

Module 3

Speech

n/ and /ŋ/ Sounds

In this module, the Speech Work is in two parts. First, there is a Listening Comprehension exercise, then follows the work on the correct pronunciations of /n/ and /ŋ/

Listening comprehension exercise

Listen carefully as your teacher reads out a short passage. After that, you will be required to provide answers to the questions that follow along with the alternatives below. Now listen to the passage:

The teacher now reads the passage for listening comprehension 1 provided in the appendix.

Questions

1. The purpose of the speaker in this talk is to
 - A. warn people about the seriousness of the disease.
 - B. educate people on the incidence of the disease.
 - C. clear the air about some wrong impressions.
2. From the passage we can say that the HIV/AIDS was virtually unknown until
 - A. the early 1980s.
 - B. early in the last century.
 - C. early in the present century.
3. From the passage, we can say that the disease manifests mainly by
 - A. making a person weaker.
 - B. preventing a person from realising that there is danger.
 - C. destroying a person's immune system.
4. The passage has demonstrated that
 - A. every contact by a healthy person with an infected person is harmful.
 - B. a healthy person can safely have contact with an infected person.
 - C. a healthy person should avoid infected persons by all means.
5. A person who has HIV
 - A. may not develop into AIDS for life if he is receiving adequate care.
 - B. will soon develop AIDS status within a short time.

C. will become AIDS positive within some years whether or not he is treated.

Pronunciation of the /n/ and /ŋ/ sounds

In the production of the /ŋ/ sound, the back of the tongue is raised against the soft palate (velar), while the airstream passes through the nasal cavity. Thus, it is referred to as velar nasal.

On the other hand, /n/ is produced when the tip of the tongue touches the alveolar ridge while the airstream passes through the nasal cavity. It is thus referred to as alveolar nasal.

Note that /n/ and /ŋ/ are voiced sounds because the vocal cords vibrate as they are being pronounced.

The /n/ sound:

note	nose	darken	kitchen	sin
friend	knowledge	knot	know	answer
nurse	heaven	knight	knee	knife

Study the words in the box above. What can you observe about the bold letters? Note that all the bold letters are the /n/ sound. Thus the spelling symbols for /n/ are:

~n~ as in nurse near friend note

~kn~ as in knee knife knowledge knave

Note that the letter ~k~ in ~kn~ is usually silent. Note also that when ~n~ comes after ~m~ in the final position in a word, the ~n~ is usually silent. Here are some examples:

hymn, column, solemn.

Can you think of other words in this group?

The /ŋ/ sound:

English	song	single	tangle	sprinkle
sporting	raising	anguish	monk	tanker
punctual	zinc	ankle	among	singular
sing	young	spring	wink	sink
singing	gang	pink	singer	angry
puncture	among	uncle	think	angle
language	king	finger	tank	bank

Study the words in the box above. Take particular note of the letters printed bold. Do you notice that the /ŋ/ sound often has the following spelling symbols:

-ng (media)		-ng (final)		-nk (final)		-nc
angry tangle	finger language	rising gang	sing king	bank sink	monk	zinc

Note: The /n/ and /ŋ/ sounds are often confused in speech; so use your dictionary anytime you are not sure of these spellings and pronunciations.

Practice 1

(A) /n/				(B) /ŋ/			
thin sin	band son	kin run	band hand	think sing	bank wrong	bang song	king hand

The underlined letters in column (A) are the /n/ sounds while the ones in (B) are the /ŋ/ sound. Listen attentively as your teacher pronounces these pairs of words. Then repeat after her.

Practice 2

Your teacher would direct you to use the words in the two columns and make sentences orally. Ensure that you differentiate between /n/ and /ŋ/ sounds.

Practice 3

From the words lettered A – D, choose the word that contains the sound that is represented by the given phonetic symbol.

Example:

[k] (A) know (B) cut (C) now (D) cell

The correct answer is (B), because only “cut” contains the sound represented by the given symbol.

1. /n/ a. condemn b. bank c. reason d. language	2. /n/ a. hymn b. solemn c. kitchen d. single	3. /ŋ/ a. raising b. knowledge c. answer d. when	4. /n/ a. hanger b. damn c. dinner d. solemn	5. /ŋ/ a. knot b. darken c. english d. sin
6. /n/ a. punctual b. knot c. gang d. uncle	7. /n/ a. king b. among c. ankle d. knife	8. /ŋ/ a. kind b. singer c. novel d. neither	9. /ŋ/ a. hunt b. noun c. sink d. pant	10. /ŋ/ a. monk b. note c. friend d. knee

Grammatical Structure

Nominalization of adjectives

In module 2, we learnt how verbs can be changed to nouns. In this module, we shall discover how adjectives become nouns.

Three ways by which adjectives change to nouns are by dropping 'y', 'ful', and 'ous' as in the following examples:

By dropping 'y'		By dropping 'ful'		By dropping 'ous'	
Adjectives	Nouns	Adjectives	Nouns	Adjectives	Nouns
Noisy	Noise	Careful	Care	Advantageous	Advantage
Shady	Shade	Beautiful	Beauty	Courageous	Courage
Juicy	Juice	Harmful	Harm	Hazardous	Hazard
Cloudy	Cloud	Useful	Use	Humorous	Humour
Moody	Mood	Painful	Pain	Mischievous	Mischief

Let us use these words in sentences.

- i. Care must be taken to reward *careful* drivers.
- ii. The *beauty* queen has extremely *beautiful* legs.
- iii. Cigarettes are *harmful* to smokers. They can also *harm* non-smokers.
- iv. These blankets are no longer *useful* to me. Can you put them to good *use*?
- vi. Her dog died a *painful* death. The *pain* registered on its face as it died.
- v. *Joy* is radiating all over your face; I wish I could be *that joyful*.
- vi. We had *peace* for years; the *peaceful* era was marked by much productivity.
- vii. Those discussing under the *shade* appear to be involved in a *shady* business.
- viii. I wanted to make orange *juice* but the oranges that I bought are not *juicy*.
- ix. The *clouds* are getting dark. I thought it would be *cloudy* today.
- x. We have been *lucky* so far: But I think we need a lot of *luck* to win this game.
- xi. She is using her *advantageous* position to win; that is the *advantage* of being a first child.
- xii. It takes *courage* for leaders to accept their fault; such *courageous* leaders must be commended.
- xiii. Night journeys are *hazardous*; day travellers encounter fewer *hazards*.
- xiv. He is a very *humorous* fellow but I found little *humour* in his work.
- xv. She was very *mischievous* as a youth. Is she still full of *mischief*?

On the other hand, some adjectives are formed from nouns in different ways. In this module, we present just one of the methods.

Noun	Adjective	Noun	Adjective
response	responsible	contempt	contemptible
sense	sensible	credit	creditable
access	accessible	comprehend	comprehensible
digestion	digestible	fashion	fashionable
vision	visible	pity	pitiable

Here are a few illustrative sentences:

- xvi. When you have done enough to earn a credit, we say you are creditable.
- xvii. Heaven is accessible to pure people; so heaven is accessible to non-sinners.
- xviii. It is pitiable to see the girl suffer; the problem is that her uncle has no pity.
- xix. What our ladies think as fashionable here is sometimes out of fashion abroad.
- xx. If you are sensible, you would exercise your sense of decency.

Exercise

- Make sentences with the following nouns and their equivalent adjectives: grace, skill, wonder, event, miracle, hope, colour, beauty.
- Complete each sentence with the adjective equivalent of the nouns in bracket.
 - Bisiâ€™s boss was held for falsifying the figures. (Contempt)
 - Those results are not (credit)
 - Grandma is very(trick)
 - The journey by road to Ghana was very (hazard)
 - Public officers should make themselves (access)
 - Women in positions of authority are often (boss)
 - Most politicians are very (greed)
 - Emeka placed an insect on my dress. He is very (mischief)
 - It is to buy fruits from the Village market. (Advantage)
 - The car lights were very dim. The road was hardly (vision)
- Form 10 sentences from this table:

The negotiation	remained	successful.
The arbitration	was	painful.
The process	turned out to be	stressful.

Reading Comprehension

- ❖ Before reading, discuss the following:
- ❖ How do you hold your head while reading?
- ❖ What use do you make of your dictionary when reading?
- ❖ When you have gone far, do you find yourself going back so as to rediscover some facts?
- ❖ You see, all these practices matter to your success in reading well.
- ❖ Read through to see why.



Your Reading Habit Matters

Quite often, your reading ability depends very much on your reading style. When reading a book, you need to ask yourself whether you are reading with the eyes or with the head. This is a question that is very crucial because a number of people have cultivated the practice of moving the head from the left to the right across the page as they follow the words. This practice does not encourage fast reading because it tends to fix one's head and eyes to some specific words, and the head does not move on to other words until the mind has thoroughly digested the words one after the other. It is very much like what happens with tracing the lines with the finger.

Equally bad is the practice of stopping to consult the dictionary for the meaning of some difficult or strange words. Come to think of it, it takes about a whole minute even for a mature reader to check up the meaning of a word in the dictionary. That is much precious time wasted when one has so much to cover. And if you have to check up the meanings of two or more words from the dictionary while reading a short passage, then you waste very many precious minutes in the process. The ideal is to try to reduce or reason out the meaning of a difficult word from the way it used in the passage. And in any case, if you are reading actively, that is if you are reasoning along with the author, you will not need to check up most words before you arrive at the meaning through studied guess.

Finally, think of the so many minutes one wastes by going back to reconsider a word one has passed over earlier on. This is called regression, and it is a mark of immaturity in reading. While it may be conceded that one has the natural tendency to look at a strange word a second time, when one does this too often it becomes an incurable habit, something one does with almost every key word. It is the ideal to train oneself to resist the urge to go back to any important word in a passage. Just let your mind absorb it, reason out its possible meanings, and leave it alone.

To sum up, therefore, a good reader should hold the head in one constant position, try to do an intelligent guess of the meaning of any difficult word, and resist the urge to go back to words already passed over merely because they are difficult or strange looking. (435 words)

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

1. Reading with the head implies that one is
 - A. straining the head by keeping it constantly in one place.
 - B. moving the head across the page as one reads.
 - C. constantly nodding the head as one follows the story.
 - D. constantly shaking the head to avoid the strain.
2. What other poor reading practice is reading with the head compared with?
 - A. Whispering to oneself.
 - B. Constantly checking up the meanings of words.
 - C. Constantly going back to areas already read.
 - D. Tracing the lines with the finger.
3. Rather than consulting the dictionary, what should the good reader do?
 - A. Work out the meaning from the way it is used.
 - B. Compare it with similar words in the passage.
 - C. Leave it alone.
 - D. Note it for another time.
4. From the way the word "regression" is used in the passage, it should mean
 - A. pronouncing the word to oneself so as to understand it.
 - B. consulting the dictionary to check up the meaning.
 - C. going back to areas already passed over.
 - D. thinking over words and ideas earlier read.
5. If we are to describe the final paragraph, we can say it is a good ...
 - A. introduction to the concept of reading.
 - B. summary of the whole of this passage.
 - C. critique of what has been presented earlier.
 - D. link between this passage and earlier ones.

6. In all, we can say this passage aims to
 - A. make you question the way you have been reading before.
 - B. read faster with utmost comprehension.
 - C. critique yourself as you read along.
 - D. make you read better.

Now go back to the passage and then answer the following questions:

7. What is the difference between reading with the head and reading with the eyes?
8. How does reading with the head hamper efficient reading?
9. How can one eventually develop to the stage of working out the meanings of difficult words as one reads along?
10. Why is it necessary to read actively all the time?
11. The term, “studied guess”™, appears early in the passage. Find out in another part of the passage where another term appears with the same meaning.
12. Give at least two reasons why people regress.
13. *And if you have to check up the meanings of two or more words from the dictionary while reading a short passage, then you waste very many precious minutes in the process.*
 - a. What is the grammatical name given to this type of sentence?
 - b. Identify the main clause(s) and subordinate clause(s).
14. Using other words/phrases of your own, replace each of the following words as used in the passage:
 - a. crucial
 - b. mature
 - c. author
 - d. incurable
 - e. urge.

A note on the grammatical name given to a sentence

We have dealt with this issue in the last two modules. By now you should be able to identify what type of sentence is quoted above from the passage. If you have followed the lessons, you would be able to arrive at the following:

- a. Grammatical name: Complex sentence.
- b. Main clause: *then you waste very many precious minutes in the process.*
- c. Subordinate clause: *(And) if you have to check up the meanings of two or more words from the dictionary while reading a short passage.*
- d. Type/function of the subordinate clause: Adverbial clause of condition.

Summary Work

We are all the time doing summaries of events from the way we report to others what we see, what we hear and what we read. Now think of the way you report things to your friends. Do you ever use exactly the same words that you read in a book, or hear on the radio or television news? Of course, you would not. Rather, what you do is to use the most appropriate words selected from your own words, i.e. words you have learnt before.

So, one of the most important things to bear in mind is that you do not have to use exactly the same words as you find in passages when doing a summary exercise. Use your own words as much as possible and use from the original passage only when it is best to do so.

Now bear this in mind as you do the following exercise.

In three related sentences, summarise the practices which, according to the passage, you are to avoid when reading.

Use the following format:

According to the writer, the first practice to avoid when reading is

.....
The second practice is

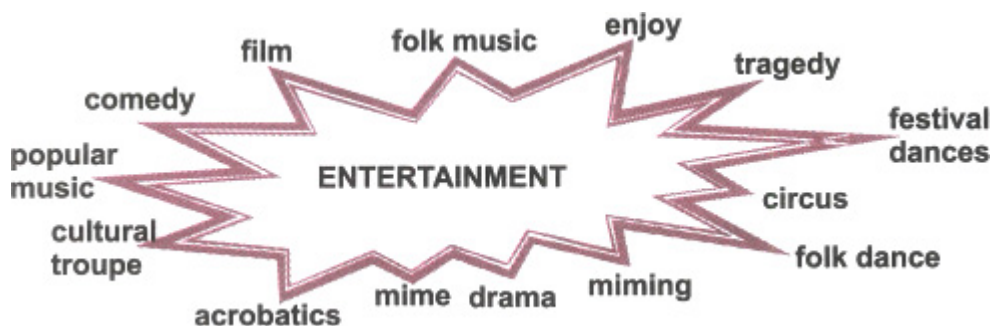
.....
The third practice is

Vocabulary Development

Words associated with entertainment

Types of entertainment

In this module, we are dealing with words associated with entertainment. These are also called **register of entertainment**. Specifically, we shall be considering types of entertainment. Quickly study the words in the diagram on page 28:



Which of these words have you heard before? Consider how some of these words function in the following sentences:

- Tragedy:** It is a *tragedy* that we have lost the match.
- Mime:** The actors *mime* how they will kill the lion.
- Drama:** We shall watch a *drama* in the theatre tonight.

Activity I

Use your dictionary to check the meanings of the following words or pairs of words. The first one is done for you.

WORDS	MEANINGS
Tragedy	A very sad event or situation, especially one involving death
Comedy
Drama
Cultural troupe
Popular music
Folk music
Folk dance
Festival dances
Mime
Miming
Acrobatics
Circus

Activity II

Now form correct sentences with any 10 of the words.

Activity III

List any other words connected with entertainment which you have known before and are not indicated in the table above.

Continuous Writing

Expository writing

Read the following carefully:

Imagine that you are the principal of your school. Show the processes you would follow in preparing for the visit of the State Governor to your school. Explain clearly the instructions you would give to the teaching and the non-teaching *staff* members, the prefects and the students in general.

Now study the following suggested guide points.

Suggested guide points

First step:

- Introducing the matter.

- Discussing plans with other staff.

- Asking suggestions from other members "to establish their cooperation.

Second step:

- Giving each member of staff a specific assignment; e.g. arranging students along the road, publicity, purchase of gifts.

Third step:

- Introducing the governor to the staff members.

Fourth step:

- Getting students involved.

- Senior prefect might prepare a welcome address.

- Science or arts exhibition might be prepared.

- Conducting the governor round the school.

- Commissioning new blocks of classrooms and science laboratory.

Now using all or some of the points given above, write a detailed attempt.