

Module 10

Speech

Pronunciation of the plural markers ‘-sâ€™’ and ‘-esâ€™’

In grammar, the suffixes ‘-sâ€™’ or ‘-esâ€™’ are usually added at the end of singular nouns to form their plurals. Study these examples.

| ‘-sâ€™’ | ‘-esâ€™’ |
|-----------------------------|------------------------------------|
| books, cars, tables, spoons | churches, arches, suffixes, fishes |

It is usual to assume that the ‘-sâ€™’ and ‘-esâ€™’ suffixed to plural words are pronounced (s) or (is). This should not be the case because in pronunciation emphasis is on individual sound and not individual letters. Thus, in pronunciation the suffixes ‘-sâ€™’ and ‘-esâ€™’ in plural nouns are realized in these three forms: /l/, /z/, and /iz/.

1. The plural marker (s)

| | | | | | | |
|-------|---------|-------|-------|-------|--------|--------|
| goats | ants | nuts | pots | zips | cloths | moths |
| steps | shrimps | maps | caps | cooks | months | mouths |
| marks | packs | marks | hoofs | roofs | cocks | |

Study the plural nouns in the box. Your teacher will pronounce these words while you repeat after her. Note that the plural markers of the nouns above are rendered as /s/. You will also notice that in all the words in the box, the plural marker (s) is preceded by the following consonant sounds. /t/, /p/, /k/, /f/, /l/, /ʃ/.

2. The plural marker /z/

| | | | | | | |
|----------|----------|-------|----------|---------|-------|---------|
| gowns | chickens | crabs | clubs | mangoes | frogs | tongues |
| eggs | dogs | waves | moves | goes | cards | hands |
| cloves | snails | arms | fathers | balls | combs | valves |
| feathers | monkeys | robes | reptiles | clothes | claws | onions |

Study the plural nouns in this box. Your teacher will pronounce these words while you repeat after her. Note that the plural markers of the nouns above are pronounced as (z). You will also notice that in all the words in the box, the plural marker ‘-sâ€™’ is preceded by the following consonant sounds, /n/, /ð/, /b/, /g/, /d/, /v/, /l/, /m/, or a vowel.

3. The plural marker /iz/

| | | | | |
|---------------------------|---------------------------|------------------------------|-------------------------------|--------------------------------|
| judges houses wages | ashes noses clashes | fishes batches matches | fences churches blouses | arches marches duchesses |
|---------------------------|---------------------------|------------------------------|-------------------------------|--------------------------------|

Study the plural nouns in this box. Your teacher will pronounce these words while you repeat after her. Note that the plural markers of the nouns above are pronounced as (iz). Note that the plural marker ‘s’ or ‘es’ are preceded by the following consonant sounds, /ch/, /sh/, /s/, /z/, /tʃ/.

Practice 1

Read these sentences aloud. Pay attention to the /s/, /z/and /iz/sounds in the words.

- When the policemen searched the **actors** they found **robes**, **gowns**, **combs**, **caps** and **blouses**.
- Our **mothers** have gone to the market to buy some **shrimps**, **snails**, **crabs**, and some **fishes**.
- As the **singers** sang with smiling **faces**, the **judges** could not help clapping their **hands**.

Practice 2

From the words labelled A – D, choose the words that have the same consonant sound(s) as the one represented by the letter(s) underlined.

Example: dresses A. dance B. steps C. maps D. matches

The correct answer is D, because only ‘matches’ has the same consonant sound as the one underlined in ‘dresses’.

| | | | | |
|--|---|---|--|--|
| 4. <u>cars</u> A. laughs B. parts C. eyes D. ropes | 5. <u>roofs</u> A. hands B. girls C. palms D. streets | 6. <u>sounds</u> A. hedges B. shirts C. frogs D. ants | 7. <u>faeces</u> A. flask B. fruits C. mangoes D. fences | 8. <u>clashes</u> A. words B. dogs C. wishes D. paths |
| 9. <u>toys</u> A. bushes B. boys C. marks D. ducks | 10. <u>ducks</u> A. dams B. wings C. arms D. hopes | 11. <u>moths</u> A. feathers B. toads C. fathers D. mouth | 12. <u>ribs</u> A. pots B. ropes C. batches D. shorts | 13. <u>vowels</u> A. consonants B. words C. jackets D. books |

Grammatical Structure

Active and passive voice

In the earlier classes, you were introduced to the active and passive voices. In this module we shall take a closer look at this concept in this lesson.



John cuts the onions. The onions are cut by John.

A sentence is in the active voice when it focuses attention on the doer of the action or when the subject performs the action. A sentence is in the passive voice when the sentence focuses attention on the receiver of the action and when the subject is acted upon, e.g.

- i. Active voice: John cut the onions.
- ii. Passive voice: The onions is cut by John.
- iii. Active: Tom broke the glasses.
- iv. Passive: The glasses were broken by Tom.
- v. Active: His employer dismissed him.
- vi. Passive: He was dismissed by his employer.

In sentence (i), the action of *cut* is performed by *John*. *John* is the focus of attention. Therefore, the sentence is in the active voice.

In sentence (ii), *John* is acted upon. The attention of the sentence is on the receiver of the action. Therefore the sentence is in the passive voice. In sentence (ii), what is important is that the onion was cut. Who did the cutting is unimportant.

Again, when a sentence is changed from the active voice to the passive voice, the direct object of the verb becomes the subject and the subject is made the object of the preposition.

In sentence (i), *onions* is the direct object of *cut*. In sentence (ii) the sentence is changed to the passive voice; *onions* which was the object in the active voice becomes the subject of the sentence. *John* which was the subject in sentence (i) becomes the object of the preposition *by*.

Again in sentence (iii), *glass* is the object of the verb *broke*. The sentence is in the active voice. When the sentence is changed to the passive voice, *glass* which was the object in the active voice becomes the subject of the sentence. *Tom* who was the subject in the active voice becomes the object of the preposition *by*.

Sentences in the active voice are direct and strong. Those in passive form are indirect and tend to be weak. Sentences in the active voice are shorter, more concise and therefore more effective.

Even though sentences in the passive voice are weak they serve special purposes. The passive voice is used when the performer of the action is unknown, unimportant or when the speaker wants to avoid

taking responsibility for the action expressed in the sentence. To achieve this the preposition and the object of the preposition are intentionally left out of the sentence. Study these examples:

- a. The car is dented.
- b. The glasses are broken.
- c. You are requested to hand over all the documents to the secretary.
- d. The school has been closed down.
- e. Eze was sent home

In these sentences, the speaker conveys the important information while tactfully concealing who bashed the car, who broke the glasses and who asked for the handover, etc. In some circumstances the subject may be unknown as in the following sentences, e.g.

- i. Clara was attacked. (subject unknown)
- ii. The matter will be discussed tomorrow. (subject unimportant)
- iii. The man was killed in a plane crash. (subject unimportant)

The passive voice is also useful in research writing. Because researchers want to appear humble they downplay their importance by using the passive voice. Compare the following sentences:

- a. Active: I have discovered that primary school children learn better with visual aids.
- b. Passive: It has been discovered that primary school children learn better with visual aids.
- c. Active: In this paper I have made efforts to represent all the views on this subject.
- d. Passive: In this paper *efforts* have been made to represent all the views on this subject.
- e. Active: In the course of this work I have interviewed many villagers.
- f. Passive: In the course of this work many villagers have been interviewed.

Most authors agree that the passive construction does not project the writer unduly and so is preferable to the active constructions.

Exercise

1. Make 10 sentences in the active voice using the following verbs: flog, sneer, remember, pull, disciplined, dragged, write, wrung, wound, and sawn.
2. Change the following sentences to the passive form.
 - i. He shall look into the matter.
 - ii. She overheard the news.
 - iii. We are mowing the lawn.
 - iv. The newscaster re-read the news.

- v. Did you rewind the cassette?
- vi. Did he rend his shirt during the trial?
- vii. I rang the bell.
- viii. She seeks peace all the time.
- ix. Mary sews my clothes.
- x. David showed the film.

3. Make 5 passive sentences and 5 active sentences from the box below.

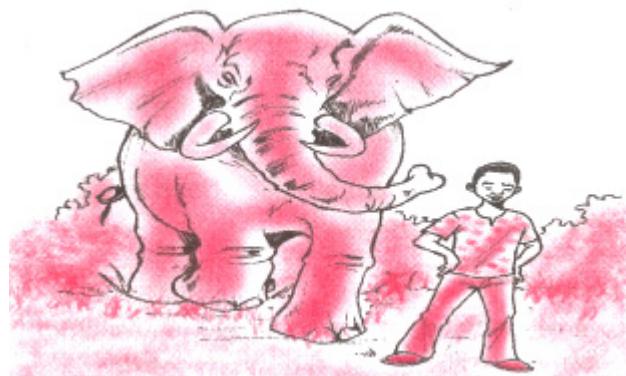
| | | |
|---|---|---|
| Many students Most teachers The critics | liked disliked approved enjoyed appreciated | the book. the film. drama. poetry reading. |
| The film The book The drama The poetry reading | was liked was disliked was approved was enjoyed was appreciated | by many students. by students. by most teachers. by the critics. |

Reading Comprehension

Read and discuss the following points very carefully.

- ✿ Certainly, you must have seen pictures of the elephant.
- ✿ Perhaps, you have seen one in a zoo, but almost certainly not in the wild.
- ✿ Have you ever considered those features that make the elephants unique among other creatures—the trunk, the large ears, the tusks, etc.?
- ✿ Are you aware that the Asian and African elephants are different in a number of ways?
- ✿ Why are they different from one another in those features?

Now read the passage as rapidly as you can.



An Elephant

The largest land animal, the elephant, is really unique. It is the only creature with a long trunk, the only one that seldom ever lies down, the only one with long tusks. Its skin is so thick and hard that it looks and feels like a wall. Certainly, we need to know more about this creature.

The elephant's **trunk** is a fusion of the nose and upper lip, elongated and specialized to become the elephant's most important and versatile tool. African elephants have two finger-like projections at the tip of their trunk, while Asian elephants have only one. Elephant's trunk have over forty thousand individual muscles, making it sensitive enough to pick up a single grass, yet strong enough to rip off a tree branch. The trunk also plays a key role in many social interactions. Elephants greet each other by entwining their trunks, much like a handshake. They also use them while playing, and while caressing during courtship. So it is really a multipurpose natural tool.

The elephant's **tusks** are its second upper incisors. Tusks grow continuously; an adult male's tusks grow about seven inches a year. They are used to dig for water, salt, and roots; to debark trees for food; to dig into baobab trees to get at the pulp inside; and to move trees and branches when clearing a path. In addition, they are used for marking trees to establish territory and occasionally as weapons. As humans are typically right- or left-handed, so elephants have a dominant tusk, called the master tusk. This is generally shorter and more rounded at the tip from wear.

Elephants are **thick-skinned** animals. An elephant's skin is extremely tough around most parts of its body and measures about 2.5 cm thick. However, the skin around the mouth and inside of the ear is paper thin. Normally, the skin of an Asian elephant is covered with more hair than its African counterpart's. This is most noticeable in the young.

An elephant's **legs** are great straight pillars needed that way to support its bulk. The elephant needs less muscular power to stand because of its straight legs. For this reason an elephant can stand for very long periods of time without tiring. In fact, African elephants rarely lie down unless they are sick or wounded. However, Indian elephants lie down frequently. Elephants are the only mammals to have four knees, most others either have two knees and two elbows.

The large flapping **ears** of an elephant are also very important for temperature regulation. Elephant ears are made of a very thin layer of skin stretched over cartilage and a rich network of blood vessels. On hot days, elephants will flap their ears constantly, creating a slight breeze. This breeze cools the surface blood vessels, and then the cooler blood gets circulated to the rest of the body. The hot blood entering the ears can be cooled as much as 10 degrees Fahrenheit before returning to the body. Differences in the ear sizes of African and Asian elephants can be explained. African elephant originated and stayed near the

equator, where it is warmer. Therefore, they have bigger ears. Asian elephants live in slightly cooler climates, and thus have smaller ears. (533 words)

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

1. The passage opens by pointing attention to
 - A. the abnormal size of the elephant.
 - B. the peculiarities of the elephant vis-Ã -vis other animals.
 - C. the various similarities between the elephant and other animals.
 - D. how the elephant features in our African culture.
2. This passage has made us realise that the elephantâ€™s trunk is its organ for
 - A. passing water in.
 - B. chopping down woods.
 - C. shaping objects.
 - D. breathing.
3. From the passage, we can infer that the tusks are actually the elephantâ€™s
 - A. upper teeth.
 - B. lower teeth.
 - C. skull.
 - D. trunk.
4. The passage tells us that the elephantâ€™s skin is
 - A. thick throughout.
 - B. uniform throughout the body.
 - C. not uniformly thick throughout the body.
 - D. is indeed thin in most parts.
5. The most amazing thing about the elephantâ€™s leg is that it
 - A. is so large.
 - B. is very straight.
 - C. has four knees.
 - D. supports so large a body.
6. The elephantâ€™s ears are so large because they are needed to
 - A. beautify the body.
 - B. cool the body.
 - C. provide a shade for the body.
 - D. enable the elephant hear well.

Read the passage again, and answer the following questions:

7. In what several ways is the African elephant different from the Indian elephant?
8. What are the tell-tale signs by which one can know which of an

- elephant's two tusks is dominant?
9. What in your opinion makes the elephant's skin so tough?
 10. What advantage does the elephant have in its peculiar type of legs?
 11. Describe exactly how the elephant's ear helps it to keep cool.
 12. Identify the figure of speech in the initial part of the fifth paragraph. What type of speech is it?

Summary Work

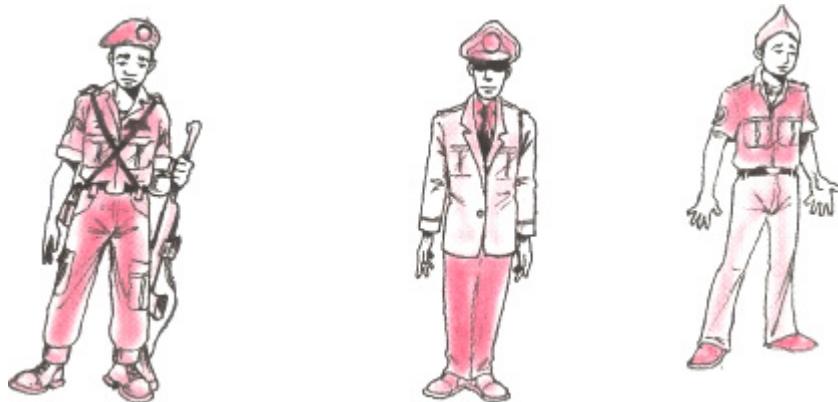
The passage contains a lot of information that can be used to argue that the African elephant does not really belong to the same species as the Indian elephant. List the various differences between the two and use them to summarise in one well blended sentence why the African elephant does not belong to the same specie as the Indian elephant.

Vocabulary Development

Words associated with the military forces

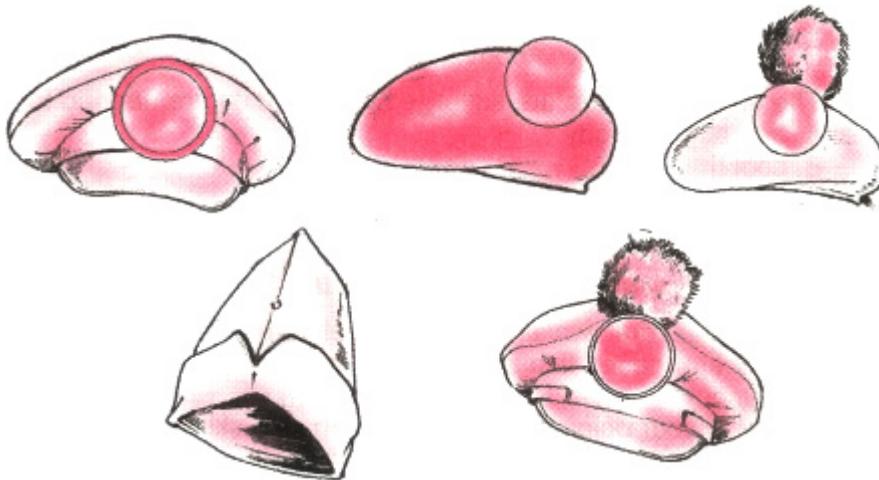
Words associated with military rank/personnel

Our focus in this module shall be on the words associated with military rank. So, we are dealing with the **register of military forces**. There are three divisions in the military forces, namely: the naval force, the air force and the army.



We shall now consider some words related to or associated with the military rank. So, go through the words below:

Lance-Corporal
Corporal
Sergeant
Warrant-Officer
Second
Lieutenant
Lieutenant
Captain
Major
Lieutenant-
Colonel Colonel
Brigadier-
General
Major-General
Lieutenant-
General
General
Field Marshal



The officers are arranged according to order of seniority, with the most junior coming first and the most senior coming last.

Activity I

Use your dictionary to check the meaning of each of the military ranks listed.

Activity II

Without making reference to the list, write out the ranks of any 5 commissioned and any 5 non-commissioned officers.

Activity III

Form a correct sentence with each of the following words:

Colonel, Major, Captain, Brigadier-General,
Lieutenant, Sergeant, Staff-Sergeant,
Corporal.

Continuous Writing

Informal letter writingâ€”1

You have learnt about this kind of letter writing in earlier classes. You will learn more about it in this module. An informal letter is also called a *friendly or private* letter. Here are some tips on informal letter writing.

Useful tips on informal letter writing

- ⦿ An informal letter is written to friends, brothers, sisters, parents and other close relations.
- ⦿ The content in this kind of letter is informal in language and tone.
- ⦿ The address of the recipient need not appear like that of formal letter.
- ⦿ It is only the writer's address that should appear.

The salutation format includes the following: "Dear Ranti," "Dear Uncle," "My dear father," "Dear daughter," "Dear Bimpe," "My dear friend," etc.

- ⦿ The language should be less rigid and more relaxed. However, colloquial words or slang language should not be used. Students should note that there should be an impression of decency and some respect when they are writing to their parents.

In public examinations, candidates can be asked to write letters that are narrative, descriptive, expository or argumentative in form.

The end of an informal letter has some variants. They are that:

- ⦿ only the first name is required at the end of the letter.
- ⦿ signature and surname may not be necessary since it is an informal letter.

Now following these tips, write a letter to your elder brother working in Abuja, describing your experiences in your science subjects at present in your school.