

Module 3

Speech: The /ɪ/ and /Ã°/ Sounds

There are often difficulty and confusion in the pronunciation of the /ɪ/ and /Ã°/ sounds. Both consonants have the same (th) spelling. Note however that the /ɪ/ sound is a voiceless sound produced with a hiss-like sound. It is produced with the tip of the tongue coming between the lower and upper teeth. On the other hand, the /Ã°/ sound is voiced, produced with the tip of the tongue making a light contact with the upper front teeth.

The /θ/ sound	Initial position		Middle position		Ending position	
	thick	thief	method	faithful	cloth	tooth
	thanks	third	enthrone	worthwhile	both	wrath
	thigh	theatre	author		death	oath
					path	wealth

The /ð/ sound	Initial position		Middle position		Ending position	
	then	the	other	brother	with	clothe
	that	these	weather	leather	breathe	writhe
	than		mother	father	smooth	

Practice 1

Read through the following passage; try to pronounce the “th” words correctly.

The theft of the royal crown has caught everybody gasping for breath. To think that some people could nurse the thought of breaking into the palace beats one’s imagination. How did they do it? We learnt that some thirteen hoodlums gathered themselves together at as early as five o’clock in the morning. Among these were two brothers who were said to be the organisers. Then, while the night guards were still breathing heavily, the robbers gained entry using duplicate keys. This has confirmed the belief that the operation is not unknown to insiders. However, the great question remains: where will the robbers use the royal crown?

Practice 2

Read this short dialogue paying attention to the underlined sounds.

A: Do you think the third drug on the list is worth buying for mother’s toothache and bad breath?

B: Well, you know she loathes all bitter drugs and throw them up each time she takes them.

A: Thanks for your observation; we rather go with these two.

Practice 3

Choose from the options lettered A to D, the one that has the same consonant sound as the one represented by the underlined letter(s)

- | | | | | |
|------------|----------|------------|-----------|-----------|
| 1. birth | A. that | B. with | C. death | D. bathe |
| 2. both | A. boat | B. oath | C. goat | D. told |
| 3. mother | A. wrote | B. weather | C. wealth | D. worth |
| 4. earth | A. death | B. breath | C. loathe | D. goat |
| 5. further | A. wrath | B. breath | C. father | D. method |

Structure: Nouns and Change in Form

Nouns and change in number

In JS Book 1 of this series, we saw how some nouns change from singular to plural by taking either -s, -ies, or -ves. In this module we will consider some other ways by which plurals are formed from singular nouns.

Pattern 1

Some nouns change to plural by changing their ending from ‘-is’ to ‘-es’. Study the following examples.

SINGULAR	PLURAL
a. analysis	analyses
b. basis	bases
c. hypothesis	hypotheses

Read the following sentences:

- a. An *analysis* of his speech shows that he is inconsistent.
- b. Several *analyses* conducted by the research centre confirm that malaria kills.
- c. There is no *basis* for comparison, please.
- d. Nathan showed me the *bases* upon which he rested his arguments.
- e. My supervisor helped me to arrive at a good *hypothesis*.
- f. These *hypotheses* were based on false premises.

Pattern 2

For some nouns to change from singular to plural, the vowels in the middle of the nouns change.

Singular	Plural
a. tooth	teeth
b. man	men
c. foot	feet
d. goose	geese
e. woman	women

Read the following sentences carefully:

- a. His *tooth* is aching.
- b. The dentist cleaned grandmaâ€™s *teeth* during her visit to the hospital.
- c. I needed only one *man* but the manager employed three *men*.
- d. Helenâ€™s right *foot* was caught in the trap.
- e. Her *feet* smell badly.
- f. The happy parents gave the principal three *geese* for Christmas.
- g. One *goose* died the following day.

Pattern 3

Another category of nouns do not change at all when they form their plural. Below are some examples of such nouns.

SINGULAR	PLURAL
i. luggage	luggage
ii. information	information
iii. advice	advice
iv. evidence	evidence
v. furniture	furniture
vi. homework	homework

Study the following sentences carefully:

- a. The police searched the manâ€™s entire **luggage** for illegal drugs.
- b. The journalist gathered a lot of **information** from eye-witnesses.
- c. Many times during the presentation, the speaker gave the students pieces of advice.
- d. Despite all the **evidence** against Mary, Mummy refused to punish her.
- e. We bought new **sets** of furniture when we moved to a new house in April.

f. Our French teacher gave us plenty of *homework* to do.

Notice that even though the nouns **luggage, information, advice, evidence, furniture** and *homework* are used as plurals, they did not take any ‘s’. Instead, certain words like **several, a lot, pieces of, all, sets of, and plenty** are used to indicate that the nouns are in plural form.

Other nouns in this category include: **cash, cutlery, garbage, money, rubbish, traffic, weather, waste, applause, deer, sheep, cod, knowledge**, etc.

Pattern 4

Another set of nouns always take an ‘s’ whether in the singular or the plural form. Below are some of them.

SINGULAR	PLURAL
news	news
surroundings	surroundings
whereabouts	whereabouts
measles	measles
funds	funds

Now study the following sentences:

- The western media usually carry bad news about Africa.
- The old woman always keeps her surroundings clean.
- The child’s whereabouts is/are unknown. [Both options are correct]
- Measles is very common among children.
- My organisation received funds from Nigerians in Houston.

Other nouns that behave in this way are **arms, oats, odds, premises (building), thanks, spirits (mood) headquarters, outskirts, physics, mathematics, aids and ashes**.

Pattern 5

Another set of nouns refers to tools or instruments. These nouns are made up of two equal parts joined together but which are regarded as one object. Such nouns indicate their singular form with the expression ‘a pair of’, e.g.

SINGULAR

- A pair of scissors is sharp.
- That pair of tongs is missing.

PLURAL

- The scissors are sharp.
Those tongs are missing.

- | | |
|-------------------------------------|---------------------------|
| c. My pair of trousers is tight. | My trousers are tight. |
| d. His pair of glasses is broken. | His glasses are broken. |
| e. Tony's pair of pyjamas is dirty. | Tony's pyjamas are dirty. |

Another way of forming the plural of such nouns is to use the expression "pairs of" before the noun. e.g.

- a. The pairs of scissors are sharp.
- b. She bought three pairs of spectacles at the Trade Fair.
- c. He made two pairs of shorts for his son.

Exercise

A. Identify which nouns in the box below are singular and which are plural:

feet, oxen, geese, mouse, life, mathematics, fox, deer, mister, forum, bureau, cattle, hypotheses, media, outskirts, police, funds, surroundings, ashes, and pair of scissors

B. Form 10 sentences from the table below:

The pliers		loose.
Her slacks	are	big.
John's shorts	were	clean.
Daddy's briefs		news.
His pair of pliers	is	dirty.
My pair of tights	was	white.
My pair of glasses		

Reading Comprehension

Before you read

Note the following points very carefully.

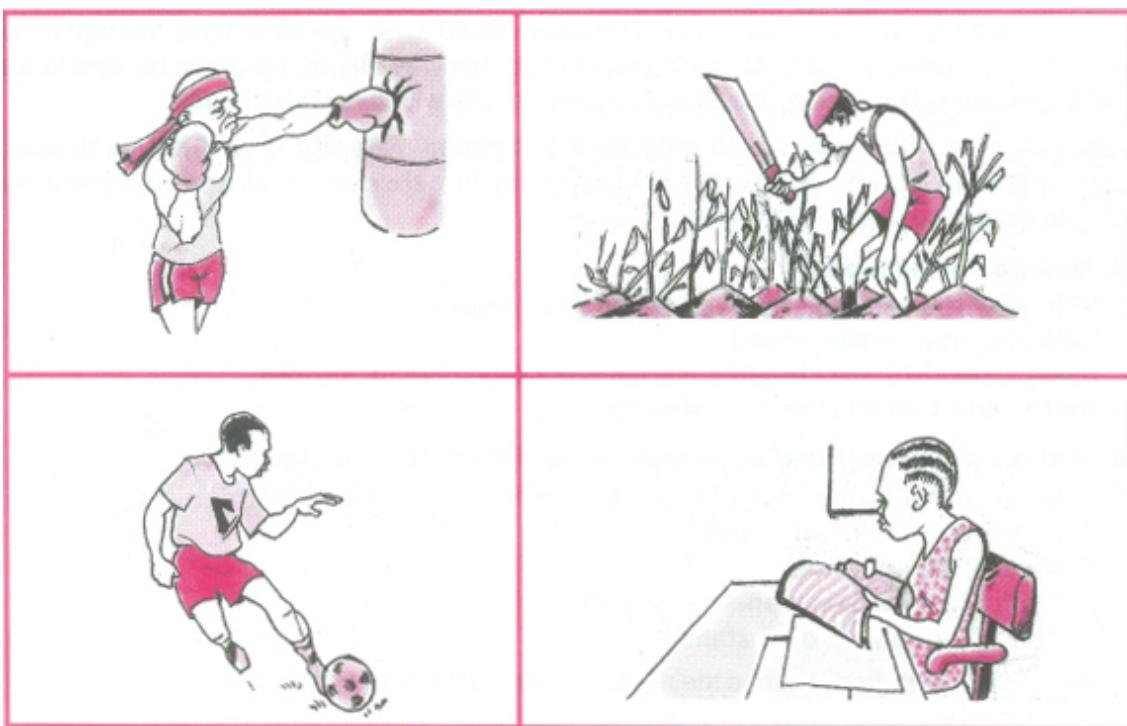
In order to be an efficient reader, you must

- ❶ Remove your finger from the page; do not trace the lines with your finger.
- ❷ Only your eyes should flow across the lines as you take in the materials with your mind.

Why is the finger not a friend of your efficient reading?

- ➔ Your finger can touch or point to one word at a time.
- ➔ With that, you are tying yourself down to just one word at a time, when in actual fact you should be taking in several words at a time.

Study the following four pictures and suggest what the characters there have in common.



Now read the following passage as fast as you can. Record your reading time.

Need for Constant Reading

A boxer who wants to perfect his punching skill should practise quite often. A farmer who wants to perfect his dexterity in the use of the cutlass must use the cutlass quite often. A footballer who wants to be perfect in the control of the ball must practise very often. It stands to reason that a learner who wants to acquire efficient reading skills must read quite often. Constant reading practice is the key to perfection.

A learner should develop an incurable interest in reading. He should want to read everything and all things on paper—as long as it is the right material. It could be a magazine, a journal, a newspaper, or a book. It could even be a poster, a handbill, or a hand-out. If it is a book, it could be on a subject of his interest or a subject totally strange to him. He should be inquisitive to read. When he is watching the television he should try to read whatever words there are on the screen. And he should read very quickly before the words fade away.

Constant reading is necessary for efficient reading because the more you read, the more words you will come across, and the more opportunity you will have of coming across different sentence structures. So, you will be equally at home with simple sentences as with compound and complex kinds; with short as well as with long ones. One problem most often encountered by a reader arises when there is a figurative expression. Such a special use of language confuses him because this time, words are used in an unusual manner. However, with a reader who had devoured *different volumes of different kinds of written material*,

the chances are that such special uses of language would no longer be entirely strange to him. And, even if he had never seen such a word used that way before, he would be able to work out the meaning because of accumulated experiences with all kinds of uses.

Certainly then, a learner should read a lot of material. Reading should not be limited to comfortable environments. In a bus, while walking, in a shopping centre, his eyes and mind should always be busy. (371 words)

A. Now do the following:

- a. Write down the time taken to read through the passage.
- b. Calculate your reading speed.
- c. Using appendix 1, decide into which category your reading rate falls.
- d. Record both (reading rate and category).

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

1. What is common to the boxer, the farmer, the footballer and the learner?
 - A. Each likes to show he is perfect.
 - B. None of them is perfect.
 - C. Each becomes more perfect by practising.
 - D. They all need to read constantly.
2. Why does the author describe the reader's reading interest as "incurable" ?
 - A. Such an interest should never end.
 - B. The interest can be compared to a disease.
 - C. Such a reading interest should be limited.
 - D. Once the interest gains ground, it leads to a bad disease.
3. What advantage does a constantly practising reader have over others?
 - A. He is familiar with very many topics.
 - B. He is able to recognise different kinds of sentences.
 - C. He can predict how a story will end.
 - D. He will master various language structures.
4. From the passage, we can say that a figurative expression occurs when
 - A. there is a strange word.
 - B. words are used in a special manner.
 - C. a word is supposed to have two or more meanings.
 - D. a person comes across a language construction for the first time.
5. Why is an avid reader most likely to understand a figurative expression?
 - A. He is likely to have seen the expression before.
 - B. He is likely to have read about such expressions before.

- C. He is likely to have studied such expressions before.
- D. His experiences with different language constructions will help him out.

Now record your progress in the chart. Then calculate your reading efficiency index and record the result in the appropriate place.

C. Now, read the passage again and answer the following questions:

6. What purpose do the references to the boxer, the footballer and the farmer serve?
7. Why do you think the author does not recommend that a learner should select what to read?
8. Why does a figurative expression pose a problem to readers?
- 9.... *devoured different volumes of different kinds of written material...*
 - i. What does this figurative expression mean as used in the passage?
 - ii. What kind of figure of speech is it?
10. In not more than forty words, summarise the advantages of reading constantly.

Vocabulary Development: Antonyms

Recognising words which are exactly opposite in meaning

You learnt in JS 3 that an antonym is a word which has the opposite meaning from another. Antonyms may be words of exact opposite meaning or nearly opposite in meaning.

Quickly study the words with their opposite meanings in the following table:

Words	Antonyms
add	subtract
believe	doubt
cheap	expensive
command	obey
diligent	lazy
economical	wasteful
foolish	wise
guilty	innocent
generous	stingy
humble	proud
join	separate
kind	unkind

long	short
mild	severe
noise	silence
obsolete	new/modern
praise	rebuke
quick	slow
rude	polite
indolent	diligent

Now, let us see how some of these words function in the following sentences:

Add: The teacher asked the student to **add** 2 and 3 together.

Subtract: If you **subtract** 10 from 20, the answer is 10.

Diligent: The boy passed all the subjects; he is very **diligent**.

Lazy: The girl cannot pass her exam because she is lazy.

Activity I

Write any 10 of the words and their antonyms in the table above. Then use your dictionary to check up their meanings.

Activity II

In each of the following, there is one word underlined. From the list of words marked A to D below, choose the word that is most nearly opposite in meaning to the underlined word and that will, at the same time, correctly fill the gap in the sentence:

1. Chukwuma is very <u>diligent</u> , but his wife is extremely _____.	A. hardworking B. kind C. lazy D. beautiful	2. Things are rather <u>expensive</u> in Ugbowo market but very _____ in King's market.	A. expensive B. cheap C. surplus D. scarce
3. Bintu is a very <u>generous</u> girl, her friend is _____.	A. moderate B. talented C. stingy D. courteous	4. The teacher adopted an <u>obsolete</u> method in teaching the topic while his partner used a _____ one.	A. useful B. fine C. crude D. modern
5. When my father was young, he used to <u>rebuke</u> us but now that he is old he finds it easy to _____.	A. praise B. pet C. criticize D. punish		

Continuous Writing: Narrative Writing

Your teacher will narrate the following incident. After that, you should then write the narrative in your exercise book.

A narrative by your teacher:

There was once a very rich man in my village. He was eighty-five years old. When he was about to die, he called all his children into his large sitting room. He cleared his throat before speaking. He first commended them for the care each of them had taken of him and warned them against stealing, malice and lack of contentment with what they have.

He then asked them which is the most important: good health, wealth or wisdom. He emphasized that whoever could give an answer to the riddle would inherit the largest portion of his properties. The children went to him one after the other and told him the answer in a whisper. The man wrote down the answers given by each. This way, none of them knew what answer the others gave.

However, he noticed that six of them chose "wealth"; three chose "good health" while only one chose "wisdom". That was the youngest of all. The old man was not particularly impressed about the responses of most of the children. Those he had regarded as his "hopes" after his death had disappointed him. He also realised that most of them loved wealth so much, having relied so much on his wealth. He wondered why it was the youngest that chose "wisdom".

He then explained the result of the riddle to them, pointing out that the most important of the lot is "wisdom". He stressed that wisdom was a very powerful instrument with which good health and wealth could be obtained. He said, "If a man is healthy but foolish, the foolishness can easily mar the good health. If he is healthy and wealthy but foolish, the foolishness can make him poor and unhealthy. So, wisdom is the most important," the man concluded.

Then the largest portion of his property was given to the youngest of all because he proved to be wise.

Now, write your own narrative in about four paragraphs.