

Module 5

Speech: Consonants /l/ and /n/

Most syllables in English are made up of a vowel and a consonant. For example, *man* is made up of two consonants /m/ and /n/ and a vowel /Ã|. Sometimes only one consonant forms a syllable. Such is called syllabic consonant. The /l/ and /n/ sounds are examples of syllabic consonants. When the /l/ and /n/ sounds are used as syllabic consonants, they do not go with any vowel during pronunciation. But when the /l/ and /n/ sounds are used as ordinary consonants, vowels go with them.

Again when the /l/ sound ends a word, e.g. as in **little**, **kettle** and **bottle**, it is often unstressed, with a very short vowel.

Study the /l/ and /n/ sounds below used as ordinary consonants and those used as syllabic consonants. Then say them after your teacher.

| /l/ used as ordinary consonant | /l/ used as syllabic consonant | /n/ used as ordinary consonant | /n/ used as syllabic consonant |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| full | raffle | ten | bitten /bitn/ |
| bell | bottle | dean | garden /ga:dn/ |
| till | little | corn | cotton /kotn/ |
| call | kettle | run | rotten /rtn/ |
| nail | nestle | sun | soften /sfcn/ |
| plate | pestle | send | certain /se:tn/ |

Read the following sentences aloud:

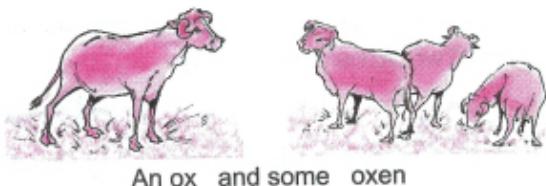
- i. The **little** baby **nestled** by his motherâ€™s side.
- ii. Mother bought a **kettle** and a **pestle** today.
- iii. Okonkwo proved his **mettle** during his **wrestle** with Uwakwe.
- iv. **Multiple** reasons were given for his inability to **paddle** the canoe.
- v. People who donâ€™t **tackle** their problems quickly often get into more trouble.
- vi. We lose nothing when we **kindle** another personâ€™s **candle**.
- vii. She was **certain** that the meat would **soften** within ten minutes.
- viii. Dele waited for the pawpaw to **ripen** before plucking it.
- ix. The **garden** was decorated with beautiful **cotton** material.
- x. The farmer was **bitten** by a rattle snake.

Exercise

With the aid of your dictionary, find 10 words each that end with the syllabic consonants /l/ and /n/ and make sentences with them.

Structure: Nouns and Pronouns Change in Form

In the previous module we saw how nouns change their appearance when they form plural. We also discovered that some nouns do not change their form when they change from singular to plural. Now we will study another set of nouns that do not follow any regular pattern when there is a change from singular to plural. Study the nouns in the box below.



An ox and some oxen

You would discover that there is no regular pattern by which the plurals are formed. This is why many people avoid using the plural forms of some of them. To use them, you must learn each of them separately.

Pronouns and change in number

In the JS book 1 of these series, we learnt about pronouns. We saw how pronouns help to avoid monotony and make our sentences more interesting. We also studied the different pronouns. In this module we want to study how pronouns change their forms when there is a change in case. In English studies, “case” means the form a word takes in order to show whether the word forms the subject of the sentence, the object of the sentence, or indicates possession.

Pronouns as subjects of verbs

A word is in the subjective case when it is the subject of the sentence. The word in the subjective case is not controlled by another word in the sentence. For example:

- a. **She** has a present.
- b. **He** and **I** are good friends.
- c. Only Ojo and **I** were present.
- d. Neither Bill nor **he** was in school today.
- e. **Who** left the books here?

In sentence (a) we say:

She has a present.

The noun or pronoun that comes before a verb is usually the subject of that sentence. If this subject is a pronoun, it must be in the subjective case. This is why we cannot say

* Her has a present.

In sentence (b) **He** and **I** form the subject of the sentence. The sentence is talking about **He** and **I**; therefore the pronouns must be in the subjective case. This is why it would be wrong to say

* **Him and me** are good friends.

Again in sentence (c) the subject of the sentences is

Only Ojo and I.

Only a pronoun in the subjective case should be placed as the subject of the sentence. This is why it would be wrong to say:

* Only Ojo and me are good friends.

In sentence (d), the sentence is talking about

* **Neither Bill nor he.**

Therefore the subject of the sentence is **Neither Bill nor he.**

The pronoun that follows **Bill** must be in the subjective case. Again this is why it would be wrong to write:

* Neither Bill nor him was in school today.

In sentence (e)

Who left the books here?

Who is the subject of the verb *left*, so the subjective form of the pronoun **who** must be placed in that position. The objective case of **who** is **whom**.

It would be wrong to write

* Whom left the books here?

Pronouns that follow the verb > to be

Any pronoun that follows a verb **to be** should be in the subjective case. Common forms of the verb *to be* include:

* **am, is, are, was, were, may be, can be, will be, may have been, want to be, like to be**

So, it is correct to say the following:

- f. Question: Who is speaking? Response: This is **she**.

- g. It was **he** who invited the police.
- h. Are you certain it was **they**?
- i. This may be **she** coming up the street.

Pronouns as objects of verbs

A pronoun is in the objective case when it is the object of a verb or the object of a preposition. When a pronoun is affected directly by the action of a verb, that pronoun is the object of that verb. Study the following examples:

- j. Michael gave her a present.
- k. Do not annoy me.
- l. Are you expecting the principal and her?

In sentence (j) **Michael gave her a present.**

the pronoun **her** appears after a verb. **Her** is the object of the verb *gave*, so any pronoun we use after the verb must be in the objective case. This is why sentence (j) reads:

Michael gave her a present and not * **Michael gave she a present.**

In sentence (k), **Do not annoy me.**

Me is the object of **annoy**. So any pronoun following *annoy* should be in the objective case. This is why it is wrong to say

Do not annoy I.

In sentence (l)

Are you expecting the principal and her?

the words, **principal** and **her**, are the object of the verb **expecting**; so the pronoun that follows the verb should be in the objective case. This is why it is wrong to say

* **Are you expecting the principal and she?**

Pronouns as objects of prepositions

When a pronoun comes after a preposition, it is the object of the preposition. Therefore that pronoun must be in the objective case. Study the following sentences well. Note the case of the pronouns that follow prepositions:

- a. This matter is **between you and me.**
- b. You can count **on us.**
- c. **To whom** are you speaking?
- d. **For whom** is she waiting?
- e. The meat is to be shared **between us and them.**

Exercise

- A. Give 5 examples of nouns that form their plurals by irregular methods.
- B. Choose the correct option from the pronouns in parenthesis:
 - a. I will inform the teacher and (she, her).
 - b. Have you heard from the Okons and (they, them).
 - c. Philip and (I, me) did our morning duty very early in the morning.
 - d. If (we, us) Nigerians are committed, the west will take us seriously.
 - e. The trouble with my gardener and (I, me) is that we are careless.
 - f. She thought it was (they, them) who owned the business.
 - g. Neither you nor (I, me) was elected.
 - h. It was (he, him) who extorted the money from the student.
- C. Write 5 examples each of sentences in which a pronoun is the object of a preposition and a pronoun comes after the verb "to be".
- D. Make 10 sentences from the box below:

| | | | |
|-----------------|------|---------------|------------------|
| The biography | | written by | Helen and me. |
| That article | | destroyed by | Loretta and him. |
| The letter | was | covered by | Ngozi and her. |
| The memo | | soiled by | Mama and them. |
| Newspapers | were | hidden by | us. |
| Journals | | re-written by | |
| The directories | | | |

Reading Comprehension

Read and note the following points very carefully.

In order to be an efficient reader, you must

• read for a clear purpose,

i.e. you read well when there is a specific reason for reading.

The purpose for which one reads is crucial to performance because:

- when you have a purpose for doing something, you would be more focused;
- if one has no purpose, it is like not having a destination for one's journey;
- having a purpose goes with knowing what you are chasing, why you are chasing it and therefore with how best to go about the task.

In this passage, you will learn about the various purposes behind our reading efforts. Focus on the different purposes for which we often read. Read the passage as fast as you possibly can. Time

yourself.

The Passage

There are *various* purposes for which you have to read. As the purposes differ, so the reading methods should differ. In fact, ability to vary the reading method according to the purpose for which we read is a *mark* of efficiency in reading. Now, let us examine a few of the purposes for which we read.

First, a person may want to read a passage, or a book, for *pleasure*. In this case, the reading is done only out of interest. For such a purpose, the reader is not *interested* in details. So he would not want to *bother* himself with the complex analysis of the events nor would he need to write down the points. He is only interested in the narration, or the general outline of the news. In reading through, he does not need to pause on strange words or figurative expressions; rather, he merely glides smoothly across the pages, making his mind to *digest* the information as he goes on.

The second kind of reading is that which one does for detail and analysis. This is what happens when one is aware that the material read will have to be later recalled, recast, discussed and, in fact, *evaluated*. A person preparing for an examination in a subject like Geography, History or Education would need to do this kind of reading. In fact, it is often necessary to read and re-read the passage and indeed to pause and check up the meanings of some words or concepts. For this kind of reading, fast reading would not be as *paramount* as comprehension.

We have described the two *broad* kinds of reading which we often do. These are the two extremes. In-between the two are others which may be nearer the first or the second, depending on the purpose for which we have to read. However, whatever the purpose for which we have to read might be, we still need a sound mastery of the words and grammar of the language. This is *basic*. (350 words)

A. Now do the following:

- a. Write down the time taken to read the passage.
- b. Calculate your reading speed.
- c. Use appendix 1 to fix the category into which your reading rate falls.
- d. Record both on your Record Sheet.

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

1. The aim of the writer in this passage is to let us...
 - A. know there are different kinds of passages
 - B. approach different kinds of reading tasks using the appropriate styles.
 - C. know how to select the different kinds of reading tasks.
 - D. get prepared with the right kinds of words for different passages.
2. The efficient reader is one...
 - A. who varies his reading speed according to the kinds of words there are.
 - B. who reads the same way irrespective of the kinds of words.

- C. whose reading rate varies when he is preparing for an examination.
 - D. whose reading rate varies according to his purpose.
3. When a person wants to read for interest, he would need
- A. not pay attention to details and individual words.
 - B. to pay attention to details and individual words.
 - C. to discuss the author's writing style with himself.
 - D. not to discuss the author's writing style with himself.
4. When a person is reading for an examination, he would
- A. not need to pay attention to details and individual words.
 - B. not need to regulate his reading speed.
 - C. need to regulate his reading rate in line with the content.
 - D. not need to discuss the author's writing style with himself.
5. From this passage we can conclude that
- A. there are two different reading tasks.
 - B. most of the time we read for interest.
 - C. there are very many different reading tasks.
 - D. most of the time we read for detail.

Now, refer to the answer page, and score your attempt. Record your score on the Record Sheet. Then calculate your reading efficiency index and record the result in the appropriate place.

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

- 6. Why does the author say that it is a mark of efficiency to vary one's reading speed?
- 7. In what important way is the method for reading for pleasure different from that for reading for detail?
- 8. What is the significance of the last sentence of the third paragraph, fast reading would not be as paramount as comprehension?
- 9. For each of the following words, find another one, or another phrase, which can represent it as used in the passage:

- | | | |
|----------------|-----------------|---------------|
| i. various | ii. mark | iii. pleasure |
| iv. interested | v. bother | vi. digest |
| vii. evaluated | viii. paramount | ix. broad |

D. Summary work

In this type of passage, the task of what to focus on is very clear. You are presented with two major reading methods. Your task is thus to pinpoint the two which happen to be on opposite ends. If other tasks are called for, these are just shades in-between the two extremes. So, the following summary task should be fairly easy:

In two short sentences, one for each, summarise the two major reading tasks described in the passage and the reading style demanded for each.

Try to go about this as follows:

- The first reading task is one in which...
- The second reading task involves...

Vocabulary Development

Words associated with Advertising

Study the following picture carefully and guess what you are likely to learn about.



An old advertisement of HEINZ company food products

Now, quickly read the words in the following table:

| | | | |
|-----------------|-----------------|--------------|--------------------------|
| advertisement | a slot | handbill | advertising agent |
| mass media | the sponsor | promotion | public address system |
| media houses | demand | market | newspaper adverts |
| the print media | graphic artists | brand image | displayed advertisement |
| product | advertising | cartoons | classified advertisement |
| coverage | agency | an insertion | |

Notice that the words listed in the table above belong to the register of advertising. They are the words associated with advertising. Your teacher will pronounce each of the words while you listen and then pronounce after him. Note that these are just some of the words associated with advertising. How many of these have you heard before? Meanwhile, let us have a look at how some of these words function in the following sentences:

- Advertisement: The Sunday papers are full of advertisements for cars.
- Advertising Agency: The advertising agency is charging huge sum of money for designing advertisements for other companies.
- Classified Advertisement: I shall opt for classified advertisement to sell my products because it is cheaper.
- Aslot: There is a slot of advertisement during each programme on NTA, Ibadan.

Activity

Using your dictionary, check the meanings of the following words; the first one is done for you:

| Words | Meanings |
|-----------------------|---|
| 1. Handbill: | A small printed notice or advertisement |
| 2. Mass media: | |
| 3. The print media: | |
| 4. Newspaper adverts: | |
| 5. Media houses: | |
| 6. A slot: | |
| 7. Promotion: | |
| 8. Market: | |
| 9. An insertion: | |
| 10. Coverage: | |

Continuous Writing: Letter Writing

Writing an Informal Letter

Your teacher's father has just written to him requesting for some money to do certain repairs in the house in which he is living. Below is the reply given by your teacher:

Government Science College
P.M.B.5006
Bossu Road
Minna
Niger State
3 February 2006

My dear father,

I got your letter through Mr Obong, one of my colleagues here. In fact, I got the letter when I was thinking of travelling home to see Mummy and you. Thanks so much, Dad, for the letter. How are my mum and younger brothers? How was your last church society monthly meeting? I hope it was successful.

I understand you want to do certain repairs in the family building. You would recall that when I was at home last December, I called your attention to the places that were leaking. I notice also that

some windows and doors have been damaged by termites. You see, Dad, that was why a long snake could creep inside the house the other day. In fact, the whole building needs extensive renovation. I have also done some paper and pencil work as well as some costing.

In view of this, I am sending a sum of ₦75,000 (seventy-five thousand naira) at least, to start with. And since John is visiting me at the end of May for his tuition fee and pocket money, you may let me have a feedback on how far you have gone about the renovation. In other words, kindly let me know if you need more money. Please, Dad, ensure that you supervise the workers carefully so that they won't defraud you.

I want to suggest that we make a fence round the building. This will surely reduce the rate at which armed robbers easily break into houses in our area. Apart from ₦75,000, I am also sending ₦20,000 (₦10,000 for you and ₦10,000 for mum). This is your monthly pocket money. Please take your meals regularly and find time to rest.

Greetings to your friends and society members. Tell Mum that I shall be expecting her as soon as my wife is delivered of a new baby. She will be staying with us for some months to help take care of the baby. Won't you allow her, Dad? I trust you. You are a loving father.

Yours sincerely,
Samuel.

Using this model, write a letter to your father requesting for some money to purchase a mobile telephone. Try and convince him why it is necessary to have one.