

Module 9

Section A: Oral Practice

Revision of phonetic symbol "æ" 3

There are twenty-four consonant sounds in English language. As you have learnt in the previous lessons, these sounds are produced with partial or complete obstruction of the air stream from the lungs.

Quickly revise the pronunciation of these twelve consonant sounds and the words in which they occur.

1. [p] plate, page, Paul, happy, play
2. [b] ball, boy, book, box, table
3. [t] time, cooked, table, looked, tell
4. [d] sad, hard, card, toad, fed
5. [k] kind, key, cat, sick, call
6. [g] girl, goat, glass, ghost, league
7. [f] father, soft, rough, spherical, phone
8. [v] voice, village, levy, five, of
9. [s] sit, story, century, psychology, psalm
10. [z] zip, zoo, easy, says, was, zero
11. [ʃ] sugar, fish, machine, ocean, ration
12. [Éœ] measure, pleasure, prestige, usal, roue.

Exercise

From the words marked A to D, choose the words that have the same consonant sounds as the one represented by the letter(s) underlined. Here is an example:

Who A. which B. what C. her D. bag

The correct answer is C, because only "her" contains the same consonant sound as the one underlined in "who".

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|----------------------|-------------------|-------------------|---------------------|------------------|
| 1. div <u>i</u> sion | A. soap | B. regime | C. caut <u>i</u> on | D. nos <u>e</u> |
| 2. sp <u>i</u> rit | A. tho <u>s</u> e | B. oa <u>th</u> | C. loo <u>k</u> ed | D. thi <u>s</u> |
| 3. res <u>u</u> lt | A. sa <u>l</u> t | B. ce <u>n</u> t | C. zo <u>o</u> | D. soa <u>p</u> |
| 4. le <u>v</u> y | A. loa <u>f</u> | B. abo <u>u</u> t | C. lo <u>v</u> e | D. you <u>th</u> |
| 5. <u>q</u> ueue | A. goa <u>t</u> | B. ga <u>t</u> e | C. kee <u>p</u> | D. ga <u>i</u> n |

6. pa <u>t</u> ient	A. pot	B. gate	C. delicious	D. cat
7. <u>c</u> oal	A. cell	B. king	C. scent	D. soap
8. li <u>s</u> ten	A. coat	B. confusion	C. century	D. easy
9. coug <u>h</u>	A. physics	B. bought	C. hoe	D. dough
10. <u>ch</u> emical	A. change	B. card	C. chance	D. knight
11. watch <u>e</u> d	A. called	B. told	C. sold	D. like
12. occasi <u>o</u> n	A. attention	B. vision	C. lotion	D. sachet
13. <u>g</u> ate	A. push	B. passage	C. gun	D. adage
14. <u>p</u> ledge	A. phase	B. phone	C. push	D. fast
15. ro <u>s</u> y	A. tissue	B. son	C. zip	D. smooth
16. <u>p</u> hase	A. van	B. push	C. laugh	D. preset
17. <u>d</u> amp	A. table	B. dance	C. map	D. camp
18. <u>b</u> undle	A. done	B. bad	C. sand	D. gone
19. <u>ch</u> ampagne	A. change	B. voice	C. child	D. cushion
20. voic <u>e</u>	A. cap	B. king	C. soap	D. says

Section B: Structure

G. Concord and subject beginning with *each* and *every*

When a sentence begins with *each* and *every*, the verb must be singular even when the subject appears to be plural. Compare the following sentences:

- i. Every woman and child *has* to take the injection.
- ii. The woman and child *have* to take the injection.
- iii. *Each* governor and senator *was* expected to attend the conference.
- iv. The governor and senator *were* expected to attend the conference.
- v. Each judge and contestant *does* the calculation.
- vi. The judge and contestant *do* the calculation.

In sentence (i), the subject contains two nouns; *woman* and *child*. Ordinarily, this subject should take a plural verb. But the presence of *every* makes the subject to choose a singular verb *has*. In sentence (ii), the sentence follows the normal course because of the absence of *each* and *every*. The same principle is applicable in sentence (iii); *each* makes the plural subject *governor* and *senator* select a singular verb *was*.

H. Concord and indefinite pronouns

Indefinite pronouns like *somebody*, *nobody*, and *anybody* always take singular verbs while indefinite pronouns like *several*, *many*, and *a few* take plural verbs. Below are some examples:

- i. Somebody is knocking the door.
- ii. Nobody was expected to smoke.
- iii. Does anybody know the answer?
- iv. Several were waiting to see the doctor.
- v. A few were expected to smoke.

I. Concord and verb forms

Knowing which verb form is singular and which verb is plural is essential in concord. Some students know that a sentence requires a singular verb, but they fail to identify correctly a singular or plural verb. Have you noticed from all the examples above that singular verbs always end with an 's' while plural verbs do not end with an 's'? Study the following sentences carefully.

Sentences containing singular verbs	Sentences containing plural verbs
i. He <i>does</i> it well.	They <i>do</i> it well.
ii. She <i>is</i> present.	They <i>are</i> present.
iii. He <i>was</i> there.	They <i>were</i> there.
iv. Mother <i>expects</i> you to attend.	Mothers <i>expect</i> you to attend.
v. The storekeeper <i>sells</i> on Sundays.	The storekeepers <i>sell</i> on Sunday.

Exercise

1. *Underline the singular and plural verbs in the following passage.*

Hard work demands a lot of discipline. Sometimes a man has a lot of assignments to perform or even examinations to face, yet he just does not feel like sitting up to study. He may prefer to lie on bed a little longer at night. He can assure himself that after just a little sleep, he will be up. Before he realises it, it is dawn and the work is left undone. Children may remain a little longer than necessary watching the television when they have assignments to do. They may tell themselves, "After this cartoon show, I'll do my homework." In the midst of the programme, the children may fall asleep and the homework is left undone. People who are not hardworking are not very pleased with themselves. They always end up saying "Had I known". To be hardworking, a man needs to ignore his feelings and work. A man needs to set his eyes on the result and the reward that accompanies the reward. Such thoughts can ginger a man to rise and work.

2. *Choose the correct verb that best completes the following sentences.*
 - a. Each yam, cassava and potato was/were washed thoroughly.

- b. Anyone is/are expected to apply for the job.
- c. Each application and cheque was/were rejected.
- d. Every nook and cranny was/were searched by the police.
- e. A few was/were present at the ceremony.
- f. The time-consuming part of the exercise has/have been done.
- g. Do/Does somebody know the answer?
- h. Several were/was expected at the workshop.
- i. Nobody wants/want to listen.
- j. Somebody was/were responsible for the error.

Section C: Reading Comprehension

Before reading the passage, discuss these first.

- ❖ How fast do you read? Is your reading speed up to 200 words per minute?
- ❖ Unfortunately, most Nigerian secondary school students read at speeds lower than that. When you compare that with British or American students who read at speeds of up to 500 words per minute, you would realise that our students are poor readers.
- ❖ In that case, how can you improve your reading rate? Start from now to make conscious effort.

Try to finish reading the following in just three minutes.

Learners in many *advanced* countries have access to very many mechanical aids that promote the acquisition of fast reading. These vary from those which allow you to see only a few lines at a time from your book to those which project a few words or a few lines at a time in very quick succession on the screen (similar to the English language captions on Yoruba television films). Common to them all however is that they allow your eyes to see only a few words or a few lines for a very short time, often as short as a tenth of a second. So your eyes are trained to follow the words in very *quick* succession, and your mind to assimilate the ideas within such a very short time.

This promotes the ability to develop eye fluency over the lines. By this we mean ability to make the eyes *glide* over the lines very smoothly rather than fix them on any word for long seconds. The very rapid rate at which the words are presented also ensures *that you cannot trace them with your finger*, nor can you whisper them silently; nor indeed can you regress back to lines earlier covered. The fact is that before you follow the words with your finger to the end of a line, the machine

has moved to another line. Or, in the case of words flashed on a screen, before you finish pronouncing two of the four or five words, another set has appeared. So, these mechanical aids at once help you to develop eye fluency and to avoid the practices hindering efficient reading.

Furthermore, the aids encourage, or indeed force, you to focus attention on what you are supposed to be reading. You cannot divert your attention to any other thing around. The machine does not wait for you anyway. So, whereas you can be reading a novel and be *distracted* by a radio programme, once you are involved in an exercise with a mechanical gadget, your full attention must be focused on the task at hand. Otherwise, to be left behind by the machine is to lose the trend of the material being presented.

In all, therefore, the advantages of learning with the aid of reading gadgets are *apparent* enough. One learns to sweep the eyes over the words smoothly and rapidly, to minimise the traits of bad reading and to concentrate fully on the material being read. These are advantages that tend to recommend such gadgets to academic institutions. (416 words)

General discussion questions

- a. Most secondary school students in Nigeria read at an average speed of about 100 words per minute while their British and American counterparts read at speeds of up to 300 words per minute. Besides, Nigerian learners comprehend far less than those from those advanced countries. Do you think if Nigerian learners have access to the mechanical aids described they would be able to match their foreign counterparts in reading?
- b. The writer has mentioned only the advantages of the mechanical aids. Can you think of any possible disadvantages?

Specific questions

- i. What is the real purpose of the English language captions flashed along with Yoruba television films?
- ii. What would happen if when watching a Yoruba television film you stop to spell and pronounce the words?
- iii. What would be the result of consciously making yourself read the words and sentences flashed in quick succession?
- iv. In discussing the modern reading aids, some of the hindrances against efficient reading are mentioned in passing. Enumerate at least three of them.
- v. The writer claims that when using the mechanical gadget to read, your full attention is focused on the reading task. Do you think this has its own disadvantage? If so, mention and explain it.
- vi. What is the function of the last short paragraph in the passage?

vii. ...that you cannot trace them with your finger...

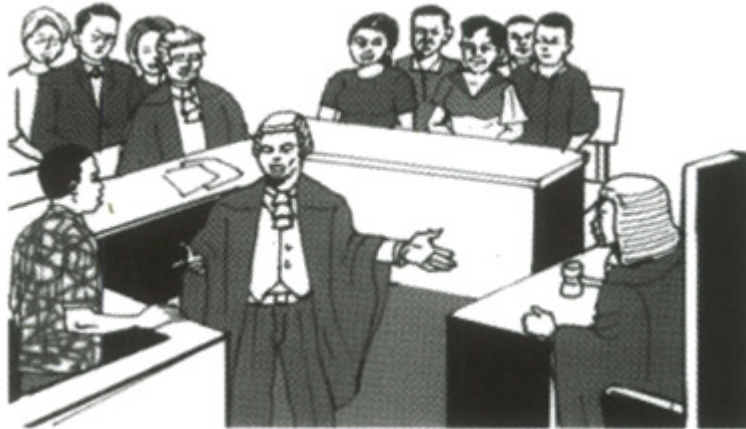
- a. What grammatical name is used to describe the above expression?
- b. What is its function?

viii. Give the meaning of each of the following words as used in the passage:

- a. *advanced*;
- b. *quick*;
- c. *glide*;
- d. *distracted*;
- e. *apparent*.

Section D: Vocabulary Development

Words associated with law and social order



We shall be examining words associated with law and order in this module. The major objective of this module is that you should be able to master and use appropriate words associated with the maintenance of law and order. In view of the foregoing, you will now go through the following words.

police force mobile police plaintiff goal	bail court acquittal court-martial	customary defendant summons prosecutor	jury remand home legal process arrest	legal aid tribunals plea counsel
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Now, while your teacher pronounces the words to you, ensure that you pronounce correctly after him. However, let us consider how some of the words function in the following sentences:

1. defendant: The defendant said that he was not guilty of the offence.
2. plaintiff: The plaintiff accused the driver of killing his son.
3. counsel: Mr Musa was the counsel for the prosecution.
4. arrest: The police will arrest the accused and charge him to court.
5. bail: The defendant was granted bail until 20 December.

Activity I

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

Words	Meanings
1. plaintiff	Person who brings an action of law.
2. goal	_____
3. court	_____
4. acquittal	_____
5. court-martial	_____
6. customary	_____
7. defendant	_____
8. police force	_____
9. summons	_____
10. prosecutor	_____
11. jury	_____
12. legal process	_____
13. arrest	_____
14. remand home	_____
15. legal aid	_____

Activity II

Now that you have known the meanings of the words indicated in the table above, form correct sentences with the following:

a. jury	e. plaintiff	i. defendant
b. legal aid	f. goal	j. acquittal
c. arrest	g. court	k. court martial
d. summons	h. customary	l. prosecutor

Activity III

In the following passage, the numbered gaps indicate missing words. Against each number in the list following the passage, four choices are offered in columns lettered A to D. For each item, choose the word that is most suitable to fill the numbered gaps in the passage.

It was true that the two boys were armed robbers. They operated a few days ago at Zoko area where some items were carted away. They were

later ____1____ by some ____2____ who could identify them when they were operating. Even though the society does not have absolute trust in the ____3____ any longer, some ____4____ are still very responsible. The two ____ armed robbers who were later on ____5____ to ____6____ for ____7____.

The relation of one of the robbers ____8____ that the two of them be released on ____9____. They agreed to pay N50,000 pending the time a ____10____ would be carried out on the ____11____. The relations then got a ____12____ who could ____13____ the case of armed robbery competently in a ____14____. The date for ____15____ the case was fixed.

Mr Arinze, who was the ____16____, appeared in court while the two robbers were the ____17____ were also ____18____. When the ____19____ entered the court, there was a loud shout of ____20____, and everybody stood up.

	A	B	C	D
1.	delayed	arrested	beaten	killed
2.	traffic wardens	policemen	area boys	hunters
3.	military	army	police force	soldiers
4.	warders	police men	soldiers	patrol men
5.	charged	sent	carried	taken
6.	guard room	police station	prison	court
7.	armed robbery	perjury	assault	murder
8.	suggested	pleaded	wrote	advised
9.	merit	credit	bail	motion
10.	legal process	action	summon	case
11.	action	case	issue	matter
12.	lawyer	judge	jury	magistrate
13.	defend	protect	favour	dismiss
14.	police station	court of law	parliament	palace
15.	writing	listening	hearing	reading
16.	accuser	evildoer	culprit	plaintiff
17.	antagonists	supporters	defendants	defenders
18.	summoned	called	invited	sent for
19.	bailiff	judge	solicitor	lawyer
20.	Hello	Order	Court	Yeh

Section E: Continuous Writing

Expository writing “ 2

Your teacher has asked all the SS 3 students to write on “How I will manage my ideal home/family”. Here is an attempt by John Wari.

Read it carefully.

How I Would Manage My Ideal Home

Everyone wants an ideal home. No sane married man or woman would want his or her matrimonial home to collapse. To manage a matrimonial home, an ideal one, is not easy. With many problems, the task of effecting reforms in a matrimonial home cannot be easy.

There are many ladies around, not all of whom are responsible. Some are wayward; some lack discipline. My first task would be to pray to God to choose a very good wife for me. I would also make sure I am very careful in my interactions with ladies. I would not go just by beauty because beauty is nothing but good character is a virtue. This is a very important aspect of the foundation of any family. It is rather disheartening to have a beautiful wife without good manners. She is according to the Scriptures, like a "gold ring on the nose of a pig".

When I now settle with my God-given wife, I will make sure that acceptance and understanding are our watchwords. Though I have many male friends, I would not allow any of them to influence me in taking decisions in my family. In fact, my intention would be to drastically reduce the number of my friends. I would try and take much time to understand my wife.

I am also against having too many children. I think it is better to have a reasonable number of children so as to conveniently cope. I would not mind having two or three children, whatever the sex. So, I would be able to afford to feed them very well and give them a sound education. It is agonising to have many children and either of the parents turns to be irresponsible later in life. It is more agonising if they divorce and leave the children to suffer.

Unfortunately, many parents do not discipline their children. I would ensure that my children are highly disciplined. They would be taught the fear of God, how to respect elders and how to be hard working. They would always be involved in household chores. I would not allow them to be keeping late nights since it has also been my lifestyle that I do not feel comfortable outside after 7p.m. I would make sure that both sexes know how to prepare all kinds of food. It is a part of education.

I would take some aspects of democratic and autocratic styles in managing my ; family. In an ideal home, at times it is good to be autocratic just as it is necessary to be democratic. On the other hand, it is not proper to be too

democratic. And once in a while it is necessary to learn how to overlook certain things. All these are very important because the greatness of a country begins at home.

Now following this model, write about 450 words on how you would manage your ideal home.