

# **Module 12**

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## **Speech: Stress (A)**

In the last module, you learnt that some English language words are monosyllabic (containing one syllable) while others are polysyllabic (containing more than one syllable).

1. Note that in the pronunciation of a polysyllabic word, an extra force is placed on one of the syllables, thus giving it more prominence than the other syllables. Such a syllable is said to be stressed. Stress therefore is the degree of force with which a syllable or word is pronounced.

For example, in the following words below, the syllables in capital letters are pronounced with an extra force.

TEA-cher  
DRI-ver  
DOC-tor  
ma-CHINE  
al-LOW  
sup-PORT

In the dictionary, a stressed syllable is usually indicated with a short upward stroke(â€˜). This stress pattern is also called the primary stress. For example,

â€˜tea-cher  
â€˜dri-ver  
â€˜doc-tor  
ma-â€™ chine  
al-â€™ low  
sup-â€™ port

Sometime, however, the stressed syllable is indicated with the use of capital letters, thus:

FAR-mer	AC-tor	be-LOW	de-LAY
PICture	CULture	ap-PROACH	re-PORT

SIS-ter

PRAC-tice

en-SURE

in-DEED

## Practice 1

Your teacher will pronounce the two-syllable words above with primary stress either on the first or the second syllable. Repeat each word after him.

2. Note also that in English language speech, some words are stressed while others are unstressed in a normal speech.

Words often stressed include: **nouns, adjectives, verbs** and **adverbs**.

Words usually unstressed in normal speech include: **articles, prepositions, conjunctions, pronouns** and **auxiliary verbs**.

Note, however, that for the purpose of emphasis or making contrasts, words usually unstressed might sometimes be stressed.

1. We **ate** the **yam** in the **pot**.
2. He **told** her to **carry** the **load**.
3. They **built** a **beautiful house**.
4. He **walked slowly** to **school**.
5. **Look** at the **dog** under the **table**.

## Practice 2

The words underlined in the above sentences are stressed in normal speech. Listen attentively as your teacher reads these sentences. Then repeat after him, putting extra force on the stressed words.

## Exercise

The following words are two-syllable words stressed either on the first or second syllable. Place the correct primary stress on each of them.

Example:

Tea-cher—→TEA-cher

- |           |            |           |             |            |
|-----------|------------|-----------|-------------|------------|
| 1. nation | 2. divorce | 3. before | 4. complete | 5. receipt |
| 6. alone  | 7. capture | 8. tutor  | 9. worker   | 10. actor  |

## Exercise 2

Underline the words that are stressed in normal speech in these sentences:

1. I like the yellow shirt.
2. We were told to come early.

3. He placed the box on the table.
4. She borrowed my umbrella.
5. They left in a hurry.
6. The manager gave the order.

## Structure: Past Perfect Continuous

In earlier classes, you practised the tense involving an action which was completed in the past and was still continued in the present. In this module we shall practise the use of actions completed in the past which occurred before some other past actions, and which still continue in the present. This involves the study of the past perfect continuous tense. Read the following passage.

Eno **had been planning** to make it to the top, even before she *came* to live in my house. All she **had been doing** all those years was to save towards her goal. My youngest daughter had been drawing my attention to signs that Eno was no longer committed to her duties. Eno had been avoiding the family prayers and family meals. She had been giving flimsy excuses for not accompanying the children to the parties.

I had been watching Eno from a distance but I was too preoccupied with my new baby and the work at home to take any far-reaching action.

Now I know better. I should have sent her away a long time ago.

The past perfect continuous tense has 3 major parts:

- a. The action occurs before another past action.
- b. The action has been completed.
- c. The action continues into the present.

Let us identify these elements from the passage above.

Past before another Past	Completed Action	Continues in Present
<b>Planning occurs before came</b>	been	planning
<b>Drawing my attention occurs before committed</b>	been	drawing
<b>Had been watching</b> occurs before <b>pre-occupied</b>	been	watching

Let us look closely at three of the sentences that are in the past perfect continuous tense.

- a. **Eno had been planning to make it to the top, even before she came to live in my house.**

We can explain the tense this way:

1. Eno's plan occurred before she came to my house.
2. The plan had been completed.
3. The plan was also an on-going one.

- b. **All she had been doing all those years was to save towards her goal.**

1. Her actions in the far past.
2. Eno had saved some money.
3. Eno was still saving money.

- c. **My youngest daughter had been drawing my attention to signs that Eno was no longer committed to her duties.**

1. My daughter's action proceeds committed.
2. My daughter drew my attention in the past.
3. She is still drawing my attention to the signs.

## Exercise

- A. Change the following sentences in the past tense to the past perfect continuous tense.**

1. The meal was ready.	6. The shops were raided.
2. She had breakfast.	7. The houses were painted.
3. Cars were washed at the shows.	8. The remains were buried.
4. He was made the principal.	9. The gateman was careless.
5. The business flourished.	10. The food was poisoned.

- B. Change the following sentences in the present perfect continuous tense to past perfect continuous tense. One has been done for you.**

- 1a. Tunde has been planning to go into politics.
- 1b. Tunde had been planning to go into politics.
1. Tony has been thinking of giving Papa an elaborate burial.
2. I have been planning to cut down my intake of sugar.
3. The landlord has been discussing the matter with the tenants.
4. The labour union has been pleading with the workers.

- C. Form 10 sentences from the table below.**

She		planning	for the party	before	you arrived.
He	had been	preparing	for the trip		we came.

They | arranging | you thought of it.

## Reading Comprehension

**Consider the following and discuss them:**

- ❖ Have you ever thought of the services rendered by taxi drivers?
- ❖ Have you ever imagined what a typical taxi-driver's day is like?
- ❖ Have you ever realised that for a vehicle to remain in service, much attention is demanded and on a constant basis?

**Read the passage in as short a time as possible. Record your reading time.**

### Ayofe, the Taxi Driver

Ever since Ayofe got his jalopy, he has hardly been seen at home. From very early in the morning, in fact, before daybreak, he creeps out, quickly cleans the seats and body, and drives off. He goes quickly towards the airport, taking the passengers that wave him down. Although the car is built for the driver and four others, he often manages to cramp in six passengers. Within twenty minutes, he discharges them at the airport, and returns with one or two airport hands who had worked all night. By daybreak, he has made at least two trips. Then, he settles there to take his position among several airport cabs, taking their turns to take passengers returning from distant lands.



During those idle hours while waiting for his turn, Ayofe has a quick breakfast in the drivers' shed some metres away. Thereafter, he returns to tend his vehicle. He opens the bonnet, checks the water level and adds more water if found low. He then checks the oil level, using the dipstick. Usually this remains normal, but occasionally he decides to add some oil. Once in a long while, he checks the battery water level; occasionally he adds some distilled water. He seemed to know there is nothing to worry about with the battery because since he got the car some months ago, one attempt with the ignition key has been sufficient to start the engine. Then, he checks the signal lights, and then the horns. Finally, he checks the brake fluid, which if found low is then

topped.

Occasionally, he checks the tyre pressure, using a gauge which he keeps in the tool box. When he is not too satisfied with the pressure, he calls the vulcanizer to inflate it. Besides, he makes sure that the extra tyre in the boot is always in proper shape, just in case there is a puncture during a trip. From experience, he knows the worst thing that could happen to a driver is to have a vehicular breakdown. This could be occasioned by a number of causes, ranging from a tyre puncture with no good extra tyre, to a malfunctioning brake, or an engine that would not start. So, he takes proper precautions.

Once behind the steering wheels, Ayofe is not the dare-devil driver like many others. He exercises restraint, gives consideration to other road users, overtakes only when the way is totally clear, and obeys road safety regulations. He is quick to tell his passengers not to hurry him too hard, reminding them that his dear ones need him and is not anxious to end the day in a mortuary. Each day, when he finally returns home at about 9.00 pm, with enough to settle the hire-purchase terms and food for the family, he is happy to go to bed for a sound sleep. (474 words)

**A. Now do the following:**

- A. Write down the time taken to read the passage.
- B. Using the usual formula, calculate your reading speed.
- C. 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 passage makes it clear that Ayofe was not at home
  - A. during the daylight hours.
  - B. all day through.
  - C. only in the morning hours.
  - D. during the night hours.
- 2. Before daybreak, he would quickly
  - A. clean his car, ready for the dayâ€™s work.
  - B. check to see that the car is working well.
  - C. take his breakfast.
  - D. take passengers to the airport and back.
- 3. From the passage it is clear that Ayofe
  - A. plies whichever route that catches his attention.
  - B. drives on whichever route his passengers indicate.
  - C. has a specific route he follows daily.
  - D. has his route allocated to him by the airport authority.
- 4. When compared with other commercial drivers, Ayofe
  - A. is just like any other.
  - B. appears far more decent.

- C. is less responsible than others.
  - D. does not come near them in decorum.
5. We can conclude from this account that Ayofe
- A. bought the car after years of struggle.
  - B. has possessed the car for many years.
  - C. bought the car on hire purchase.
  - D. drives the car for its owner.
6. All told, we can conclude that Ayofe
- A. is a happy family man.
  - B. doesn't care much for his family.
  - C. hasn't got a family waiting for him.
  - D. is struggling to have a family.

Now, score and record your attempt. Then, calculate your reading efficiency indices and record your attempts in the appropriate place.

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

- 7. On which social level would you place Ayofe? [On the social ladder, one could be in one of the following five levels: the upper, upper middle, middle, lower middle, or lower lev Give reasons for your decision.]
- 8. Why do you think Ayofe has to wake up and go for work from so early in the morning?
- 9. Apart from being a driver, do you think Ayofe knows much about the mechanics of a car Give reasons for your answer.
- 10. From what is described here, do you think Ayofe ever takes any meal at home? If you think he does, which meal do you think he is most likely to have?

**D. Summary work**

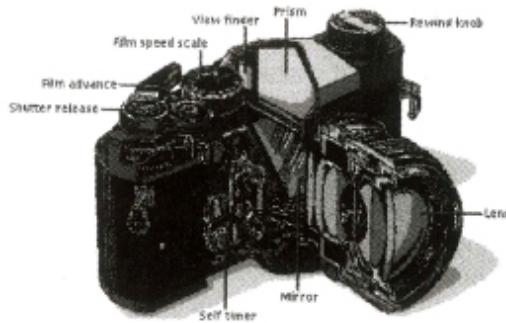
A good approach to efficient summary work is to follow the narrative as it develops and identify clearly the various stages in the development. In the present case, the following can be clearly identified:

- *What Ayofe does from early in the morning till daybreak.*
- *What he does in the morning and afternoon hours.*
- *What he does later until he returns home late in the evening.*

Now, for each stage, write a sentence of not more than twenty words.

## Vocabulary Development: Photography

Study the following pictures carefully and guess what it is you are going to learn about.



Now, quickly read the words in the following table:

tripod	frame	camera	object
film	exposure time	family picture	flash
lens	negative	portrait	exposure counter
focal lens	dark room	passport photograph	film chamber
light meter	postcard	enlargement	colour picture

The words listed on page 94 belong to the **register of photography**. They are some of the words associated with photography. Read the following sentences formed with some of the words:

**Camera:** Musa took the photograph of his father with his **camera**.

**Film:** The image of the object appears on the **film**.

**Lens:** The photographer adjusted the **lens** to bring the object closer.

**Negative:** The picture was printed from the **negative**.

**Dark room:** The photographer is printing my photograph in the **dark room**.

## Activity I

Use your dictionary to find the meanings of the words associated with photograph listed above.

## Activity II

Fill each numbered gap in the passage below with the most suitable words of those indicated in the list below.

Last year, my father bought me a --1-- with which to take the --2-- of my friends and other interesting objects. This --3-- also enables me to --4-- well wishers at any of my birthday parties. It is very easy to operate a camera. It has a --5-- that focuses on the object to get a sharp --6--, which is sent to the --7--. A camera can be held or put on a --8-- when taking a picture. During my schoolâ€™s last end-of-year party, I took --9-- with my parents and brothers and another with my school mates. The two were so beautiful that I was asked to make an --10--.

A	B	C	D
1. material	camera	pen	structure
2. result	progress	pictures	face
3. equipment	facility	enclosure	machine
4. adjust	greet	wash	snap
5. focus	lens	plate	chamber
6. picture	material	focus	image
7. film	aperture	enclosure	flash
8. table	rock	tripod	box
9. photographs	shots	prints	albums
10. extra	enlargement	extension	expansion

## Continuous Writing: Report Writing 2

Read the following report made by Chief Joy Benson after an armed robbery operation at the Union Bank, Itsuakor.

Report by Chief Joy Benson, the Bank Manager, the Peopleâ€™s Bank, Itsuakor. on a Case of Armed Robbery on 28 September 2006

I like to report on the armed robbery operation that occurred at the Union Bank, **Itsuakor**, on 28 September 2006. I got to the bank at 8:15a.m. in the hope of attending to visitors who had been waiting for me. There were already many customers before the cashiers. Though I heard some slight commotion outside, my attention was on the visitor I was attending to.

Out of the blue, a very stout man shouted, "Good Morning everybody, we are special visitors here. Lie down, close your eyes and co-operate." We all complied because they were armed. They started searching every room and everybody. One of my officials who was too shocked to co-operate in time was slapped and hit with the butt of the gun. He remained unconscious for the rest of the operation and was rushed to the hospital after the event. They finally gained entry into the strong room from which they carted away all we had.

Some customers and bank officials were locked up in the toilet. One of the robbers asked another to bring two sacks from the vehicle. It was then that we realised that other robbers stood at the main entrance, and one was in the vehicle. Both the passers-by and some drivers knew that there was an operation going on in the bank.

It was a carefully planned act. Each of the robbers knew what to do at any given time. Within a period of forty minutes, they were done. All the booty had been loaded in their van, and they jumped in to zoom off. As they were leaving, there were

sporadic gunshots to scare off people and vehicles. It was a successful but painful operation. When they left, everybody stood up; some perspiring profusely, checking their pockets and bags to ascertain how much they had lost to the robbers.

My first concern was to take our unconscious colleague to the hospital. That was when I noticed that my driver had fled either prior to the operation, or sometime after it had commenced. So, I had to get a few of the other colleagues to take the injured fellow into my car and I drove him to the hospital. He was however revived a little later.

Now the teacher allows the students to write their own report on a case of burglary or armed robbery they have witnessed.