

Module 2

Speech: The /j/, /z/ and /ʒ/ Sounds

In this module, the focus is on three consonant sounds: the /j/, the /z/ and the /ʒ/ sounds. We shall now take them one after the other.

The /j/ sound is that sound that features as *“y”* in written form in words like *yam*, *yawn*, *yes*, *yard* and *eunuch*. The /j/ sound is a semi-vowel. This means that although it is a consonant, it features more like a vowel since it is produced with virtually no obstruction in the mouth. To produce the /j/ sound, the tongue is raised high as with the /i:/ sound. The tongue remains raised until there is a frictional sound. In written form, words containing the /j/ sound are often spelt y, u, i and ew as in the following examples:

y	u	i	ew/eu
yes	human	odious	chew
yawn	huge	tedious	dew
yam	humid	behaviour	ewe
youth	humour	companion	new
		view	dew

Read the following sentences aloud.

- The **huge** old man is able to **chew** the **yam**.
- To **argue** with elders is **viewed** as **odious**.
- It is **rude** for **youths** to **yawn** with their mouths open.
- Many people did not find the comedian’s **humour** entertaining.
- My **nephew** said it is **human** to make mistakes.

Exercise

- With the aid of your dictionary, list 5 words which contain the /j/ sound.
- Pronounce them aloud and make sentences with each.
- Identify which of the words in each group below contains the /j/ sound:
 - A. four B. cute C. coat D. funny.

- | | | | |
|---------------|-----------|------------|------------|
| ii. A. fume | B. plum | C. through | D. sore. |
| iii. A. truth | B. groom | C. duke | D. dunce. |
| iv. A. near | B. Europe | C. sound | D. hour. |
| v. A. core | B. crow | C. crew | D. cringe. |

The /z/ and /ʒ/ sounds

The /z/ sound is that which is found in the initial position of the words **zeal, zinc** and end positions of the words **blaze, daze, gaze, gauze** and **maize**. To pronounce the /z/ sound, the blade of the tongue is raised high towards the teeth ridge leaving a narrow space through which air escapes. For the pronunciation of the /ʒ/ sound, the blade of the tongue is raised towards the hard palate. The tip of the tongue almost touches the teeth ridge. Practice saying these pairs of words aloud.

The /z/ sound		The /ʒ/ sound	
blaze	daze	television	mansion
gauze	maize	confusion	collection
gaze	guzzle	vision	confession
buzz	blizzard	tension	fusion

Practice Exercise

Read the following sentences:

- The car advertised on the **television guzzles** petrol.
- There was **confusion** in the class when a stranger **gazed** at the class teacher.
- We heard the **buzz** of the door bell as we stepped into the **mansion**.
- The **blizzard** forced the bus driver to stop as his **vision** became blurred.
- It is a **puzzle** that she selected the worst piece from the **collection** of paintings.

Structure: More about Functions of Nouns

Nouns as complements of linking verbs

A complement is a noun or adjective which follows a linking verb. A linking verb is one that cannot make a complete predicate. What does this mean? The following will help us to understand this. Every sentence, no matter the length, has two major parts: a subject and a predicate. The subject is what the sentence is talking about while the predicate is what is said about the subject. e.g.

Subject	Predicate
She	sleeps.
John	eats.
The old man	laughs.

The sentences are talking about **She**, **John** and **The old man**. So **She**, **John** and **The old man** are the subjects in each case. You will also notice that in each of the three sentences only one verb, “sleeps”, “eats” and “laughs”, respectively makes up the predicate (what the sentence is talking about). Such verbs can single-handedly form a complete predicate. Not all verbs can behave in this way. Linking verbs cannot alone form a complete predicate. Examples of linking verbs are: **is**, **am**, **are**, **appears**, **seemed**, **appointed**, and **looked**. Because linking verbs cannot form a complete predicate, the following are not complete sentences:

- * i. John *became*.
- * ii. Her success *seems*.
- * iii. The puppies *are*.

Here, the three verbs “became”, “seems” and “are”, require another word, in each case, to complete the sentence. Verbs which require other words to make them complete are known as linking verbs. Whatever completes the linking serves as a complement. Nouns and adjectives are usually complements of linking verbs. If the complement refers to the subject of the sentence, it is a subjective complement but if the complement refers to the object of the sentence, the complement is an objective complement. Now let us see how nouns can function as complements of linking verbs.

- i. **John became *lgwe*.** *lgwe* is a subjective complement because it refers to the subject of the sentence.
- ii. **Her success seems a foregone *conclusion*.** *Conclusion* is a subjective complement. It refers to *her*.
- iii. **The puppies are my *companion*.** *Companion* is a subjective complement. It refers to *puppies*.
- iv. **He appears to be a *thief*.** *Thief* is a subjective complement because it refers to the subject *he*.

Objects and Complements Compared

Because objects and complements appear after verbs, one is often confused with the other. The following tips will help us avoid any confusion.

- a. Objects are often different entities from the subject.
- b. Objects move away from the subject.
- c. Complements are often the same thing or the same person as the

subject or object

d. Complements return to the subject or object.

Study these sentences closely:

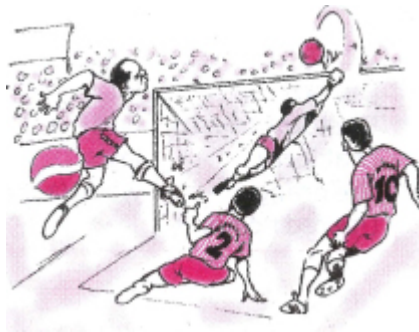
- i. **John grows vegetables.** *Vegetables* moves away from *John*. *John* and *vegetables* are two different things. *Vegetables* is the object of *grows*.
- ii. **John grows fat everyday.** *Fat* describes *John*. *Fat* goes back to *John*. *Fat* is a complement.
- iii. **The chief is lord.** *Lord* describes the *chief*. *Lord* goes back to the *chief*. *Lord* is a complement.
- iv. **The dog ate the fish.** *Fish* moves away from the subject. *Fish* is object.

Nouns as objects of prepositions

As a rule, any noun that follows a preposition is the object of that preposition. The object of a preposition follows the preposition. The object of a preposition is directly affected by the action described by the preposition. Examples of prepositions are found in the box below:

for, since, of, above, behind, over, under, inside, on, beside, inside, at, between, within, underneath, through, up, across, about, beyond, below, down.

Consider the following examples:



The nouns *door*, *table*, *net*, *garage*, *tank*, *Europeans*, *earth*, and *road*, follow the prepositions *behind*, *on*, *above*, *inside*, *around*, *among*, *underneath*, and *along*. Therefore, they are objects of the prepositions.

Exercise

1. Identify the nouns in the following sentences and state their grammatical functions.
 - i. **Sandra**, my **niece**, is here.
 - ii. Chioma has been appointed the **leader**.

- iii. The well is behind the **building**.
 - iv. Yakubu is the class **captain**.
 - v. The rat stole the **fish**.
2. Identify in the following sentences which nouns serve as objects and which nouns serve as complements.
- i. She made *orange* **juice**.
 - ii. The village made him **king**.
 - iii. The goal posts are near the **road**.
 - iv. The guard posts my **letters**.
 - v. Uche grows **tomatoes**.
3. Form 10 sentences from the box below:

The box	is	on	the wardrobe.
The toothbrush	was	beside	that shelf.
That lorry	lay	in	those shelves.
The orange	was placed	below	the fence.
The red flower		above	the leaves.
		before	this chair.

Reading Comprehension

Before you read

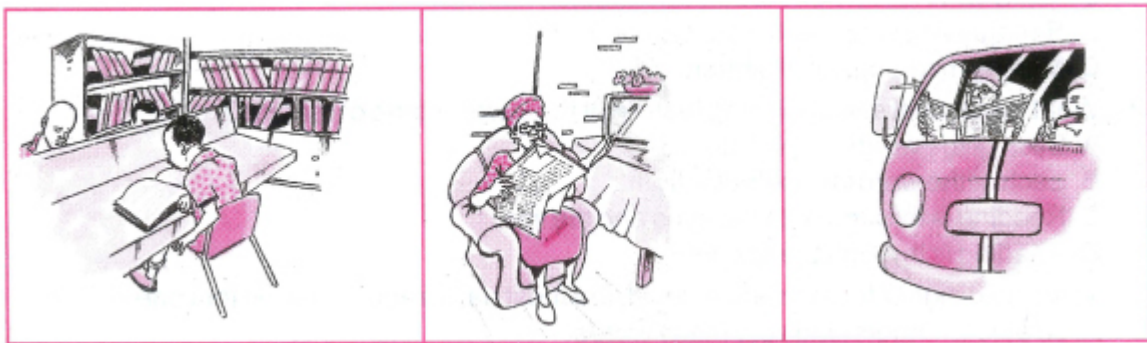
Go through the following points very carefully.

How then can you begin to be an efficient reader? Note the following:

- 👉 *First, you should read with your eyes moving smoothly across the page.*
- 👉 *This means that you should not pronounce the words internally (i.e. you should not whisper the words, as you read through.*
- 👉 *At the same time, move your eyes only, and not your head.*
- 👉 *Concentrate on what you are reading, do not think of some other things. Focus attention entirely on the material before you. Get interested in it.*
- 👉 *Make sure you go through the passage in as short a time as possible. Rush through; take several words together at the same time.*

Now, read the following passage as fast as you can. Use a watch to reckon your reading time.

What is Reading?



Reading is a *complex* activity. It involves various *intellectual* skills. A person cannot think of reading if he has not mastered the meanings of the various words making up the sentences. And he cannot *acquire* the meanings of the words without first mastering what each letter stands for, and without being able to understand the *association* of the various letters one with another. All these are at the *elementary* stage of reading, the stage involving the ability to make the letters “talk” meaningfully to him.

At the next higher stage, the reader has to learn to make the sentences communicate with him without first pronouncing each of the words. He has to read *solely* with the eyes and the brain, and not with the lips. This *demonstrates* maturity in language learning, because the process demands that the reader should see the various words as organic units and not as individual letters. Each word, rather than each letter, *registers* a meaning directly. In fact, later, each group of words, rather than each individual word, would register its meaning. Before this is possible, the reader must have *reinforced the various resources in his language arsenal*. He would know how words are formed, how they are used, how sentences are formed, and how sentences can be given special meanings under special conditions.

At the highest level, reading involves not just understanding of the author’s messages, but interpretation, analysis, and evaluation of the ideas. He discusses with himself why the author builds up the characters the way he does. He analyses events, and is thus able to see how various events influence one another. He even judges the writer’s style and may in fact criticize the writer’s approach. It is only a mature reader who can do all these. And that is what you should try to become. (304 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. What is the most elementary skill required for reading?
 - A. Recognising what each letter stands for.
 - B. Ability to associate one letter with another.
 - C. Recognising what each word stands for.
 - D. Making meaning out of sentences.
2. What is the most distinguishing feature of the lowest stage of reading?
 - A. Each of the words is spelt aloud.
 - B. Each of the words is spelt silently.
 - C. Reading is through both the eyes and the lips.
 - D. Reading is through the lips only.
3. At the next higher (or the middle) level, the most basic requirement is that one should
 - A. be able to understand very many words.
 - B. master the grammar of the language.
 - C. read only with the eyes and the brain.
 - D. develop a high degree of maturity.
4. When the author refers to "each group of words", he is in fact implying that a reader should
 - A. study each word group carefully before studying the sentence.
 - B. see the relationship between one word and another.
 - C. divide the passage into word groups before reading.
 - D. make his eyes cover many words and make meaning from them.
5. What are the activities most associated with the highest level of reading?
 - A. Analysis
 - B. Criticism
 - C. Evaluation
 - D. Interpretation.

C. Now, read the passage a second time and answer the following questions:

6. Why does the author say that reading is a very complex skill?
7. From the passage what can we call the most distinguishing differences between reading at the lower and the middle levels?
8. When the author says that the reader "...must have reinforced the various resources in his language arsenal", what does he mean? What kind of figure of speech is this?
9. For each of the following words, find another that means almost the same thing.

- | | | |
|-----------------|------------------|----------------|
| i. Complex | ii. Intellectual | iii. Acquired |
| iv. Association | v. Elementary | vi. Reinforced |

vii. Demonstrates

viii. Registers

ix. Solely

x. Evaluation.

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

D. Summary Work

Apart from identifying the topic (or main) sentence in each paragraph, it is necessary to be able point out the main ideas as one reads along. In most cases, one paragraph contains one main idea. This main idea you can then restate in a few words.

For the present passage, what are the main ideas being discussed by the author? Basically, it is that there are three levels of reading. The major task before you then is to be able to fish out each of the main levels discussed. Now address yourself to the following summary task:

In 3 sentences, one for each, summarize the features of the lowest, middle, and highest levels of reading.

Vocabulary Development

Synonyms

Recognising words that are nearly the same in meaning

We are still examining synonyms. In this unit, we shall be considering words that are nearly the same in meaning. Quickly study the following table:

Words	Synonyms
imitate	mimic
tasteless	insipid
dogmatic	rigid, obstinate
energetic	active, strong
timid	fearful, shy
fearless	bold, brave
cancel	erase, nullify, annul
honest	frank, open, candid
plentiful	abundant, luxuriant
caution	care, attention
love	affection

learned	erudite, academic
job	career, occupation, work
obstacle	problem, handicap
calm	quite, cool
allow	permit, admit
acute	sharp, serious
merry	happy, joyous, cheerful
busy	engaged, occupied
fine	beautiful, attractive

Activity I

Use your dictionary to find the meanings of the synonyms (nearly the same in meaning) of the following words:

a. glorious	c. guard	e. obscure	g. nude
b. grumble	d. ignoble	f. intricate	h. brisk

Activity II

Make a list of any 20 words with their synonyms.

Activity III

Form correct sentences with any 10 of the words and their meanings.

Continuous Writing

Narrative

Writing a narrative-2

Describe what is going on in the picture below.

