

Module 9

Speech: Consonant Clusters

A (single consonants)	B (clusters)	C (clusters)
cold	scold	scroll
say	stay	stray
site	spite	sprite

In the English language some words have a number of consonant sounds closely together. In pronouncing such words, you must ensure that you do not insert a vowel sound between the consonant clusters. Note also that none of the consonant clusters should be dropped.

Practice 1

Study the words in the above box. Notice that words in column A have only one consonant sound at the initial position: /c/, /s/, /s/.

The words in column B have two consonant clusters at the initial position: *sc*, *st*, and *sp*, while the words in column C have three consonant clusters: *scr*, *str* and *spr*.

Practice 2

Listen attentively as your teacher pronounces these words without inserting a vowel sound in between them or dropping any of the consonant clusters.

Now imitate the teacher's pronunciation pattern.

i. Words of two consonant clusters

Initial position		End position	
start	crawl	cold	end
flour	stand	silk	hand
twin	crop	walk	fact
smart	crime	caps	ant
glass	green	help	spasm
green	grow	cast	pulled
bride	crown	world	shift
free	blow	bond	half
bluff	flew	field	
spider	place		

ii. Words of three consonant clusters

Initial position		End position	
s crap	str aw	stu den ts	cam ps
s pread	spl it	en ds	prin ts
st rike	sc roll	ne sts	consonan ts
st rong	str ay	jum pe d	ask ed
s cream	lum ps		

Practice 3

Your teacher will pronounce the above words first, while you repeat after her, paying attention to the consonant clusters at the initial and end positions. Your teacher would help you to list more examples.

Exercise

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

1. The baby **s**creamed as cold water was **spl**ashed on her face.
2. The **b**ride and the bride**g**room **f**lew to **S**pain for their honeymoon.
3. He **c**limbed the mountain in **s**pite of the **c**old **w**inter.
4. The **f**ield was **c**leared and **p**lanted with **g**rain **c**rops.
5. The refugees **s**pread **str**aw on the **f**loor as bed.

Structure: More about Tense

Present perfect vs Past tense

In our previous module, we learned about the present and the past tenses. Most students confuse the present perfect tense and the simple past tense. In this module we shall learn how not to confuse the tenses. Read the following dialogue carefully:

Musa: Our baby **has slept** well. I am glad. I must leave now.
Wife: I **have prepared** your breakfast. Make sure you take something.
Musa: I **took** some fruits this morning. I am fine.
Wife: You win. Have a safe trip.
Musa: Oh, no. I **have lost** my keys.
Wife: I **thought** you **found** them early this morning.
Musa: I **did**, but now I **have misplaced** them.
Wife: Honey, look, I **have seen** your files. Have you **read** them?

Musa: I **found** them in my drawers and I **read** them eventually. But these keys...

Wife: We **have searched** for the keys everywhere in this house...

Musa: I **have checked** also in the car ignition...

Wife: Perhaps you **have missed** your flight. You had better use my car.

Musa: You **are right**, my dear.

1. Fill the column below with the verbs in bold type in the present perfect and past tenses. One has been done for you.

Present Perfect	Past
1. has slept	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

The present perfect tense describes an action that took place in the past but which affects the present. The past tense describes completed action in the past that has no relation to the present. Pay attention to this example. When Musa arrives at his garage and says:

I **have lost** my car keys.

He has used the present perfect correctly, because the loss of the keys affects his present situation. He needs the keys to open the car door and start the engine. Musa will be less correct to say:

I lost my keys.

This is because the action of losing his keys affects his present.

Later, Musa says: I found them in the drawers; he did not say "I have found them". Musa uses the past tense because he sees the finding of the files as a past event which is not closely connected to his present. He therefore uses the past simple.

2. Change the following sentences in the past tense to the present perfect. One has been done for you.

Past Tense: She came late to school.

Present Perfect: She has come late to school.

1. She came late to school.
2. Nelson Mandela fought for freedom.
3. The election was postponed.
4. Papa drove us away.
5. The flight crashed early today.

3. Change the following sentences already in the present perfect to the past tense:

- i. I have seen the music teacher.
- ii. Up till now, she *has made* a good impression on her boss.
- iii. Our literature teacher *has read* every book written by Shakespeare.
- iv. Ike *has revised* for his examination.
- v. I have tried my best.

4. Use the correct verb form in the following sentences:

- i. Now that I (cook) the meal, I shall go to the library.
- ii. Our teacher (talk) about football for one hour and we wish he would stop.
- iii. They (be) students in this school for the last two years.
- iv. A strong downpour (destroy) the roof.
- v. Jane already (write) a letter to her mother.

5. Form 10 sentences from the words in the box below:

Timi		bought	the house.
She	has	sold	those bicycles.
He		painted	the car.
We	have	acquired	that key.
They		got	a box.

Reading Comprehension

First, read the following issues for discussion:

- 🕯 Where do you think the honey you use comes from?
- 🕯 Have you ever thought of someone rearing snails?
- 🕯 Can someone live entirely on breeding bees, or snails, etc.?

It then follows that:

- bee keeping is a very profitable business.
- aspects of agriculture not hitherto much thought about are now becoming prominent.

➤ *virtually any animal in the bush can be reared by man.*

Read the passage very rapidly. Record your reading time.

The Visit to the Animal Farm

The beehives were not concentrated in one location; rather, the guide pointed to several from the distance. He explained that bee-keeping is unlike other aspects of agriculture which could be practised very openly and in any type of apparel. He stressed that special gears were necessary in order to avoid being stung. “Remember,” he said, “a bee-keeper is actually a robber, stealing what the bees are making for themselves, so bees would naturally want to defend what is theirs.” Later he showed me a shed where the honey taken from combs was processed into pure honey. There was a student at work, but he seemed rather *reticent*. Apart from telling us that more than fifty litres were collected daily, he seemed not interested in talking much.

On our way back, the guide pointed to a groove where he said snails were reared. Close to the stream, with some pawpaw plants at *strategic* points, the snailery, as it was called was so cool one could almost feel the wetness everywhere. I saw just a few snails, but I was assured there were hundreds under the piles of wet leaves on the ground. Since there was nobody tending the place at the time, the guide said it was against the college practice to enter the *cordoned off* area.

We crossed the stream on our way back to the fish ponds and then we branched off to an area which my guide said was set aside for rearing of grasscutters. He said the project was in its infancy, and that there were just a dozen or so animals being reared. I was *amazed* that such animals could be reared by man; but my guide educated me that, in essence, all domesticated animals started their existence in the wild before a few like the dog, the cat, the fowl, and the goat were domesticated one after the other. He said that in reality, there was no animal that cannot be domesticated by man. Through the huge steel fence, we could see some of the round shaped grasscutters feeding among the long grass leaves. They felt so much at home and shied away from our direction only when I clapped my hands.

The other animal rearing centres we visited were the ordinary ones already known by all: the poultry where layers, cockerels, broilers and pullets were in their various stages of development; the piggery where some huge sows were for ever *grunting* as if to warn us to keep off the piglets; and the rabbitry where those long-eared rodents were kept in their cages. When I asked if the college had bigger animals such as cattle and sheep, the guide said that all those were for the next stage of development.

After the three-hour tour, I had seen enough. On my return to base when I was asked if I wanted to see the crop farms, I told them to keep those for another day. (490 words)

A. Now do the following:

- Write down the time taken to read through the passage.
- Using the usual formula, calculate your reading speed.
- From the analysis for scoring reading rates (appendix 1) decide the category into which your reading rate falls.

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

1. The bee-keeper has to wear a special dress so as to
 - A. acclimatise himself with the condition in the environment.
 - B. avoid being stung by the bees.
 - C. make the bees recognise him.
 - D. avoid disturbing the bees.
2. The bee-keeper is described as a robber because he is
 - A. taking what legally belongs to another farmer.
 - B. invading someone else's territory.
 - C. stealing the food that the bees have prepared for themselves.
 - D. reaping where he did not sow.
3. The area used for snailery was rather wet apparently because snails
 - A. love cool places.
 - B. are water animals.
 - C. drink a lot of water.
 - D. can be easily attacked away from wet places.
4. From the passage we can state that grass-cutters might eventually
 - A. become extinct in the bush.
 - B. be greatly increased in the bush.
 - C. become more familiar at home than in the bush.
 - D. become fully domesticated at home.
5. The writer referred to other animals mentioned as more ordinary because
 - A. they were more numerous on that farm than others.
 - B. they were the types already much domesticated for ages.
 - C. virtually all the students had them on their farms.
 - D. he (the writer) apparently had many of their kind at home.

Now, check the correct alternatives in appendix 1, mark your own attempt, and record your score. Then, calculate your reading efficiency indices.

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

6. What does the quantity of honey that the student stated were collected daily suggest about the size of the bee-farming?
7. What does the fact that the snailery was about the only place where there were no workers suggest to you?
8. Why was the visitor (the writer) not too keen to go round the poultry, the piggery and the cattle farm?
9. Why did he prefer to see the crop farms some other day?
10. What does the writer's experience suggest to you about modern agriculture generally?
11. Give the meaning of each of these words as used in the passage:


A. reticent	B. strategic	C. cordoned off	D. amazed	E.
grunting				

Vocabulary Development

Agriculture: Words associated with farming activities

In this module, we are considering another register, although in the same field of agriculture. This has to do with farming activities. To start with, can you describe what a particular farmer does in his area? Try and mention some of his activities on the farm.

Study the following table containing some farming activities:

Bush clearing	Maize storage	
Planting season	Transplanting	
Hoeing	Yam storage	
Ridge making	Garri processing	
Ploughing	Pruning	
Fermenting	Harvesting	
Nursery planting	Manuring	
Staking	Fertiliser	
Spraying	Seeds extracting	
Weeding	Drying	

Let us form sentences with some of the words.

planting season:	The planting season for maize in Nigeria is between March and April every year.
fermenting:	The farmer is fermenting the cocoa after removing the seeds from the pods.
weeding:	The students are weeding the maize farm in order to have a good harvest.
spraying:	The farmer is spraying his cocoa tree with pesticides.
seeds extracting:	The women are extracting cocoa seeds into a large basket.
bush clearing:	My brother decided to do the bush clearing before ridge-making.

Activity I

Use your dictionary and/or any agriculture textbook and write the meanings of the words indicated below. The first one has been done for you.

WORDS	MEANINGS
Hoeing	Using a hoe in removing the weeds
ridge-making	
ploughing	
nursery-planting	
staking	
transplanting	
pruning	

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Yours sincerely,
John.

Now, prepare your own structure of a letter to your friend attending a secondary school in the same town.