

ENGLISH LANGUAGE

CONSONANT SOUNDS /S, Z/ (The fricatives)

Fricatives are sounds that are produced with frictional noise as the articulators come in contact to obstruct the flow of air partially and completely. Examples of these sounds are /f, v, θ, ð, s, z, ʃ/.

/S, Z/: These two fricative sounds are produced when the tip and the blade of the tongue are making light contact with the tooth ridge (alveolar), the sides of the tongue make close contact with the upper side teeth while air escapes through the center of the tongue.

/s/ sound is a voiceless sound, (it is produced without a vibration in the vocal cord (throat) but

/z/ is produced with some vibration because it is a voiced fricative sound.

/s/ sound is found in words like simple, paste, Lucy, cease, slice, ascend, press, circle, etc.

While /z/ is found in words such as easy, was, rose, cheese, scissors, possess, razor, buzz etc.

Active and Passive Verb.

An Active Verb (Voice) exposes/indicates the action of someone. In active verb, the performer is the subject of the sentence; the subject of the sentence introduces the action of the sentence by creating the action which is received by the object in that same sentence. Active verb takes the S.V.O structure.

Examples of active verb are:

1. Chike pushed him. (Chike - subject; pushed - verb; him - object).
2. The tree begot fruits. (The tree - subject; begot - verb; fruits - object).
3. He swore the oath. (He - subject; swore - verb; the oath - object) etc.

Passive Verb (Voice)

Unlike the active verb, Passive verbs occur when the object of a sentence appears firstly in the sentence. In passive verb, the subject is acted upon by the verb. The difference between active and passive is that; active tells us what the subject of the sentence does or did in that particular sentence which is passive verb tells us what happened to or is done to the subject in a particular sentence. For instance;

The children broke the window, (active voice).

The window was broken by the children, (passive verb).

Passive verb is formed from the verb 'to be' + 'past participle' (tense of the verb 'to be')

In other words, in writing a passive sentence:

1. The object is followed by 'Be'.
2. The 'be' is followed by a past participle tense.
3. The past participle tense is followed by 'By'.
4. Then 'By' is followed by the subject of the sentence.

Examples:

1. An antelope was killed by the hunter, (an antelope - object; was - 'be', killed - PP (past participle tense of verb 'kill'), by, the hunter - subject).
2. This photo was taken by my friend.

1. A ticket was booked by them.
2. The road is being constructed by good company, etc.

Identification of Active and Passive Verbs in Different Tenses

1. I can play piano, (active). Piano can be played by me, (passive) - simple present tense.
2. He painted the house, (active). The house was painted by him, (passive) - simple past tense.
3. She will drive the car, (active). The car will be driven by her, (passive) - simple future tense.
4. A good company is constructing the road, (active). The road is being constructing by a good company - present continuous tense.
5. Chike was writing a letter, (active). A letter was being written by Chike), (passive) - past continuous tense, etc.

SUMMARY WRITING.

To summarize is to describe in your own words. It simply means writing a shortened version of the passage one has read. It involves analyzing of information into few words or sentences by stating the main points and these main points are the subject of discussion that talks about what the passage is all about and leaving out every other thing that is not necessary.

There are essential things one has to bear in mind when summarizing a piece of work.

They include:

- a) Summary has to be precise and brief. (This means that one takes the vital points leaving out other ones that are not relevant).
 - b) One must read extensively, any work given to him or her to summarize before making the summary.
 - c) Main points/ideas in the piece of work must be retained. (Do not deviate from the essential information).
1. Do not use paragraph while writing summary.
 2. Do not join two points together and also avoid writing two answers when you are asked to give only one answer.
1. Always go through the work after summarizing to make sure that the main ideas in the piece of work are retained, etc.

Consonant Sounds /l, r/ (The Liquids)

Liquid consonants are sounds where the stream is obstructed but not so much as to either stop the air or create friction. Examples of liquid consonants are /l/ and /r/.

/l/ is a voiced consonant sound that is produced when the tip of the tongue touches the alveolar ridge (tooth ridge) while air passes the sides of the tongue. Word examples are: silent, shall, pull, alms, should, half, illegal, etc.

/r/ is a voiced consonant sound that is produced when the tip of the tongue is curved back and held close to, but not touching the back of the tooth ridge. Word examples are parade, rise, try, arrange, arrow, sorry, etc.

/j/ and /w/ Consonant Sounds (The Glides)

Glides sounds are also known as semi-vowels. They are sounds with little or no obstruction to the air stream in the mouth. Examples are /j, w/.

/j/ In the production of /j/ sound, the roof of the mouth is raised and the tongue is in the same position as for the front high vowel /i:/. It is produced with vibration in the throat. It is a voiced sound.

Word examples are:

Yes, yacht, yell, yoke, yet, beyond, union, etc.

/w/ In the production of /w/ sound, the soft part of the roof of the mouth is raised and the tongue is in the same position as for the back vowel /u:/. Word examples are:

Wide, queen, choir, swim, squad, wharf, why, etc.

Identification and Uses of Modal Auxiliary Verbs.

Auxiliary verb is a type of verb that assists the main verbs in forming their tenses. It helps verb forms to realize their verbal functions. In other words, it is simply called a helping verb.

Examples:

1. Uche is singing.
2. They are done with us.
3. He can dance very well. Etc.

Types of Auxiliary Verbs.

Auxiliary verb is divided into Primary Auxiliary Verb and Modal Auxiliary Verb.

1. Primary Auxiliary Verb includes be, have and do. These can be used in present tense, past tense, past perfect tense and present participle tense.

1. BE

Present - am, is, are.

Past Tense- was, were.

Past Perfect - been.

Present Participle - being.

2. DO

Present Tense - does, do

Past Tense - did

Past Perfect - done

Present Participle - doing

3. HAVE

Present Tense - have, has

Past Tense - had

Past Perfect - had

Present Participle - having.

Sentence Examples

(1) For the verb 'BE'

I am a student.

They are playing.

(2) For the verb 'do'

Uche does her work gently.
I did my assignment last night.
1. For the verb 'have'
I have one pen.
Uche is having a single pen too.
He is being mean to us, etc.

Modal Auxiliary Verbs and Their Uses.

These are the verbs that are used in expressing various moods and mental attitude. They cannot be used alone, that is, they must go with the main or principal verbs. Examples are:

Can/Could

Shall/Should

Will/Would

Must, ought to, need, etc.

CAN and its uses.

It is used in expressing ability and possibility. Examples:

- a. I can sing very well, (ability).
- b. He can do the work alone, (possibility).
- c. David can carry the load, (possibility) etc.

COULD and its uses.

This can be used to express past ability and possibility and is also used to make a polite request or to ask for a permission. Examples:

- a. If wishes were horses, they could fly, (possibility).
- b. She could run faster than now, (past ability).
- c. Could you lend me a helping hand? (Polite request),etc.

SHALL and its uses.

It is used to express futurity, command and to ask for a permission. Examples:

- a. I shall visit you next month, (expressing futurity).
- b. You shall write all the assignments given to you, (expressing command).
- c. Shall I close the door? (Asking permission).
- d. Shall I come in? (Asking permission) etc.

SHOULD and its uses:

It is used in expressing obligation. Examples:

- a. We should love one another.
- b. I should live a life worthy of emulation.
- c. You should have been here before me.
- d. We should pray always, etc.

WILL and its uses.

It expresses futurity and determination. Examples.

1. I will travel to Aba next week, (futurity).
2. I will pass my exams, (determination).

1. I will never give up, (determination).

It is also used in making polite request;

- a. Will you assist me with my assignment?
- b. Will you watch the match with us?

It also expresses promise;

- a. I will sweep the classroom for you.
- b. She will dish out the food.

WOULD and its uses.

It is used to express direct speech, determination, make a wish and also a polite request.

Examples;

- a. Uchenna stated that she would join the dancing group, (expressing indirect speech).
- b. Would you like to join our study group? (Making a polite request).
- c. He would like to hear from you first, (expressing a wish) etc.

MAY/MIGHT and their used.

These are used in expressing possibility, polite request, asking for permission, etc.

Examples:

4. May I speak with your Friend? (Polite request)
5. May I collect some food? (Asking for permission).
6. May I come in? (Asking for permission).
7. They might be there already, (expressing possibility).
8. She might win the competition, (expressing possibility).

CONSONANT CLUSTERS.

Consonant cluster is a group of consonants which have no intervening vowel. It is a group of two or more consonant sounds that come before, after or between vowels in a word.

Consonant clustering can occur at the initial, middle or final positions of words.

Examples of consonant clusters at initial position:

Splash, spring, screen, spurious, price, thread, skin, etc.

Examples of Consonant clusters at middle position:

Dictate, cluster, hinder, doctor, include, etc.

Examples consonant clusters at final position:

Watch, draft, books, graphs, depth, flings, etc.

QUESTION TAGS.

Question tag is a very short clause at the end of a statement which changes the statement into question. They are often used for checking information that we think we know is true. Question tags are made using an auxiliary verb (be or have) and a subject pronoun (I, you, she, it) etc.

There are rules that guide question tag in English language. They are:

1. If the statement is in the positive (that is, if it does not contain a 'Not'), the tag must be in the negative. Examples

- a. It is cold, isn't it?
- b. We are late, aren't we?
- c. John have seen the book, haven't he?
- d. He shall travel tomorrow, shan't he?

2. If the statement is in the negative (If it contains not), the question tag must be positive. Example

- a. She is not a student, is she?
- b. David cannot drive, can he?
- c. I will not fail the exam, will I?
- d. It is not there. Is it?

3. If the statement contains an auxiliary verb and pronoun form of the subject of the verb. Eg. a. Uche can swim, can't she?

- b. I was busy, wasn't I?
- c. They were not playing, were they? Etc.

4. If the statement does not contain auxiliary verb, use any of the verbs (do/does or did) with the pronoun form of the subject of the verb to form the tag.

NOTE: The verb must be chosen based on the number of the subject; the tense of the verb is also considered here, for instance,

4i. If the subject of the verb is singular with a present tense of the verb, then use 'does' which is the singular and present form of the verb 'do'. e.g.

- a. He speaks English fluently, doesn't he?
- b. That shirt looks like mine, doesn't it?
- c. Uche challenges Eze, doesn't he?
- d. The dog barks always, doesn't it?

4ii. If the subject of the verb is plural with a present tense of the verb 'do'. For instance:

- a. Ify and Chuma look troubled, don't they?
- b. Teachers give us assignments, don't they?
- c. They dance very well, don't they?
- d. We sing melodiously, don't we?

4iii. If the tense of the verb is past with either singular or plural subject, use 'did', the past form of the verb 'do' with the pronoun form of the subject, to form the tag. Examples:

- a. He gave us his meal, didn't he?
- b. My sister cooked the food, didn't she?
- c. Emeka played ball, didn't he?
- d. The book looked old, didn't it? Etc.

INTONATION

Speech production is usually accompanied with the tone or pitch of the speaker's voice. Speech fluctuates, sometimes, it is high, at other times it is low. The variations in speech affect the meaning of words and it is called intonation.

Intonation is the rise and fall in pitch of a speaker's voice. It is used to differentiate the meanings of words; a word may have more than two meanings depending on the tone of the speaker. For instance, the Igbo word 'Akwa' has five meanings depending on the tone used. The five different meanings that can be derived from the tones are egg, cloth, bed, cry, bridge. In English language, Intonation affects the whole utterances, not just a word. There are two major intonation patterns in English. They are:

1. **Falling Tone:** This shows finality in an utterance and it is used to express simple statements, commands and wh-questions. Examples,

A. For a simple command:

1. Come here. ↘
2. Close the door. ↘
3. Bring that to me. ↘
4. Sit down, etc. ↘

B. For a simple statement:

- i. She is cooking. ↘
 1. I told her to come. ↘
 2. She is intelligent and humble, etc. ↘

1. For wh-questions:

- i. Who are you? ↘
- ii. What was that all about? ↘
- iii. Where have you being? ↘
- iv. Where do you live? ↘

2. For exclamation.

1. Oh! What a disaster. ↘
2. Chai! what a world. ↘
3. What a surprise! ↘

More examples on Wh-questions are:

- i. Which of these books is yours? ↘
4. Who are you? ↘
5. When did she arrive? ↘
6. Where will he see you? ↘

2. Rising tone:

This talks about questions which do not have explicit question words (have rising tone). They are called Polar questions; they are questions that demand either 'yes' or 'no' answer. They require no further explanation. They are usually asked with a rising tone. Examples:

1. Are you at home? ↗
2. Can you visit us tomorrow? ↗
3. Did you give the book to him? ↗
4. Is this shirt yours? ↗
5. Shall I take extra money? ↗
6. Have you told them the truth? ↗

NOTE: In responding to these questions, you either use 'yes' or 'no' as the case may be. Rising tone can also be found in statements like:

2. My mother bought tubers of yam↗, a painter of beans↗, rice↗, and some ingredients↘.
3. O my God. ↗
4. Whoa, is he here? ↗

WORDS BOUNDARY AND COMPOUND WORDS

Word boundary is the extreme limit that something or a word can reach. It is used to show a feature or equality that something has, or say that a thing is part of something else. Examples: transfer to, order of merit, bread and butter, matter of fact, etc.

1. He is a good teacher as a matter of fact.
2. The fore-head is part of the face above the eyes and below the hair.
3. We appoint prefects in order of merit of good students.
4. The world is not a bed of roses.
5. He made a cash transfer to his wife.
6. Butter and bread is a good combination, etc.

Compound Words

A compound word is a combination of two or more words, usually a compound noun or a compound adjective. It may be written as one word or two words. Examples: doorstep, training-ground, already-made, sister-in-law, long life, whiteboard, market square, ice cream, etc.

1. I took ice cream this afternoon.
2. He will live a long life.
3. The title-holder will defend himself.
4. He is living in a white house.
5. They have swimming pool for exercise, etc.