

Module 11

Section A: Oral Practice

The syllable 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 /æ/. That is what happens most of the time. However, there are instances when only one consonant forms a syllable. Such consonants are called syllabic consonants. The /l/ and /n/ sounds feature in this way most often. When the /l/ and /n/ sounds are used as syllabic consonants, no vowels are inserted before them during pronunciation. But when the /l/ and /n/ sounds are used as ordinary consonants, vowels appear before them.

Again when the /l/ sound is found in the end position of words like *little*, *kettle* and *bottle*, it is often an unstressed short vowel.

Study below the /l/ and /n/ sounds 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 /rafl/	ten	bitten/bitn/
bell	bottle /botl/	dean	garden/ga:dn/
till	little /litl/	corn	cotton/kɒtn/
call	kettle /ketl/	run	rotten /rɒtn/
nail	nestle /nestl/	sun	soften/sɒfən/
plate	pestle /pestl/	send	certain/sɜ:tɪn/

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. Okonwo proved his **mettle** during his **wrestle** with Uwakwe.
- iv. **Multiple** reasons were given for his inability to **paddle** the canoe.
- v. People who fail to **tackle** their challenges immediately often get into more trouble.
- vi. We lose nothing when we **kindle** another personâ€™s **candle**.
- vii. She was **certain** that the meat will **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.

Section B: Structure

Pronouns

In our series, *Functional English Books 1 and 2*, we learnt about pronouns. In this module we shall revise what we have learnt already.

Pronouns are words used in place of nouns. Some pronouns are used to show possession, others are used to refer to the subjects and objects in the same sentence. Other pronouns are used to ask questions.



Read the following passage carefully and note the kinds of pronouns used.

The Okonkwos, *who* have been *our* closest friends on this street, are moving to *their* new house on No. 4 Zik Avenue Crescent.

“Who owns the house?”, asked curiously.

“The house is *ours*”, Mrs Okonkwo *herself* informed me. I promised *her* that *I* would pay *her* a visit soon. *My* office is very close to *their* house.

Pronouns are of five types: personal, possessive, reflective, interrogative and relative pronouns. Below are examples of each.

Personal pronouns

When personal pronouns are used as the subject of the sentence, they often appear at the beginning of the sentence.

- i. *I* am tired.
- ii. *She* laughed at her mistake.
- iii. *They* are not taking it lightly.
- iv. *You* are reluctant to speak.

When personal pronouns are used as objects of sentences, they often appear in the middle of sentences.

- i. Jones gave *them* a present.
- ii. The board gave *us* preferential treatment.
- iii. Hand *him* those documents.

Possessive pronouns

Possessive pronouns show belonging or possession. They often appear at the end of the sentence.

- i. That child is *mine*.
- ii. The victory is *ours*.
- iii. Can you prove that the scissors is *yours*?
- iv. That blue car is *his*.
- v. The problem is *theirs*, not *ours*.

Reflective pronouns

Reflective pronouns are used to show that the subject and the object are one and the same person e.g. myself, ourselves, yourself.

- i. The principal *himself* knows that this is not possible.
- ii. You must tell *yourself* the truth.
- iii. We, *ourselves*, are surprised at what happened.
- iv. They forced *themselves* to take responsibility of their actions.

Interrogative and relative pronouns

Interrogative pronouns and relative pronouns are the same in appearance. The difference arises in use. Interrogative pronouns are used to ask questions, while relative pronouns are used to give more information about nouns; e.g.

Whom did the police call? â€“ Interrogative pronoun

The union leader *whom* I met today impressed me. â€“ Relative pronoun

The secretary *who* has taken my position is highly professional. â€“ Relative pronoun

Who used the toilet? â€“ Interrogative pronoun

Study this table and note the differences or similarities between the different pronouns.

PERSONAL PRONOUNS		POSSESSIVE PRONOUNS		REFLEXIVE PRONOUNS
Subject	Object			
I	Me			
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourself
You	You	Your	Yours	Yourselves
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
They	Them	Their	Theirs	Themselves
It	It	Its	—	Itself

Who and whom as relative pronouns

Who is used for subjects of sentences, while *whom* is used for objects of sentences. When we fail to use them correctly, our sentences are wrong. Consider the following sentences:

- i. The new coach *who* has taken Chukwuâ€™s position is from Germany.
- ii. I do not remember *whom* I gave the keys to.
- iii. To *whom* were you speaking?

Always remember that *who* is the subject of a verb while *whom* is the object of a verb.

In sentence i., the verb is *has taken* while the object is *Chukwu*. In sentence ii., the subject of the sentence is / while the verb is *gave*. So the next question to ask is:

I gave the keys to whom?

Because we are searching for the object of the verb, *whom* becomes the right choice because it is in the objective case.

In sentence iii., the subject of the clause is *you* while the verb is *were*. The next question is:

You were speaking to....

Whatever comes after the subject and verb is the object. *Whom* is the pronoun in the objective case, so it is the proper pronoun to use. Another reason why *whom* is the correct pronoun is that as a rule, nouns and pronouns that follow prepositions must be in the objective case. *To* is a preposition. This is why it is wrong to say:

*To who were you speaking?

Exercise

1. Make five sentences each with possessive pronouns, reflexive pronouns and relative pronouns.

2. Tick the correct pronoun from the options provided.
- Give the security man (we/us / your) tennis racket.
 - The losers of the debate are Mary and (he/him).
 - Who /Whom were you talking to?
 - The Red Cross gives help to (whoever/whomever) is in need.
 - I wonder who/whom the principal influenced.
 - The host appreciates (you/your) being here tonight.
 - (We / Us) human being have a short memory.
 - The professor asked Helen and (I/me) to revise our reports.
 - (Their/Theirs) is red and (our/ ours) is white.
 - The governor approved of (their/them) paying all salary arrears.

3. Form 10 sentences from the table below.

Whom Who	do would should could	you I we they	want influence report to refer to defer to	?
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Section C: Reading Comprehension

Before reading the passage, discuss these first.

- ❖ You definitely must know of petroleum and some of its products like kerosene, petrol, diesel oil, engine-oil, etc. But do you know where petroleum comes from?
- ❖ Do you know the various products made from petroleum, including things that you wear, or those with which you take care of your body like pomade, etc.?
- ❖ What do you think life would be like without petroleum? Do you think life would be anything like we have it now?
- ❖ Finally think of the huge financial resources derived from petroleum and what we in this country have done with them. In what ways are we as a country better than other nations without it?

Now read this passage within four minutes

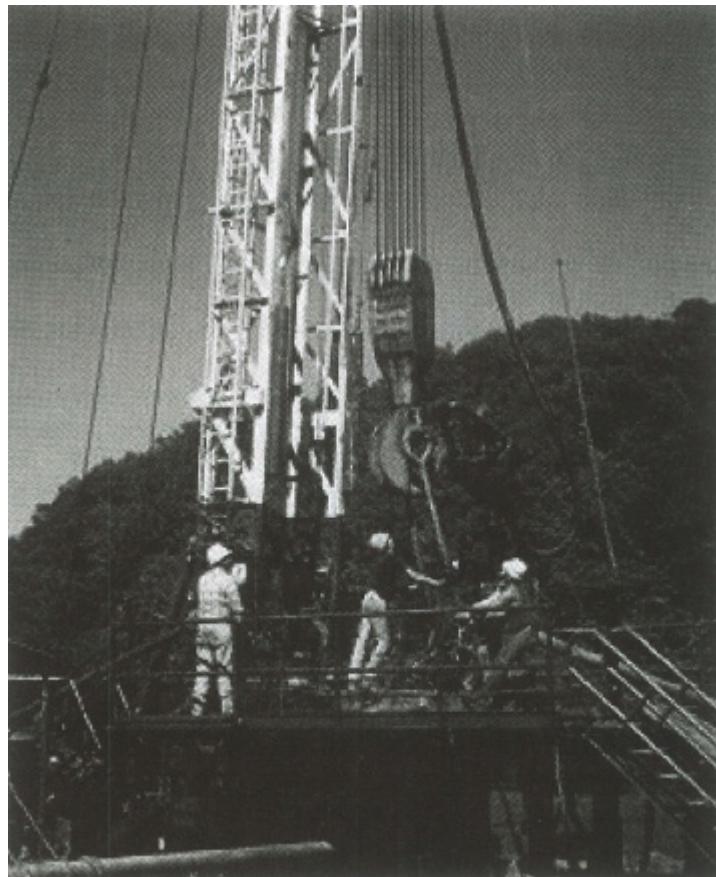
Today, life without petroleum products would be unimaginable. Even in the most backward nations, and in the *remotest* villages of Nigeria, life is made most meaningful as a result of the utilisation of petroleum products. Most people go about their daily businesses on or in vehicles driven with petrol or diesel; most people use or wear synthetic materials manufactured from petroleum products. Most people live in homes whose walls are coated with paints manufactured from petroleum products, while a host of us take drugs manufactured from

petroleum products. So, what is petroleum, where is it obtained, and how did it get formed?

Petroleum, meaning "oil from rock", is a naturally occurring oily liquid composed of various organic chemicals, found in large quantities below the earth surface. It is used as a fuel as well as a raw material in the chemical industry. Modern industrial societies use it for transportation in vehicles of all kinds. Besides, petroleum and its derivatives are used in the *manufacture* of medicines and fertilizers, foodstuffs, plastics, building materials, paints and cloth. Furthermore, petrol, diesel or gas are used to generate electricity either in homes where small electric generators are needed, or on a national scale in which case massive turbines are required to generate thousands of megawatts of electricity. In recent years, however, the worldwide availability of petroleum has steadily *declined* and its relative cost has increased. Experts forecast that petroleum will no longer be commonly available by the mid-twenty-first century.

Petroleum is formed under earth's surface by the decomposition of marine organisms whose tiny remains are enmeshed with the fine sands and silts that settle to the bottom of sea basins. Such deposits have become the source rocks for the generation of crude oil. The process began many million years ago with the development of abundant life, and it is continuous today.

Once the petroleum forms, it flows upward in earth's crust because *it has a lower density than the brines* that saturate the interstices of the shale, sands, and carbonate rocks that constitute the earth crust. The crude oil and natural gas rise into the microscopic pores of the coarser sediments lying above. Frequently, the rising material encounters an impermeable shale or dense layer of rock that prevents further *migration*; the oil has become trapped, and a reservoir of petroleum is formed. A significant amount of the upward-migrating oil, which does not encounter impermeable rock, flows out at the surface of earth or onto the ocean floor.



People have known these surface deposits of crude oil for ages. In places where they occurred, they were used for limited purposes. At the start of the Renaissance in the fourteenth century, some surface deposits were being distilled to obtain lubricants and medicinal products, but the real *exploitation* of crude oil began only in the nineteenth century. The Industrial Revolution had by then brought about a search for new fuels, and the social changes it effected had produced a need for good, cheap oil for lamps.

Scientists intensified the search for "rock oil" in the mid-nineteenth century. British entrepreneur James Young began to manufacture *various* products from crude oil. In 1852, Canadian geologist, Abraham Gessner, obtained a patent for producing kerosene from crude oil, while in 1855, American chemist, Benjamin Silliman, published a report outlining the wide range of useful products from petroleum.

For several years, people had known that wells drilled for water were occasionally infiltrated by petroleum, so drilling for crude oil itself soon followed. The first such wells were dug in Germany from 1857, but the significant result was obtained with the drilling of an oil well in Pennsylvania in 1859 by Edwin Drake. The reservoir Drake tapped was shallow and the petroleum was a paraffin type that flowed readily and was easy to distil. (633 words)

(Adapted from an Internet article.)

General discussion question

From the discussion in this passage, which do you think is easier to obtain in large quantities: petroleum or vegetable oils such as palm oil?

Specific questions

1. The first two sentences stress the important place occupied by petroleum products in our lives. Itemise some of the domestic functions for which we need petroleum products.
2. What does the writer refer to as the chemical industry? Mention some of the products manufactured from such an industry.
3. From the explanation given above, what would you say is the very first material that begins the formation of petroleum?
4. From the account given, in which types of places are "rock oil" likely to be found?
5. From the third paragraph, what conclusion can we draw about the future of mineral oil? In what way can we say the future of vegetable oil is different?
6. What makes the oil and gas rise towards the surface of the earth after formation? What is it that checks this upward rise?
7. Compare the relative roles of the three pioneers in the exploitation of mineral oil.
8. ...because it has a lower density than the brines....
 - a. What grammatical name is used to describe the above expression?
 - b. What is its function?
9. Supply one word (or a word group) that can replace each of the following words as used in the passage:
 - a. remotest;
 - b. manufacture;
 - c. declined;
 - d. migration;
 - e. exploitation;
 - f. various;
 - g. quest.

Section D: Vocabulary Development Spellings

Commonly misspelt words

Study the following table containing some commonly misspelt words:

government	pronunciation	beginner	umbrella	gumption
curious	pronouncement	agreement	verdict	equilibrium

anxious	profession	queue	pamper	enmity
generosity	programme	dining room	pavilion	dysentery
curiosity	privilege	callous	kerosene	casket
pronounce	beginning	replenish	haggle	abhor

Activity I

Read the words in the table above again. Your teacher will dictate any twenty of the words while you write down their correct spellings.

Activity II

Use your dictionary to check the meanings of the words in the table above.

Activity III

Use your dictionary to check the correct spellings of the following words. Tick (✓) in the table which of the words has a correct spelling.

A	B	A	B
benefit	benefit	batalion	battalion
jealousy	jelousy	accident	aciddent
committee	comittee	diligent	delegent
labour	labor	admitted	addmitted
useful	usefull	receipt	recept
brillant	brilliant	batheroom	bathroom

Section E: Continuous Writing

Writing an argumentative essayâ€”1

You are the main speaker in a debate, the topic of which is: The boarding school system should be abolished. Write your speech for or against the motion. Read the following attempt by your class captain.

At the primary and secondary school levels, there are two systems of attending a school: learners can live within the school premises or with their parents. In the boarding house system, students live within the school premises, and at the same time attend classes. In the day system, they live at home with their parents and from there go to school everyday.

Now, in the first instance, a child may easily cultivate a bad habit if he is in the boarding house. This is because very many students with varying family backgrounds live

in the hostel. Each of them exhibits different kinds of antisocial habits. Though they socialize by living together or help one another in some ways, the system does more harm than good.

On the other hand, some may claim that a child in the boarding house has more time for his studies. This may be true to some extent. However, the role of the parents in this regard should not be relegated. If he is a boarder, he is regimented. There is time for everything. At home, he can study till any time even with the assistance of his parents. So, why do we need the boarding system?

In addition, it has been mentioned earlier that parents have certain roles to play in the psychological, moral and social development of a child. In the boarding system, this may not be easily feasible. When they are eating in the dining hall, there is nobody to check a child's poor table manners. At home, parents or relations are there to make necessary corrections on poor eating habits.

Though going together to the dining hall and eating on the same table may be pleasant and interesting, the habit of eating another person's ration cannot be ruled out. At home, each child has his own plate and spoon. Even each has his own seat. So, any attempt at stealing another child's food will be impossible.

In the boarding house, cases of stealing of books or other materials are very rampant. There is little any housemaster or housemistress can do to curb this. Experience has shown that boarding house students burgle even their housemasters' quarters. Parents buy for their children materials more than twice within a year as a result of theft. So, why retain the boarding school system?

It is true that if a child is not exposed to household chores, he will have enough time to study. But this aspect of child development is very crucial. It is part of education. A child who cannot sweep the floor or prepare what he wants to eat or run errands intelligently is not educated enough. He is not a child with an all round development. With all the points made so far, it is obvious that the boarding system should be abolished.

Now, in not more than 450 words, write out your own speech against the motion.