

Module 12

Speech

Stress and syllable: four-syllable words

In this module you will learn more about stress and syllables. Already you can identify and correctly place the primary stress on three-syllable words. Now pronounce these three-syllable words and place the primary stress on the correct syllable:

- i. endeavour
- ii. guarantee
- iii. important.

1. 4-syllable words with stress on the first syllable

DICtionary CALculating	NATuralize Nationalism	CREditable CHAracterize	Positively	FORtunately TRIbalism
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The words in the box are four-syllable words with stress on the first syllable.

The capital letters indicate the stressed syllable. Your teacher will pronounce the words while you repeat after her. With the help of your dictionary list other four-syllable words with stress on the first syllable.

2. 4-syllable words with stress on the second syllable

poLitical imMORTalize	deMONstration rheTOrical	eNORMously imMEDiate	geoGRAphical faNAtical	imMODerate deHUMANize
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Your teacher will pronounce these four-syllable words with stress on the second syllable. Listen attentively while he/she pronounces them; then you repeat after him. Use your dictionary and list more words in this group.

3. 4-syllable words with stress on the third syllable

demonSTRAtion inconSISTent departMENTal	inforMATION deforESTation reciTAtion	indiGEStion inforMAtion demarCAtion	incliNAtion constiPAtion
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Listen attentively as your teacher pronounces these four-syllable words above, then repeat after her. Use your dictionary to list other four-syllable words with stress on the third syllable.

Practice

In each of the following questions the primary stress is indicated by

writing the stressed syllable with capital letters.

From the words labelled A â€“ D, choose the one that has the correct stress.

Example: Calculation

- A. CAL-cu-la-tion
- B. cal-cu-LA-tion
- C. cal-CU-la-tion
- D. Cal-cu-la-TION

The answer is (B) because the primary stress is on the word calculationâ€“the third syllable.

1. Educational A. EDU-ca-tio-nal B. edu-CA-tio-nal C. edu-ca- TIO-nal D. edu-ca-tio-NAL	2. Exceedingly A. EX-ceed-ing-ly B. ex-CEED-ing-ly C. ex-ceed-ING-ly D. ex-ceed-in -LY	3. Demobilize A. DE-mo-bil-ize B. de-MO-bil-ize C. de-mo-BIL-ize D. de-mo-bil-IZE	4. Encapsulate A. EN-cap-su-late B. En-CAP-su-late C. En-cap-SU-late D. en-ca -su-LATE
5. Embarrassment A. EM-bar-rass-ment B. em-BAR-rass-ment C. em-bar-RASS-ment D. em-bar-rass-ment	6. Unscrupulous A. UN-scru-pu-lous B. un-SCRU-pu-lous C. un-scru-PU-lous D. un-scru- u-LOUS	7. Discriminate A. DIS-cri-mi-nate B. dis-CRI-mi-nate C. dis-cri-MI-nate D. dis-cri-mi-NATE	8. Cancellation A. CAN-cel-la-tion B. can-CEL-la-tion C. can-cel-LA-tion D. can-cel-la- TION

Grammatical Structure

Agreement of subjects and nouns

In *Functional English for JS Book 1*, we introduced you to agreements of subjects and verbs. In this module we shall learn more about the subject.

Agreement of verbs with relative pronouns

We have learnt that when a subject is singular, the verb is also singular. But in sentences containing relative clauses, it may not be easy to know the correct verb to choose, e.g.

- i. One of the women *who* work/works for me is here.
- ii. It is the men who speak/speaks the truth that we want.
- iii. Abuja is one of the towns that have/has natural tourist sites.

In these sentences, *one*, *it* and *Abuja* are the subjects of the sentences.

Who and *that* are relative pronouns. They are also the subjects of the clauses in which they appear. This is why it is sometimes difficult to decide the verb to choose.

The rule of agreement concerning sentences with relative pronouns is that relative pronouns take their number from their antecedent. Do you remember the meaning of the word *antecedent*? *Antecedent* means the word which another word refers to. In sentence (i) *women* is the antecedent of *who*; in sentence (ii) *men* is the antecedent of *who* and

in sentence (iii) *towns* is the antecedent of *that*. If we apply this rule, we will arrive at the following:

One of the women *who* work/works for me is here

Who takes its number from *women*. Since *women* is plural, *who* is also plural. If *who* is plural, then it must go with a plural verb *work*. Therefore, the correct sentence is:

iv. One of the women *who* work for me is here.

Similarly in sentence (ii), *who* takes its number from men. Men is plural; therefore, *who* is also plural. If *who* is plural, then sentence (ii) should read:

v. It is the men who speak the truth that we want.

Again, in sentence (iii) *that* takes its number from *towns*. *Towns* is plural; therefore, *that* is plural. So, the sentence should read:

Abuja is one of the towns that have natural tourists sites.

Agreement of verbs with inverted subjects

Do you know what inverted subjects are? Let us illustrate with a simple example. First names often come before surnames, e.g. John Smith.

When this is reversed and the surname comes first, then the name has been inverted: Smith, John.

Similarly subjects usually appear first in a sentence. e.g.

The names of my faithful friends come to my mind.

The sentence is talking about *names*, so the word *names* forms the subject of the sentence. When the subject appears last, then the sentence has been inverted, e.g. There come to my mind the names of my faithful friends.

The sentence is not talking about *there*. *There* is not the subject of the sentence. Sentences like this often pose a problem to students. When we are dealing with an inverted subject we should revise the sentence. This means bring the subject to the initial position. Decide whether the subject is singular or plural and then select the correct verb.

Let us consider the following inverted sentences.

- i. There go/goes the lecturer.
- ii. There go/goes our afternoons.
- iii. Among the reasons given for lateness is/are indiscipline.

To get the agreement right, first revise the sentences. This means bringing the subject to the initial position. It is then that you can be in a better position to choose the correct verb.

iv. The lecturer go/goes there.

- v. Our afternoons go/goes there.
- vi. Indiscipline is/are among the reasons given for lateness.

Now we can make the correct choice of verb. Our original sentence becomes:

- vii. There goes the lecturer.
- viii. There go our afternoons.
- ix. Among the reasons given for lateness is indiscipline.

Agreement with subject beginning with *many a*.

Many a is not the same thing as *many*, e.g.

- a. Many men came here.
- b. Many a man came here.

Many always takes a plural verb while *many a* takes a singular verb, e.g.

- c. Many a man wishes he went to college.
- d. Many men wish they went to college.
- e. Many a man would rather you heard his story.
- f. Many men would rather you heard their story.

Agreement and sentences containing intervening phrases

When a long sentence contains a phrase with an “s” ending, students often make the verbs agree with a plural noun in the intervening phrase instead of making the verb agree with the core subject, e.g.

- a. The head teacher, together with several assistants, was/were sitting under the tree.

The core subject in this sentence is *teacher*. The phrase, ... *together with several assistants*, is a phrase which comes in between the subject, *the head teacher*, and the verb, *was sitting under the tree*.

To make *assistants* the core subject and to choose the plural verb *were* is an error.

The correct sentence should be:

- b. The head teacher, together with several assistants, was sitting under the tree.

But in sentence (c) the subject is plural and so is the verb.

- c. The head teacher, several assistants and the students, were sitting under the tree.
- d. The avenue (required for picnics) is/are unavailable.

Because the noun *picnics* is very close to the verb, we may think that a plural verb is the correct option. But *required for picnics* is an intervening phrase. It is not the subject of the sentence. Indeed, it can be omitted without harming the sentence, thus:

- e. The avenue is unavailable.

Clearly the core subject is *avenue*; therefore the verb should be singular.

Exercise

1. Make 10 sentences beginning with *many a* and “One of the men who”TM
2. Choose the correct verb to fill the gaps in the following sentences:
 - i. Two of the men who keep/keeps the seal were involved in the scandal.
 - ii. It is the secretary who file/files the minutes.
 - iii. One of the students who contest/contests every matter was suspended.
 - iv. Many a woman wish/wishes she /they married a rich man.
 - v. Many was/were disappointed at the outcome of the case.
 - vi. The role of females in the elections was/were great.
 - vii. The developmental programmes of this government is fare commendable.
 - viii. The scarce time needed for evening discussions is/are wasted.
 - ix. There is fare no two ways about it.
 - x. Supper has to be prepared. There go/goes my evenings.
3. Form ten sentences from the table below.

He is one of the	men boys thugs	who that	watch the garden. sell suya. betray our party. speak against you.
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Reading Comprehension

- ✿ Have you ever heard about sickle cell anaemia?
- ✿ Do you know someone who suffers from the disease?
- ✿ If you yourself are not a patient, you are most likely to have come across someone who is.
- ✿ An SS patient, as he is called, is often sick, often looking fragile because of frequent shortage of oxygenated blood.
- ✿ However, the prospects for such patients are improving with more understanding and better treatment.
- ✿ This is an issue that every African should be interested in. Read on.



Sickle Cell Anaemia

A thorough understanding of **Sickle Cell Anaemia** demands first, an understanding that anaemia is a health condition in which the body has too few red blood cells needed to transport oxygen to all parts of the body. Why the term “Sickle Cell”? Under normal *circumstances*, the red blood cells are flexible and round; they move easily through blood vessels to carry oxygen to all parts of the body. On the contrary, where someone has sickle cell anaemia, the red blood cells become rigid and sticky and are shaped like sickles or bananas. These abnormally shaped blood cells die *prematurely*, resulting in a chronic shortage of red blood cells. Besides, they can get stuck when travelling through small blood vessels, thus blocking blood flow and oxygen to certain parts of the body. This produces pain and other serious complications.

Sickle cell disease is an inherited or genetic disorder caused by sickle haemoglobin. In many forms of the disease, the uniformly round red blood cells change shape, assuming that of the sickle. The disease is chronic and lifelong as there is no cure. Individuals are most often well, but their lives are punctuated by periodic painful attacks. In addition, there may be damage to internal organs leading to such disorders as stroke. Lifespan is often shortened with sufferers dying early. Sickle cell disease occurs more commonly in people (or their descendants) from parts of the world such as sub-Saharan Africa, where malaria is prevalent.

As with many ailments sickle cell anaemia comes with several complications. The most obvious is a sharp fall in haemoglobin count, since many of the vitally needed red cells die. Conversely, the white blood cell and platelet counts are increased, and these cells may contribute to some form of blockage of the vessels. This in turn prevents the few remaining red cells from travelling to the organs and glands where they are needed. This results in *ischemia*, body ache, and organ damage.

Periodic episodes of pain, called crises, are a major feature. Pain

develops when sickle-shaped red blood cells block blood flow to the chest, abdomen, joints and bones. The pain may vary in *intensity* and can last for a few hours or a few weeks. Some people have the experience only once in a while, while others have several in a year. Hospitalization is mostly the only way out; relief comes with transfusion of vitally needed oxygen rich blood cells and antibiotic drugs.

Swollen hands and feet are often the first signs in infants. The swelling is caused by sickle-shaped red blood cells blocking blood flow to the *extremities*. The hand-foot syndrome is usually accompanied by pain and fever. And then there is jaundice, which is a yellowing of the skin and eyes resulting from malfunction or damage in the liver. Occasionally, patients have jaundice because the liver, which filters harmful substances from the blood is overwhelmed by the rapid breakdown of red blood cells. Black people manifest jaundice mostly as yellowing of the whites of their eyes.

When someone experiences several episodes, consistently losing blood, growth is bound to be stunted. A *shortage* of healthy red blood cells can slow growth in infants and children and can delay puberty in teenagers. Besides, some sufferers experience vision problems because tiny blood vessels that feed the eyes may become plugged with sickle cells, thus damaging the retina, the portion of each eye that processes visual images.

In all, sickle cell disease is a seriously life threatening condition that we as black people should try to avoid. How can we? This we take up in the next module. (598 words)

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

1. The purpose of the author in the first sentence is to
 - A. stress what the passage is all about.
 - B. explain what sickle cell is.
 - C. illustrate the factors behind sickle cell anaemia.
 - D. justify why the passage is necessary.
2. The word "sickle" is arrived at as a result of
 - A. the similarity in the shapes of the cell and of sickle.
 - B. damage caused to the body by the farm sickle.
 - C. similarities in what happens to patients and to the sickle.
 - D. discovery of the disease among users of the farm sickle.
3. When diseased sickle shaped blood cells get stuck, they consequently
 - A. cause the white cells to die.
 - B. lead to malfunction of the liver.
 - C. cause the affected parts to change colour.
 - D. block the blood vessels and prevent oxygen flow.
4. In infants, the first noticeable sign of a sickle cell crisis is

- A. appearance of white spots all over the body.
 - B. swelling of the abdomen.
 - C. swelling of the hands and feet.
 - D. yellowish colouration of the eyes.
5. Sickle cell anaemia patients usually have stunted growth because
- A. the shape of the blood cells causes them to be bent.
 - B. they do not have enough blood to enable them to grow well.
 - C. their constant illnesses retard their growth.
 - D. their blood lacks the vital growth element.

Read the passage more carefully and then answer the following questions:

- 6. What, from the way it is explained in this passage, is anaemia all about?
- 7. What is the basic difference between the blood cells of a healthy person and those of a sickle cell anaemia patient?
- 8. In which parts of the world is the sickle cell anaemia most prevalent?
- 9. i. What causes a crisis in a sickle cell anaemia patient?
ii. What are the results of a crisis in a sickle cell anaemia patient?
- 10. Explain as briefly as possible why a sickle cell anaemia patient often dies prematurely and/or has stunted growth.
- 11. What causes the yellow colouration in the eyes of sickle cell patients?
- 12. How best can a crisis be relieved?
- 13. *Conversely, the white blood cell and platelet counts are increased, and these cells may contribute to some form of blockage of the vessels.*
 - i. What is the grammatical name for this type of sentence?
 - ii. Identify the main clause(s).

Summary Work

This is a write-up that presents many technical facts. To fully grasp the piece, one has to understand details and how they are connected one with the other. To get to grips with what the passage is all about and do a good summary, you should be able to:

- a. identify how a person comes by the disease;
- b. how the red blood cells develop into a sickle shape;
- c. what the result of this development is;
- d. how a crisis features;
- e. why a sufferer often does not live long;
- f. how a sufferer can have a relief from a crisis.

Work out answers to the above and use them to arrive at a well

blended summary of less than 150 words.

Vocabulary Development

Military ware (the equipment they use)

We have discussed various military units in the previous module. In this module, we shall consider the **register of military ware or military equipment**.



Now read through the following words carefully.

tank	warship	grenade	mortar
explosives	mine	ammunition	pistol
rifle	shell	machine gun	bayonet
armoured car	rocket launcher	rifle	bomb

Let us see how some of these words function in the following sentences:

grenade: The three soldiers destroyed the enemies with a hand grenade.

armoured car: The U.S. troops used armoured cars when fighting against Iraq.

rifle: Each of the policemen used a rifle to fight the robbers.

Activity I

Use your dictionary to check the meanings of each of the words indicated in the box above.

Activity II

Now form correct sentences with each of the following words:

- a. rifle
- b. ammunition
- c. pistol
- d. warship
- e. mine

Activity III

List other military wares known to you that are not indicated in the box above.

Continuous Writing

Informal letter writingâ€”3

Your friend who is a student in another secondary school has just written to request that you give him an account of a town or city which you have just visited. Write a reply to him.

Suggested guide points

<p><i>Introduction:</i></p> <p>Name of the town/city; the state in which it is located.</p> <p>Your estimation of the town/city from reports before you visited it.</p> <p>The journey to the town/city: mode of transport, anxiety to see it, experience on the way,</p>	<p><i>The visit itself:</i></p> <p>Your first impression on entering the place, description of the town/city generally, size, types of buildings, types of road, flow of traffic, shops, etc.</p>
<p><i>Description of life in the town/city generally:</i></p> <p>hectic/leisurely rough/neat general planning pattern of the town/city other personal experiences: pleasant/interesting ones Bitter/unpleasant ones</p>	<p><i>Conclusion:</i></p> <p>Indicate whether or not your experience of the town/city justifies your earlier estimation of it.</p>

Now write a reply to the letter. Note that it is not compulsory you use all the guide points above. You may include other ideas of your own. You may even ignore all these and adopt your own.