

Module 2

Speech

Consonant clusters: /spl/, /str/

Above are groups of consonant sounds that appear close together. When such clusters occur in a word, there is often the tendency to insert a vowel sound in between them or to drop one of the consonant sounds. As a learner of English language you should recognise these consonant clusters in words and pronounce them correctly.

A. /str/

Initial position		Middle position	
strive	strive	abstract	distract
stress	stride	restrain	obstruct
stride	strap	restrict	construct
stress	strain	mistress	district

B. /spl/

Initial position		Middle position	
splendid	splash	displeasure	displeased
splendour	split	display	display
splat	splint	displace	displacement
splatter	splinter		

Practice 1

Study the words in the two boxes above. Note that the words in box (A) have the consonant clusters /str/ while words in box (B) have the consonant clusters /spl/.

Practice 2

Listen attentively as your teacher pronounces the words in the two boxes. Now repeat these words after your teacher. Ensure that you do not insert a vowel sound or drop any of the consonant sounds.

Practice 3

With the help of a dictionary, list more words with the /str/ and /spl/ clusters.

Exercise 1

Read these sentences aloud individually and in groups, paying attention to the bold consonant clusters.

- She **split** her gum as she **strained** to remove a **splinter** that lodged between her teeth.
- They were **distressed** when the police **displayed** a **strip** of cloth **splattered** with their uncleâ€™s blood.
- The prince and his princess lived in **splashy** **splendour**.
- The camelâ€™s long strides soon overstretched the elastic **strap** fastened to its legs.
- The villagers **restrained** the **construction** firm from pulling down the old museum by **obstructing** the only road to the area.

Exercise 2

Make sentences that will at least contain two of these words and read them to the class. Pay attention to the bold letter consonant clusters.

1. **stroke**
2. **displace**
3. **distract**
4. **spleen**
5. **displeasure**
6. **district**.

Grammatical Structure

Nominalization of verbs

In your earlier classes, you must have learnt about the different parts of speech: nouns, verbs, adverbs, adjectives, etc. In this lesson, we shall learn that even though verbs are different from nouns, verbs can be converted to nouns. Understanding how words change from one part of speech to another will help us to arrive quickly at the meanings of words. It will also increase our word bank. Now study the following sentences:

- i. When the *application* was misplaced, I asked the *applicant* to re-apply.
- ii. Most *oppressors* *oppress* also their loved ones.
- iii. Now I *realise* that it is a privilege to be sent to school. However this *realisation* came rather late in life.
- iv. The couple do not allow their children to *wash* plates with a *dish washer*.
- v. Was your house *burgled*? Has the *burglar* been arrested?
- vi. You must *complete* this work today. Its *completion* is non-negotiable.

- vii. The bomb *exploded* in the air. The *explosion* shook the village.
- viii. You must *improve* your spoken English. Your admission to a university depends on this *improvement*.
- ix. This government *favours* the relations of government officials. This *favouritism* is costing the country a great deal.
- x. *Pursue* good character, not money. Your *pursuit* of wealth will lead you into many traps.

From the sentences above, we can discover the various ways that verbs are turned into nouns.

Pattern 1

We can form nouns from verbs using the suffixes **-or, -er, -ment, -tion, -ant**, as in the following table.

-or		-er		-tion	
Verbs	Nouns	Verbs	Nouns	Verbs	Nouns
1. capture	captor	teach	teacher	satisfy	satisfaction
2.succeed	successor	fight	fighter	pronounce	pronunciation
3.dictate	dictator	challenge	challenger	explain	explanation
4.benefit	benefactor	read	reader	relate	relation
5.edit	editor	sing	singer	dictate	dictation

And as in the following

-ant		-ment		-ent	
Verbs	Nouns	Verbs	Nouns	Verbs	Nouns
assist	assistant	achieve in-	achievement	preside	president
depend	dependant	stall	instalment	correspond	correspondent
combat	combatant	enjoy	enjoyment	oppose	opponent
attend	attendant	govern	government		
contest	contestant	measure	measurement		

Let us use some of these words in sentences.

- i. Our *captor* was instructed to *capture* ten men for the king.
- ii. For your business to *succeed*, you must groom a *successor*.
- iii. Only *dictators* *dictate* what everyone does.
- iv. My *benefactor* did a lot that *benefited* his community.
- v. Henry did not *edit* my work properly. Please find me another *editor*.
- vi. Do not *teach* others if you are not a professional *teacher*.
- vii. The *cook* made the meal with the electric *cooker*.

- viii. Smokers still smoke even when they know that smoking kills.
- ix. Four caterers were employed to cater for the large crowd.
- x. Children who were read to by their parents make good readers.
- xi. The chairman presided over the meeting after the president left.
- xii. The correspondent's figures do not correspond with eyewitnesses accounts.
- xiii. Our opponents planned to punish those who opposed them.
- xiv. You always astonish me. Astonishment is your second name, she said.
- xv. Satisfaction was achieved as the teacher tried to satisfy students with several visual aids.
- xvi. I find it difficult to pronounce many French words; actually I hate pronunciation classes.
- xvii. Because his explanation was unclear, David was asked to explain again.
- xviii. Many countries were reluctant to abolish slavery; the abolition took many years to achieve.

Exercise

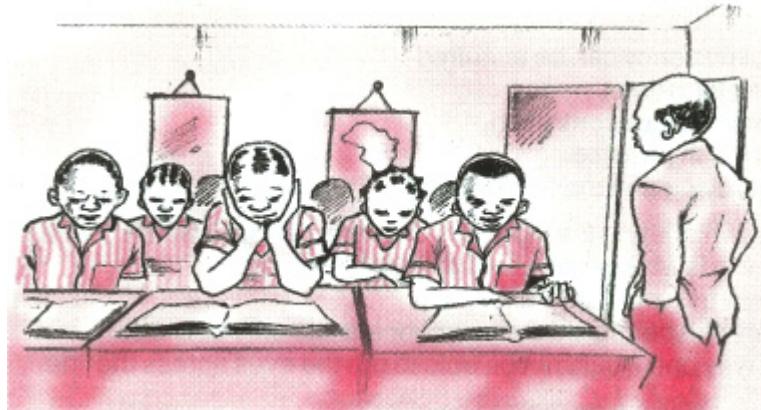
1. Make sentences with the following verbs and their noun equivalents:
magnify, inspect, digest, compel.
2. Complete each sentence with the noun equivalent of the verb in bracket.
 - i. The was very hard to take. (decide)
 - ii. The manager's to drinks was the subject of today's meeting. (addict)
 - iii. The bursar's----was incorrect. (add)
 - iv. The was given a standing ovation. (speak)
 - v. A lot of----has risen against his candidacy. (oppose)
 - vi. The company's-----made away with the money. (represent)
 - vii. Lying to oneself is the greatest form of (deceive)
 - viii. Father was full of at my recovery. (astonish)
 - ix. His lost a lot of property during the civil war. (benefit)
 - x. Night buses stopped travelling because of armed. ---(rob)

I She He We	had expressed	a	great little lot of	expectation. satisfaction. suggestion. imagination. optimism.
		some		

Reading Comprehension

Before you read, take note of the following:

- ❖ Quite often, we do many things without realising that we do them.
- ❖ Some of such things are good but some are bad.
- ❖ In reading through a book some of us engage in some practices that do not help us to read well.
- ❖ Ask yourself, “What do I usually find myself doing while reading a book?” Pause and find it.
- ❖ Now read through and see if you do the following things discussed.



More Enemies of Efficient Reading

The goal of any scholar or any person, for that matter, who has to deal with the printed page, is to acquire reading efficiency. And what is efficiency in reading? It is the ability to read through a passage or a book with ease and with speed, while comprehending most of the material presented. Efficiency in reading is not acquired overnight; it can only be developed over a long period of time, with practice. While the practice continues, it is essential that one shakes off a number of practices which militate against, or at least lower, reading speed and efficiency. Let us examine a few of such practices in this passage.

To start with, a person who whispers the words to himself, moving the lips as he reads inaudibly, cannot read fast. Why? The simple reason is that he is very much like the person reading the words aloud. Both are similarly moving the lips, only that one is pronouncing the words, and aloud, while the other is pronouncing them inaudibly. *Now, a person who is speaking can never cover as many words as another who is reading entirely silently.* Pronouncing the words reduces the number of words one can possibly cover at a time, because it makes one focus on one word at a time the one being pronounced. This happens whether one is reading aloud or whispering to oneself.

Moreover, tracing the lines with the finger reduces the rate of reading considerably. The reason is simple: the finger can touch a word at a time. And this tends to limit one to a word at a time. It is exactly like a person fixing the eyes on one word at a time. This trait of tracing the

lines with the finger is much similar to what a child learning to read does. He is trying to recognise one word at a time. Sometimes he has to struggle with the word, spelling it and thinking about it before he can proceed to the next word. Very old people with poor eye sight often do this too.

Now, you are not learning to read as a fresher, nor are you struggling to recognise individual words. So, you have no cause to pronounce a word silently before you grasp its meaning. The eyes and the brain, and not the lips, should do the reading. You are neither a beginner learner nor a very old reader. So, you have no reason to trace the lines with the finger. Stop moving your lips, stop moving your finger across the page. That way you would start reading fast and efficiently. (443 words)

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

1. Efficiency in reading entails
 - A. reading fast with much comprehension.
 - B. concentration and ability to recall.
 - C. reading with ease and with speed.
 - D. comprehension and concentration.
2. Reading efficiency can be acquired
 - A. after a long time.
 - B. with a lot of concentration.
 - C. with much practice.
 - D. by studying and mastering words.
3. A person whispering the words as he reads cannot read fast because
 - A. the words whispered would disturb his attention.
 - B. the words would slow him down.
 - C. when whispering a word you concentrate on that word.
 - D. that way one would not be able to run the eyes across the line.
4. Which two activities are said to be alike?
 - A. Listening and whispering.
 - B. Whispering and speaking.
 - C. Speaking and reading.
 - D. Listening and reading.
5. Tracing the line with the finger reduces the reading speed because
 - A. the eyes have to stop where the finger stops.
 - B. the finger can touch just a single word at a time.
 - C. the finger tends to touch only the queer looking words.
 - D. one tends to cover the words with the finger.
6. From this passage we can learn that, to read well, the eyes must
 - A. jump over several words.
 - B. not be strained in any way.

- C. not be guided in any way by the finger.
- D. cover several words at a time.

B. Now read the passage again more carefully and answer the following questions:

7. What is the author's intention in this passage?
8. What have you learnt in this passage about the roles of the lips and finger in reading?
9. In what ways are whispering and speaking alike, with respect to reading?
10. In what ways are tracing the lines with the finger similar to whispering?
11. How does the writer describe the learner reading this passage, in the final paragraph?
12. List those things you are warned against in this passage.
13. *Now, a person who is speaking can never cover as many words as another who is reading entirely silently.*
 - i. What is the grammatical name for this type of sentence?
 - ii. Identify the clauses in it, and state what their functions are.

A note on the grammatical name for sentence type

One of the regular exercises you will encounter in an examination is to identify the grammatical name given to a particular type of sentence construction. This type of exercise calls on you to determine whether the sentence is any of the following:

Simple sentence
Compound/Double Sentence
Complex sentence.

No doubt you have learnt about these three types of sentences in the past classes. We can only remind you of what each of these sentence types is very briefly.

- A. A simple sentence has only one idea, and therefore only one finite verb: e.g. *This book is simple*. It is usually short, although it could be a little longer if the subject is made up of several words, e.g. *This new, beautiful, well illustrated book is simple*.
- B. A compound sentence is one that contains more than one idea, and therefore has at least two finite verbs. Besides, it has separate subjects. Here is an example: *This book is simple, and it is written by Nigerians*. There are two ideas here: the first is divided off from the second with a comma. Try to identify the verb in each part.
- C. A complex sentence has more than one idea, just like the

compound sentence. What makes it different from the compound sentence is that it usually has one subject and at least two finite verbs. Besides, one idea is usually the main idea while the other is dependent on it. Here is an example: *This book, which is written by Nigerians, is simple*. This sentence can be analysed thus:

- i. *This book is simple*..... main clause.
- ii. *... which is written by Nigerians*..... subordinate clause.
- iii. Type/function of subordinate clause adjectival.

With these explanations, we should be able to answer the question above, thus:

- i. Grammatical name: Complex sentence.
- ii. a. *Now, a person ... can never cover as many words as another.*
.....The main clause
b. *Who is speaking*.....Subordinate adjectival clause (I)
c. *who is reading entirely silently* subordinate clause (II)

Summary Work

In the last module, we stressed that you should not report your summary work using figurative language. Why is this? Have you found out?

Now, let us consider what a figurative expression is. A figure of speech could be a simile, a metaphor, a hyperbole, a personification, etc. Study the following examples:

- a. He is wicked like a devil. (simile)
- b. He is a devil. (metaphor)
- c. The whole world knows he is wicked. (hyperbole)
- d. Devil, why are you so wicked? (personification)

What can you notice in each case? Well, you should notice that none of them uses direct language. The language is all right, but not direct. Compare all of them with the following:

- e. He is very wicked. [simple sentence]

That is very direct, and yet that is perhaps what is meant to be said in a c. You will realise that here you use fewer words than most of what we had in a c. Yet, it is easier to understand what you want to say.

Now do the following exercise:

In three connected sentences, summarise those things you should avoid and the one you should do to read efficiently. Follow the format below.

In the first place, I should not

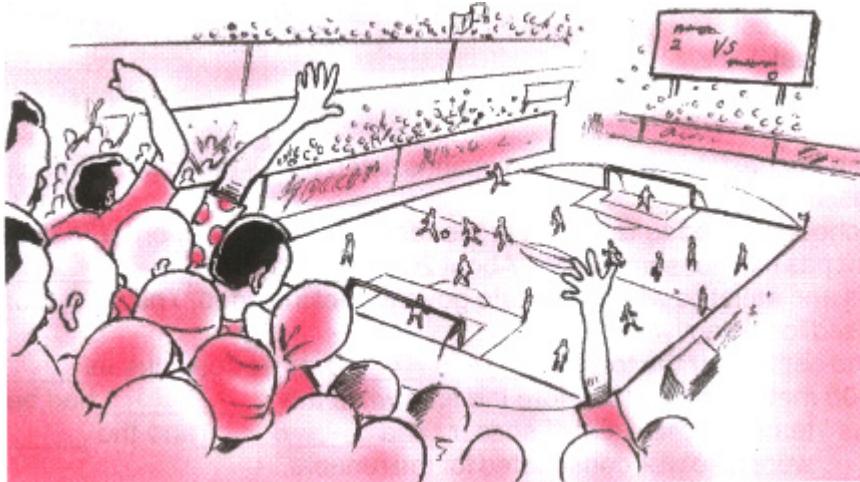
Secondly, I should not

However, I should

Vocabulary Development

The world of sports

Words for sporting activities



In the previous module, you learnt about names of major national games. Here you will be exposed to words for sporting activities, which are also referred to as **register of sports**. Study the words in the table below.

tournament contest championship heat bout canvas	gymnasium tennis court boxing ring sports centre referee supporters	umpire court football field track stadium net	punch play jump pass foul throw
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How many of these words have you heard about before? How many of them can you define? In the following sentences, we shall see how some of the words function.

- ❖ Contest: The school team entered the contest to win the cup.
- ❖ Championship: The United States volleyball champion was defeated last week.
- ❖ Stadium: The Zamalek of Egypt is playing the 3SC of Nigeria next week.
- ❖ Gym: I hope to do some exercise at the gym tomorrow.

Activity I

Use your dictionary to check up the meanings of the following words.

The first one is done for you.

WORDS	MEANINGS
Pitch	A sports field for cricket, football, etc.
Tournament
Bout
Arena
Tennis court
Boxing ring
Racecourse
Track
Lane
Swimming pool
Court
Gymnasium
Contest
Heat

Activity II

Choose the best answer from the options listed below the following passage to fill the gaps in the passage.

Our school decided to take part in the tennis ____1____ in order to defend her ____2____ which it has kept for some years. About 20 schools tried to ____3____. There were other games and athletics which the state government included. The newly completed ____4____ was used for the activities.

The section for the tennis ____5____ was as spacious as ____6____ for boxers. The 400 metres came up before the final while the ____7____ had been well prepared for various teams in the area of soccer. The ____8____ and the ____9____ and the ____10____ were also well constructed for the runners.

A	B	C	D
1. practice	tournament	final	heat
2. championship	leadership	status	glory
3. debate	run	play	contest
4. field	yard	stadium	pitch
5. court	field	section	side
6. pitch	boxing ring	field	course
7. mock	test	final	rehearsal
8. heat area	studio	centre	stadium
9. track	line	path	road
10. gymnasium	lane	pitch	bout

Continuous Writing

Expository writingâ€"2

Study this essay carefully

The English language plays a significant role in our society. In Nigeria, it is the language of instruction in schools, the language of the media and of administration. On the international scene, English is the medium of social interaction.

We should therefore examine the role of this important language, especially in the Nigerian society. First, it serves as a language of instruction in schools, colleges and universities. From the secondary school level, apart from the major local languages, all school subjects are taught in English. The relevant textbooks on most subjects are written in English. And this is very important because when the secondary school products get to higher institutions of learning, they will be able to hold their own.

Secondly, English is used in media houses. Radio and television news and announcements are most often made in English. Most newspapers are in English language. This affords all ethnic groups in the country the opportunity of acquainting themselves with the goings on in the country. Otherwise, it would have been difficult for most people to follow events. The fact that English language serves as the lingua franca explains why many people are able to listen to radio and television news and reports and also to read newspapers.

Moreover, English language is used in the states and national parliaments. Pidgin or a form of Nigerian English is used even among semi-literates. For instance, a semi-literate Igbo man can freely converse with another person from another ethnic group. Though this is not standard English, at least, the people are able to communicate with one another not in any of the local languages.

Finally, at the international level, the role of English cannot be over-

emphasized. Ability to interact with the native speakers of English language means that the person can speak English. Whether our learners like it or not, they will have an opportunity to travel abroad for one reason or the other. Therefore, they should be able to converse freely in English language with the native speakers. Besides, even when these native speakers are in our society, we can still interact effectively with one another. Assuming it is only one of the local languages that is being used, it would have created a very wide communication gap.

In conclusion, it is obvious that English is very important to every profession and every member of the society. Nigeria has many local languages and so she cannot afford to allow English language to lose its prestige.

This is another expository essay which has given explanations or sufficient information about the role of the English language in the Nigerian society. Now write your own attempt on the role of mathematics in the society.