

Module 1

Speech: Revision of English Language Sounds

There are 24 consonant and 20 vowel English sounds. You have already studied these speech sounds in your lower classes. They are presented for your revision with examples of words in which they occur in this module. Your teacher will help you revise them.

The Consonant Sounds

1	/p/	as in <u>p</u> ull, <u>st</u> op, <u>p</u> age
2	/b/	as in <u>b</u> ook, <u>bo</u> y, <u>be</u> d
3	/t/	as in <u>t</u> able, <u>ba</u> t, <u>ta</u> il, <u>ta</u> nk
4	/d/	as in <u>d</u> ark, <u>ca</u> rd, <u>do</u> ll
5	/k/	as in <u>k</u> ing, <u>ki</u> te, <u>k</u> itchen
6	/g/	as in <u>g</u> ood, <u>gi</u> rl, <u>gh</u> ost, <u>lea</u> gue
7	/f/	as in <u>f</u> ast, <u>fi</u> sh, <u>fi</u> nger
8	/v/	as in <u>v</u> an, <u>lo</u> ve, <u>vo</u> ice
9	/θ/	as in <u>th</u> in, <u>oa</u> th, <u>bo</u> th, <u>th</u> ink
10	/ð/	as in <u>th</u> at, <u>ano</u> ther, <u>mo</u> ther, <u>wea</u> ther
11	/s/	as in <u>s</u> on, <u>sa</u> w, <u>sa</u> rdine
12	/z/	as in <u>z</u> ip, <u>ze</u> bra, <u>z</u> ero
13	/ʃ/	as in <u>sh</u> ip, <u>sh</u> oe, <u>wa</u> sh,
14	/ʒ/	as in <u>plea</u> sure, <u>oc</u> cas <u>ion</u> , <u>treas</u> ure
15	/h/	as in <u>h</u> old, <u>h</u> ave, <u>h</u> uge
16	/tʃ/	as in <u>ch</u> alk, <u>ch</u> at, <u>lun</u> ch, <u>wa</u> ch
17	/dʒ/	as in <u>ma</u> ior, <u>ju</u> ne, <u>ja</u> m, <u>ju</u> mp
18	/j/	as in <u>y</u> es, <u>y</u> oke, <u>y</u> ard
19	/ŋ/	as in <u>ki</u> ng, <u>si</u> ng, <u>stri</u> ng
20	/l/	as in <u>lo</u> ok, <u>la</u> dy, <u>lo</u> st
21	/r/	as in <u>r</u> acket, <u>ra</u> t, <u>ro</u> pe,
22	/m/	as in <u>m</u> an, <u>fa</u> mily, <u>sm</u> ile
23	/n/	as in <u>n</u> ame, <u>ni</u> ght, <u>no</u> w,
24	/w/	as in <u>w</u> indow, <u>w</u> ine, <u>w</u> ord



kite



zebra



rat

The Vowel Sounds

Vowel 1	/i:/	<u>sea</u> , <u>ea</u> t, <u>dee</u> p
Vowel 2	/ɪ/	<u>bi</u> n, <u>it</u> , <u>si</u> t
Vowel 3	/e/	<u>ge</u> t, <u>be</u> g, <u>be</u> d
Vowel 4	/æ/	<u>ma</u> d, <u>ca</u> t, <u>ba</u> d
Vowel 5	/ɑ:/	<u>pa</u> rt, <u>lar</u> ge, <u>car</u> t
Vowel 6	/ɒ/	<u>po</u> t, <u>do</u> g, <u>jo</u> b
Vowel 7	/ɔ:/	<u>bo</u> ard, <u>sho</u> rt, <u>cha</u> lk
Vowel 8	/u/	<u>pu</u> t, <u>pu</u> sh, <u>fu</u> ll, <u>goo</u> d
Vowel 9	/u:/	<u>so</u> up, <u>fo</u> ol, <u>po</u> ol
Vowel 10	/ʌ/	<u>co</u> me, <u>cu</u> p, <u>lo</u> ve
Vowel 11	/ə:/ /ɜ:/	<u>wo</u> rd, <u>di</u> rt, <u>bi</u> rd
Vowel 12	/ə/	<u>ab</u> out, <u>al</u> one, <u>ar</u> tist
Vowel 13	/ei/	<u>da</u> y, <u>pa</u> in, <u>fa</u> ils
Vowel 14	/eu/	<u>sho</u> w, <u>kn</u> ow, <u>go</u>

Vowel 15	/ai/	right t <u>i</u> me, <u>e</u> ye
Vowel 16	/au/	c <u>o</u> w, pr <u>ou</u> d, f <u>ow</u>
Vowel 17	/ɔi/	b <u>o</u> y, n <u>o</u> ise, c <u>oi</u> n
Vowel 18	/iə/	h <u>e</u> re, i <u>de</u> a, <u>ea</u> r
Vowel 19	/eə/	<u>ca</u> re, <u>ai</u> r, <u>ra</u> re
Vowel 20	/uə/	<u>su</u> re, <u>po</u> or, <u>to</u> ur

Practice

Examples of words containing each of the consonant sounds have been provided for you in the box. Your teacher will pronounce the words with the consonant symbols being studied, while you repeat after her. Pay special attention to the letters underlined.

Exercise 1

Choose from the options with letters A to D, the one that contains the sound segment represented by the given phonetic symbol.

Example: /j/ A. jug B. new C. gist D. blue

The correct answer is B, because only new contains the sound represented by the given symbol. The word "new" is actually pronounced /nju:/

Now answer the following questions:

- /f/ A. put B. rough C. plenty D. late
- /g/ A. age B. garage C. knowledge D. hedge
- /k/ A. cloth B. nurse C. knead D. knee
- /ɪ-/ A. when B. note C. tongue D. nothing
- /ʃ/ A. soap B. cell C. patient D. rose.

Exercise 2

From the words with letters A to D, choose the word that has the same consonant sound(s) as the one represented by the letter(s) underlined.

Example: cat: A. chalk B. cup C. dress D. sell

The correct answer is B because cup contains the same consonant sound as the one underlined. Now answer the questions that follow:

- | | A | B | C | D |
|--------------------|-------|--------|-------|---------|
| 1. <u>t</u> hen | think | both | theme | weather |
| 2. <u>h</u> oly | hat | honour | hour | honest |
| 3. dan <u>g</u> er | long | bank | novel | sing |

- | | | | | |
|----------|------|-------|------|--------|
| 4. coach | soap | chief | cash | zip |
| 5. fast | past | pan | van | laugh. |

Exercise 3

From the words with letters A to D, choose the word that contains the sound represented by the given phonetic symbol.

Example: /ɔɪ/ A. courage B. soil C. cut D. sold.

The correct answer is B because only soil contains the sound represented by the given symbol.

Now answer the following questions:

- | | | | | |
|---------|------------|----------|---------|----------|
| 1. /e/ | A. vehicle | B. legal | C. any | D. pea |
| 2. /ɔɪ/ | A. allow | B. bark | C. buy | D. clock |
| 3. /ei/ | A. madam | B. send | C. rain | D. ten |
| 4. /əʊ/ | A. now | B. short | C. told | D. how |
| 5. /i:/ | A. bean | B. sick | C. bin | D. ship. |

Structure: Functions of Nouns

In JS Book 1 of this series, we studied the nature and types of nouns. In this module we shall look at the grammatical functions of nouns. What do we mean by this? By this we refer to how a word functions in a sentence. A noun has the following functions:

- the subject of a sentence
- the object of a verb
- in apposition to another noun
- the complement of a linking verb
- the object of a preposition.

Let us discuss each of these in some details.

a. Nouns as subjects of sentences

The subject of a sentence is what the sentence is talking about. Study the following sentences carefully:

- Rose is my favourite flower.**
- Our standard of living is very high.**

What is sentence (a) talking about?

Sentence (a) is talking about *Rose*. Therefore, the subject of sentence (a) is *Rose*.

Sentence (b) is talking about *standard*. It is the standard that is high. It

is not *living* that is high. So *standard* is the subject of sentence (b).

Another way to find out the subject of a sentence is to ask the question "Who" or "What", with respect to the verb. Let us apply this method to the following sentence:

The ocean has overflowed its banks.

In asking the question "Who" or "What", we must first identify the verb. Which of the words in the sentence is the verb? Remember that the verb expresses the action in a sentence. The verb words are "has overflowed". Let us ask the question, "What" or "Who" in respect to the verb.

What has overflowed? The answer is "The ocean". Therefore, "The ocean" is the subject of the sentence.

Let us apply this rule to sentences (a) and (b).

What is my best flower? *Rose*. Therefore, *Rose* is the subject of the sentence.

What is very high? It is the *standard* that is high, not *living*.

In all the examples we have seen so far, the subjects appeared early in the sentence. But this is not always so. Sometimes the subject of a sentence does not come first in the sentence; e.g.

- c. There are three teachers in the staff room.
- d. There go my grandmother and father.
- e. There are many people on my mind.

Through either of the rules, work out why the underlined form the subjects.

The Understood Subject

Sometimes, a subject is not mentioned at all. But both the speaker and hearer know who the subject is. Such subjects are said to be understood, e.g.

- f. Come here.
- g. Open the windows.

In both cases those present know who the subject is.

The *italicized* words are the subjects of the following sentences

- i. **Her *parents* are very strict.**
- ii. **There are many *wells* in my village.**
- iii. **The *standard* of education has fallen.**
- iv. **The best *buildings* in town are banks.**

b. Nouns as objects of verbs

The object of a verb comes after the verb. Again, the object of a verb suffers directly, or is affected by the action expressed by the verb. To function as the object of a verb, there must be a transfer of action from the subject to that word. Action usually moves away from the subject to the object. Let us find out the objects in the following sentence:

i. A snake bit the goat



We can demonstrate the action of the verb thus:



The goat is affected by the action of *bite*. In this sentence, action moves away from the subject to the object.

c. Nouns in apposition to other nouns (Appositives)

An appositive is a noun that identifies in different words the noun or pronoun that it follows. A noun is in apposition to another noun when it is another label for the noun before it. For example:

- i. Mrs Whyte, *the teacher*, won a scholarship.
- ii. Mr Emeka Nwosu, *the Director-General*, attended the ceremony.
- iii. Tennis, *my hobby*, is very entertaining.

In sentence (i) *teacher*™ is a noun. What is its grammatical function? Here *teacher*™ is the same person as *Mrs Whyte*™; therefore *teacher*™ is in apposition to *Mrs Whyte*™. Similarly, in sentence (ii) the *Director-General*™ is the same person as *Mr Emeka Nwosu*™; therefore the *Director-General*™ is in apposition to *Mr Emeka Nwosu*. *Hobby*™ in sentence (iii) is another name for *tennis*™. Therefore, *hobby*™ is in apposition to *tennis*™.

Exercise 4

A. Identify the nouns in the following sentences:

1. A tree cannot make a forest.
2. There are many apples in the refrigerator.
3. Hassan, the butcher, lost his wife.
4. Keep your mouth shut.
5. I found the oranges on the table.

- B. State their grammatical functions.
C. Form 10 sensible sentences from the table.

Kalu,	the tailor,	is here.
Bisi,	the food seller,	travelled to Lagos.
Alhaji,	the mechanic,	underwent surgery.
Mallam Koko,	that trickster,	was promoted.
Okpala,	my best friend,	bought a new house.
Mr Philips,		is the principal.

Reading Comprehension

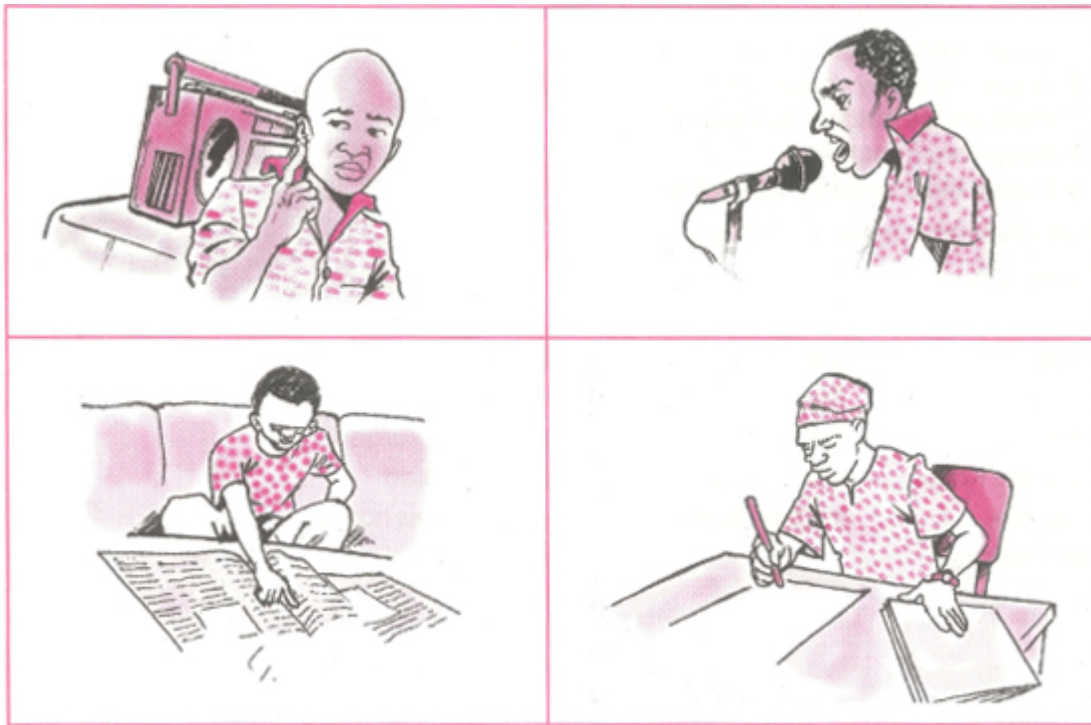
Before you read, go through the following points very carefully:

Who is an efficient reader? And how can you yourself become an efficient reader? First, of all, realise the following points:

- 👉 Most of us in Nigeria do not read very well, most are inefficient readers.
- 👉 This is because people in Nigeria read, very slowly. In fact, many people deal with individual words, one after the other, rather than groups of words and sentences.
- 👉 There is no way one can concentrate on words and be able to read fairly fast and comprehend the material read.
- 👉 Most people also do other things that prevent them from reading efficiently, e.g.
 - a. whispering the words to themselves silently;
 - b. tracing the lines with the finger;
 - c. moving the head from the left to the right as they read the words;
 - d. going back quite often to what they had earlier passed over.

These are traits you must avoid if you are to become an efficient reader. In the first seven modules of this book, we shall be discussing these and other related points. The purpose is to make you a much better reader.

Now, study the following pictures and suggest what they, taken together, do suggest.



Now, read the following passage as fast as you can. Use a watch to record the number of minutes and seconds the passage takes you. You will need these in calculating your reading speed at the end.

The Place of Reading

Language scholars recognise four language skills: those of listening, speaking, reading and writing. They often refer to the first two as the skills of oracy and to the last two as those of literacy. The skills of oracy are those relating to the production of speech from the mouth and the reception of this through the ears. The skills of literacy are those which only *literate* people can *master*. These are the skills for which we need writing or printing materials, and the training to read and write.

Considering the four skills from another *angle*, we often refer to listening and reading as the receptive skills because in the *processes* of listening and reading, we are receiving language signals. This is why these are also often called the passive skills because a person listening or reading is not *engaged* in an activity that others can clearly see. The skills of speaking and writing are also called productive skills because they involve us in producing language orally or in writing. They are also referred to as the active skills because they involve activities which we can see.

In a way, however, it is unfair to describe reading as a passive skill. This is because although an onlooker cannot *perceive* much activity in a person reading silently, in actual fact, a reader is doing much. He interprets the writer's *message* and gives it meaning. He follows the actions described on the pages, and imagines the characters as real human beings. He *anticipates* events and predicts results of the various actions. He even acts as a judge, deciding whether or not *an*

author has been fair. In all, therefore, he might appear passive to onlookers, but internally, he is very active. (290 words)

A. Now do the following:

- a. Write down the total number of minutes and seconds it took you to read through.
- b. Calculate your reading speed by dividing the number of words by the time taken. For example, if you took 2 minutes your calculation will be 290 words divided by 2 minutes =145 words per minute. That would be a fairly good reading rate. However, if you took four minutes, then your calculation is 72.5 words.
- c. Now match your reading speed against the following:

Less than 60 words per minuteâ€”very poor

60 â€” 100 words per minute â€” poor

100â€”150 words per minuteâ€”just fair

150 â€” 200 words per minuteâ€”fair

200 â€” 250 words per minute â€” good average

250â€” 300 words per minute â€” above average

Above 300 words per minuteâ€”good.

(Use this as a guide to your reading performance throughout this book).

B. Now answer the following questions: (do not go back to the passage).

1. What are the two skills of oracy?
 - A. Listening and reading
 - B. Speaking and reading
 - C. Listening and speaking
 - D. Listening and writing.
2. Why are reading and writing called the skills of literacy?
 - A. They are associated with literary people
 - B. They are skills for which we need to be literate
 - C. The skills can be gained only at school
 - D. They have meaning only on paper.
3. Why are listening and reading often described as the passive skills?
 - A. We need very little effort to master them
 - B. We do not need to practise them
 - C. We have to remain still when doing them
 - D. They involve actions which are not directly observable.
4. Why is it not totally correct to describe reading as a passive skill?
 - A. Although one can see very little action, much is going on quietly

- B. Although not much can be seen, the skill needs years of language learning
- C. While much is going on quietly, the materials can be easily seen
- D. Although reading appears very simple, it is in fact very complex.
5. From the description of the four skills, in what order are they likely to be acquired?
- A. Listening, reading, speaking and writing
- B. Reading, listening, writing and speaking
- C. Listening, speaking, reading and writing
- D. Speaking, listening, writing and reading.
- i. Now check for the answers at the end of the book. Record your progress on the Progress Chart at the end. (Appendix One)
- ii. Then calculate your reading efficiency index, using the formula

$$\frac{\text{Words per minute}}{1} \times \frac{\text{Total Comprehension Score}}{\text{Total Max. Mark}}$$

e.g. if your reading speed was 240 words per minute, and you scored 3 out of the 5 questions above, your reading efficiency index = $240 \times \frac{3}{5} = 144$

Record your reading efficiency index on the Progress Chart.

C. Now read the passage a second time, this time without doing any calculation. Then answer the following questions:

6. From the description of the four skills in the passage, which ones appear to be the most universal? Why?
7. The author argues that reading is not as passive as we think. Try to argue that listening too is not as passive as we assume.
8. Study the following words carefully and for each one try to provide another which can replace it as used in the passage.

- | | | |
|---------------|-------------------|---------------|
| i. literate | ii. master | iii. angle |
| iv. processes | v. engaged | vi. perceive |
| vii. message | viii. anticipates | ix. an author |

D. Summary Work

A good approach to efficient summary work is to identify the topic sentence in each paragraph. Now, what is a topic sentence?

- It is that sentence that sums up all the things said in a paragraph. It often comes first in a paragraph. When this happens, all other sentences in the paragraph further build on it.
- Occasionally, it could come up in the middle of the paragraph. When that happens, the preceding and following sentences help to develop and expatiate on that topic sentence in the paragraph.

- Finally, it could come last in the paragraph, in which case all the preceding sentences contain statements leading to what that final sentence is presenting.

Now, go back to the passage and identify the topic sentence in each paragraph. Then, work out a smooth summary of the whole passage.

Vocabulary Development

Synonyms

Recognising words that are the same in meaning

A word with the same meaning as another in the same language is called a **synonym**. There are many pairs of words which seem to have the same meaning but are slightly different. Let us consider the words in the following table:

A		B		C	
allow	permit	generous	liberal	get	receive
beautiful	pretty	harvest	reap	happy	glad
bold	brave	indolent	lazy	elect	choose
believe	trust	insolent	rude	rehearse	practise
clean	tidy	necessary	essential	quest	search
damage	spoil	numerous	many	penalty	punishment

Notice that the pairs of words above are similar in meaning. Let us see how some of the words function in the following sentences:

- get: I shall **get** the message tomorrow.
receive: They **receive** their salary on time.
- indolent: Tony is an **indolent** boy; he fails his examination every year.
lazy: The **lazy** boy finds it difficult to do his assignment.
- bold: She is not **bold** enough to go out in the night.
brave: You should be **brave** enough to hold the dog.
- queer: He is not easy to approach because he looks rather **queer**.
strange: The man appears **strange** to me.
- harvest: The farmer is trying to **harvest** the yam seed he planted last year.
reap: We shall all **reap** what we sow.

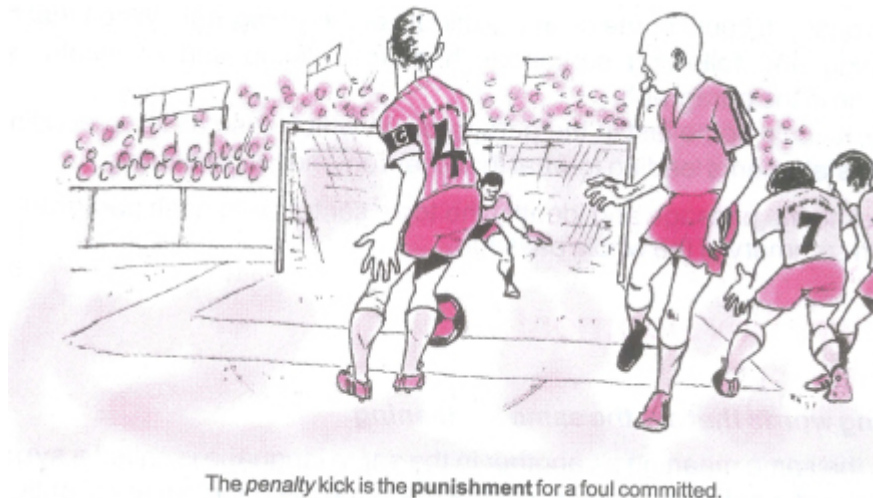
In most cases, using the other word in the pair would not greatly change the meaning. Consider the following:

- indolent: Tony is an **indolent** boy; he fails his examination every year.

g. lazy: Tony is a **lazy** boy; he fails his examination every year.

The two sentences mean virtually the same thing.

Similarly, the following picture and the sentence below it demonstrate that the two words in bold type mean the same thing:



Activity I

Make a list of 15 English words and use your dictionary to find their synonyms.

Activity II

In the following sentences, a word is printed bold. From the alternatives in A to D, choose the one that is nearest in meaning to it.

1. Mary's contribution is germane to the lesson.		2. The widow has surmounted all her difficulties.	
A. Crucial	C. Redundant	A. Rejected	C. Overcome
B. Relevant	D. Important	B. Accepted	D. Fought
3. He was engrossed in his studies when I got there yesterday.		4. The principal's attitude to work was rather positive .	
A. Serious	C. Absorbed	A. Queer	C. Cold
B. Fascinated.	D. Absolved	B. Negative	D. Encouraging
5. She is a woman of alluring appearance.		6. Ngozi was optimistic that she would pass the examination.	
A. Conservative	C. Charming	A. Convinced	C. Doubtful
B. Morbid	D. Controversial	B. Hopeful	D. Sure
7. My father does not want to tarnish his reputation.		8. The lady handled the fragile bottle with care.	

A. Contaminate	C. Stain	A. Expensive	C. Golden
B. Pollute	D. Defile	B. Costly	D. Delicate
9. The students make incessant request for pocket money		10. The laboratory contains some obsolete equipment	
A. Persistent	C. Unnecessary	A. Inappropriate	C. Out of date
B. Frequent	D. Necessary	B. Substandard	D. Dirty

Continuous Writing: Narrative

Tips on how to write a narrative

- A narrative could be a story like those you read in the *Functional English* JSS Books 1-3.
- A narrative means a story or the telling of a story. The story could be true or imaginary.
- A special attention is on the sequence of a story. In other words, each word, and each step of the story, is clearly described in order.
- The past tense form is often used in a narrative which shows that the incident took place or occurred in the past.
- Every story or narrative may involve place, people, animals, time and actions.
- In order to write or tell a good narrative, the following important points should be borne in mind:
 - the action(s) or events that took place;
 - character, i.e. persons or animals responsible for the actions;
 - where the actions/events took place;
 - what caused the actions/events;
 - the results of the actions;
 - discuss the event/action in detail;
 - discuss the idea/points in paragraphs.

Exercise

Write a short story ending with the words: "That is why I will never go there again."