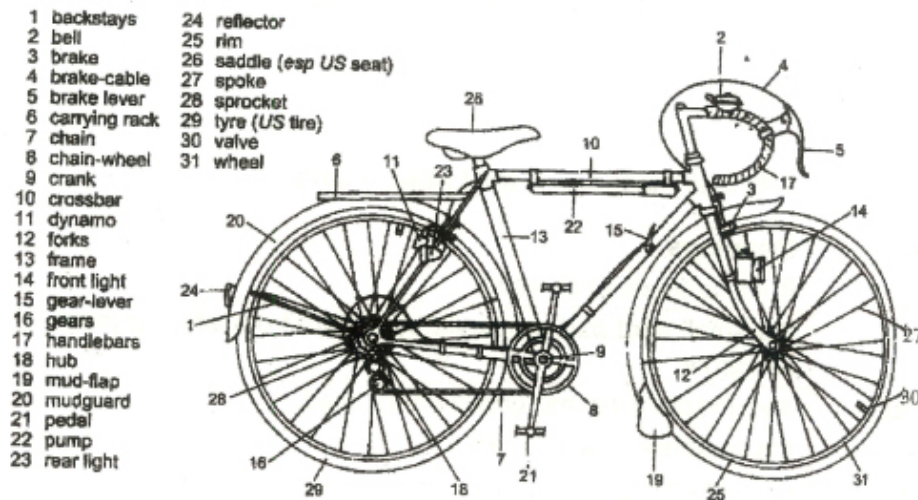
Continuous Writing: Description

Writing a Descriptive Essay 3

In the previous module, we described a place. In this module, we are going to describe an object: a bicycle.

The following are the parts of a bicycle:

The following are the parts of a bicycle:



saddle	crossbar	brake lever	front brake
tyre	spoke	toe clip	chain wheel
gears	rear brake	carrier	forks
handle bar	front light	brake cable	
hub	valve	pedal	
rim	pump	chain	

Study carefully words showing the parts of a bicycle. Your teacher will discuss with you the functions of the parts of the bicycle. After this, write your individual attempts. You may use the following questions:

Paragraphs

1. What is the brand name of the bicycle?
2. What is its size?
3. What are the various parts of the bicycle?
4. What is the function of each part?