

Module 15

Speech

There are two exercises in this speech class. The first focuses on syllable stress on longer words. The second is a listening comprehension exercise. Your teacher will take you through the two, hopefully within the normal time limit.

Syllable stress on longer words

Some long words in the English language have the last syllable stressed. Here are some examples:

- eer	- ee			- ette
auctioneer commandeer musketeer charioteer	employee absentee interviewee detainee licensee	addressee amputee repartee internee returnee	jamboree legatee devotee attendees evacuee	refugee escapee divorcee kitchenette laundrette novelette

Practice 1

Listen attentively as your teacher pronounces the words in the columns above. Now repeat after your teacher. Ensure that you stress the last syllable of each word.

Practice 2

Read these sentences aloud individually and in groups. Always pay special attention to the underlined syllables.

1. The only amputee among the interviewees was employed by the employer.
2. The escapeee who is also one of the detainees was re-arrested this morning.
3. The commandant wants to commandeer all available trucks for evacuating the refugeees.
4. The divorceee claims that she is the sole legatee to her son's estate.
5. The internee is being held because he is a strong devotee of the militant group.
6. The mountaineer was accompanied by a musketeer.

Practice 3

Make your own sentences with these words and read them to the class.

- i. addressee

- ii. absentee
- iii. auctioneer
- v. returnee

Practice 4

Use your dictionary to list five words with stress on the last syllable.

Listening comprehension exercise

Listen carefully as your teacher reads out a short speech. After that, you will be required to provide answers to the questions below by choosing the correct alternative from those provide. Now listen to the passage:

Questions

1. The main purpose of the speaker is to
 - A. guide students to master the art of note-taking.
 - B. produce students who can write very fast.
 - C. enable students to pass their examinations easily.
2. Efficient note-taking is essential because it helps the student to
 - A. follow the teacher as he teaches.
 - B. later recall what he has been taught.
 - C. think along with the teacher.
3. A student will be able to predict what follows in the teacher's presentation by
 - A. allowing his mind to wonder away.
 - B. discussing with the teacher.
 - C. thinking along with the teacher.
4. A good student will be able to decide which point to put down by
 - A. quickly digesting what he has heard.
 - B. deciding when the teacher is serious and when he is not.
 - C. being able to write very fast.
5. It is necessary to write the points quickly and legibly because this will enable him to
 - A. cover as much of the material as possible.
 - B. think along with the teacher as he presents the materials.
 - C. later read and recall the material.

Grammatical Structure

Intensifying verbs and adverbs

In *Functional English for SS1*, we learnt how adverbs indicate a higher or lower quality. In this module we shall learn how verbs and adverbs show varying grades of an action or a quality. If you put a verb or an

adverb on a scale and you want to show varying degrees of the action described by the verb or the adverb, how would you go about it? Find out as you read the dialogue below.

“Wake up, Bassey. It’s 6.30 am already!”

“Do I have to wake up now?” Bassey murmured *very* sleepily.

“Yes, you have,” his mother replied *rather* politely. Bassey loved to sleep a *lot*. He was a *bit* upset when anybody woke him up. But he loved his mother *a great deal*. So he did not complain.

He staggered a *bit* sluggishly out of his bed. If only his mother would leave him alone. He breathed *noisily* and then whispered to his mother, “Do you have my fees ready?” Bassey watched her. Mother dropped her face *rather* sadly. Mama was ageing *very* quickly.

He knew his mother *fairly* well. She was *completely* penniless. It was *boldly* written all over her face. That day was the deadline for those who had not paid their fees. The teachers would not allow him to take his examinations. Bassey was absolutely sure that he would miss his examinations.

Bassey prayed *silently* that his mother would not die before he was old enough to take care of her. By the time he finished praying, he was *almost* in tears. As if God wanted to reassure him that miracles were still *very much* around, his mother looked up and said, “My son, well, I’ve got your money ready *at last*.”

Read the passage again without the italicized words. Did you notice any different?

An intensifier gives a word a higher degree of the quality being described. Many adverbs can be used to intensify verbs or adjectives. Not all verbs can be intensified. Again, not every intensifier matches every verb. You must learn to use the most appropriate adverb as intensifier.

- a. Incorrect: The woman was totally tired.
- b. Correct: The woman was very tired.
- c. Incorrect: My son is partially embarrassed.
- d. Correct: My son is slightly embarrassed.
- e. Incorrect: The widow was highly moved.
- f. Correct: The widow was deeply moved.

In sentences (a) and (b) the adverbs *totally* and *very* speak of a high degree or intensity. Yet it is more appropriate to say *slightly embarrassed than highly embarrassed*. When we describe feelings, it is more apt to use *deeply* than *highly*. Below are more examples of correct usage of adverbs.

1. In The principal was strongly disappointed.
correct:
Correct: The principal was deeply disappointed.
2. In Tom was completely hungry.
correct:
Correct: Tom was very hungry.
3. In The stranger was strongly certain.
correct:
Correct: The stranger was very certain.
4. In The houseboy is really obedient.
correct:
Correct: The houseboy is highly obedient.
5. In The new girl is totally stubborn.
correct:
Correct: The new girl is highly stubborn.
6. In Franca's dog is fully blind.
correct:
Correct: Franca's dog is totally blind.
7. In She's completely sorry for what she did.
correct:
Correct: She's deeply sorry for what she did.
8. In The chief was totally popular.
correct:
Correct: The chief was highly popular.

It is not enough to use the correct adverbs. We should go further to introduce more exciting ways of describing verbs and adjectives. This ability makes the difference a "C" and an "A" paper in your writing tests.

1. Normal: The examination was very difficult.
Exciting: The examination was extremely difficult.
2. Normal: Her daughter is very difficult.
Exciting: Her daughter is exceptionally beautiful.
3. Normal: The party was a big success.
Exciting: The party was a huge success.
4. Normal: Rita is very shocked.
Exciting: Rita is terribly shocked.
5. Normal: Father is very confident that I will pass my examination.
Exciting: Father is absolutely confident that I will pass my examination.
6. Normal: The woman was a very popular candidate.
Exciting: The woman was a highly popular candidate.

Exercise

1. Write 5 sentences each using any of the following adverbs:
 - a. a bit
 - b. fairly
 - c. a great deal
 - d. considerably
 - e. a lot
 - f. rather
 - g. slightly
 - h. a little
 - i. very much
2. Complete the following phrases using the most suitable adverbs in the box. Use each adverb only once.

grudgingly, loudly, silently, noisily, wearily, anxiously, angrily, excitedly, sluggishly, sweetly.

1. prayed
 2. walked
 3. replied
 4. whispered
 5. snored
 6. shouted
 7. sighed
 8. cheered
 9. cried
 10. sang
3. The table below contains different adverbs that are used to vary the degrees of some adjectives. Tick the appropriate adverbs that match the adjectives. One has been done for you.

Adjectives	Adverbs								
	very	a little	highly	extremely	rarely	absolutely	fairly	really	slightly
Hungry	*			*					
Popular									
Dependence									
Honest									
Difficult									
Disappointed									
Unreliable									
Sensitive									
Selfish									

Reading Comprehension

Before going to the passage, study the following points very carefully.

- ⊗ With what do we associate plants?
- ⊗ Would you ever associate them with petrol, diesel or kerosene?

Study the following plants very carefully. Do you think we can ever make petrol out of them?



Ethanol Plant

By now you should know that every engine runs on one kind of power or another. There is no type of engine that does not need some form of fuel to *power* it. In most cases, you would think of petrol, kerosene or diesel. Indeed, when we talk of motor cars and lorries, we think of petrol and diesel. But then, these sources of energy are not forever limitless. They are taken from the earth without being replaced, in effect, man robs nature to secure them. Sooner or later, there will be no more petrol, kerosene or diesel to take from the earth. What then shall

man do?

Many countries have been thinking about this and have been preparing for the challenge. They have been trying various types of engines that do not run on petroleum. First, there is the solar powered car which taps energy from the sun, *converts* it to electricity and uses it to move. This has some inherent problems as the vehicle cannot run efficiently enough, especially in the night hours when there is no sunlight. Because of such problems man has been experimenting with ethanol. What is ethanol?

Ethanol is *ethyl alcohol*, also called grain alcohol. Chemically, fuel ethanol is similar to the alcohol we drink. To ensure that ethanol isn't used for human consumption, it is mixed with another chemical (usually petrol) that renders it undrinkable. Ethanol is a renewable fuel that comes from starchy crops such as corn and cassava, sugary crops like fruits or sugarcane, and cellulose plants such as trees or wild grasses. So, it can be produced domestically. The production of ethanol is very similar to that of making alcohol from such agricultural products as sugarcane, barley, maize, etc. The great advantage here is that these do not involve robbing nature, since they are planted and harvested on an annual basis. There are several advantages both in the short and more so in the long run?

First, ethanol use results in less pollution; it reduces smog-forming emissions by as much as 50 per cent relative to petroleum. Ethanol-powered vehicles also contribute to global warming to a much lower rate than do petroleum powered vehicles. Then there is the economic advantage since the common farmers would benefit. This time, the huge incomes *accruing* from fuel production would be spread more evenly. Besides, local distilling industries will, with time, spring up in several places, resulting in employment opportunities of thousands of workers.

An ethanol plant's annual operating costs circulate throughout the community many times, benefiting everyone from the farmers who provide the corn to the local businesses that supply goods and services for the production *facility*. An ethanol plant will increase tax revenue for local, state and federal government tremendously. We should remember that ethanol distilling plants can be established in any part of the country where the crops are grown, and indeed on a much smaller scale such that small entrepreneurs can take part. The perennial problem of pipeline *vandalism* will therefore be greatly reduced, if not entirely removed.

We however should recognise its major drawbacks. *The first is that ethanol costs more than petrol.* So, it is not likely to be particularly friendly to great travellers. Besides, it is not as efficient as petroleum products since a litre of ethanol will give less kilometres than a litre of petrol. Despite these problems and similar ones that might surface later, it is still in our interest to pursue this new and promising source of energy. (590 words)

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

1. The passage opens by stressing that every machine or engine
 - A. runs on petrol.
 - B. is powered by electricity.
 - C. is powered by some form of fuel.
 - D. can be hand-powered.
2. The major drawback of solar electricity powered vehicles is that
 - A. the engine runs too slowly.
 - B. the vehicle is not well powered when there is no sun.
 - C. such vehicles soon run out of power after some hours.
 - D. the engine does not last long enough.
3. From this passage, we can conclude that ethanol is
 - A. exactly an alcoholic drink.
 - B. a by-product of alcoholic brewing.
 - C. another product from petroleum.
 - D. brewed the same way as alcohol.
4. Why is it necessary to add some petrol to ethanol before being made available to motorists?
 - A. To discourage anybody from drinking it.
 - B. To make the product more efficient in vehicles.
 - C. To reduce the emission from the engine.
 - D. To make the product cheaper.
5. The major advantage of the use of ethanol from the standpoint of the populace is that
 - A. it can be manufactured by every person.
 - B. it will be more easily available to motorists.
 - C. it should generate revenue to far more people than does petroleum.
 - D. it can have by-products which can be used in several products.
6. What is the major disadvantage to motorists?
 - A. That it does not make vehicles run efficiently enough.
 - B. That it pollutes the environment much more than does petrol.
 - C. That it does not give as many miles per litre as does petrol.
 - D. That it is more difficult to obtain than petrol.

Now read through the passage again and answer the following questions:

7. Why is it becoming more necessary to look for alternative forms of fuel?
8. Why are there fears that petroleum might not be the fuel of tomorrow?
9. Why are electric (solar powered) cars not likely to be very popular?
10. What are the basic principles behind the manufacture of

ethanol?

11. Why would the manufacture of ethanol benefit more people in more places than does the production of petroleum products?
12. Which of the various advantages of ethanol would you say is most important?
13. Of all the various disadvantages of ethanol discussed, which do you think is the most serious and why?
14. *The first is that ethanol costs more than petrol.*
 - a. Give the grammatical name for this sentence.
 - b. How many clauses does it have?
 - c. Identify the subject and predicate.

Give another word/phrase that can replace the following as used in the passage:

- a. *power*
- b. *converts*
- c. *accruing*
- d. *facility*
- e. *vandalism*.

Summary Work

This is a passage that involves a lot of technicalities. To really get to grips with the passage, you need to understand the technicalities. What are the technicalities here?

First, there is the fact that petroleum is a robber economy, i.e. you take it from the ground without returning something similar there, and so very soon it is depleted.

Second, there is the possibility of an alternative, the first of which is the solar power. But this has several shortcomings.

Third, there is the new ethanol, a product made from plants. So, it can be available for ever, i.e. for as long as we can grow the plants.

Fourth, there are several advantages from different perspectives.

Fifth, there are some shortcomings.

With this at the back of your mind, read the passage again and do the exercise below.

In the table below, provide the required sentences in the right column for each item indicated in the left column.

Tasks	Summary work (one sentence for each)
1. The shortcomings of reliance on petroleum products	

2. The shortcomings of the solar powered vehicles.	
3. The production of ethanol.	
4. The advantages of ethanol.	
5. The shortcomings of ethanol	

Vocabulary Development

Modifiers as describing words

Use of vivid sensuous adjectival words associated with colour

When you are writing essays or letters, you often make use of certain modifiers which describe words. They are also called adjectives, but we are considering those associated with colours. Here we are considering the **register of adjectives relating to colours**.

Notice that meanings change with addition of modifiers. Consider the following:

- a. a brown car
- b. a car

It is clear that item (b) is quite different in meaning from item (a). When we say "a car", this can just be any car; but when we use a modifier something is added, e.g. "a brown car". With that the item is more meaningful. In other words, it is no longer an ordinary car or just any car but a brown car. Besides, it is not a big car, a small car, or a blue, but a brown car.

The modifier "brown" gives more meaning to "car" and so it is a describing word, describing "car" in context. Some other examples include:

- c. a *white* chalk
- d. a *dark* dress
- e. a *green* leaf
- f. a *yellow* shirt

We can also add the suffix "-ish" to the colours to arrive at adjectives, e.g. red: reddish; blue: bluish, etc.

1. red/reddish	2. green/greenish	3. blue/bluish	4. yellow/yellowish
5. white/whitish	6. dark red	7. dark blue	8. light green
9. grey/greyish	10. pink/pinkish	11. black/blackish	12. brown/brownish
13. purple	14. orange		

Now consider how some of the words in the table function in the following sentences:

- a. The girl wearing a reddish dress is my sister.

- b. The woman has greyish hair.
- c. John has a brown shirt.
- d. The whole house looks brownish. He lives in a dark blue house.
- e. I prefer a purple cap to a green one.

Activity I

Write appropriate modifiers for the following words:

road, sky, lorry, kitchen, snow, paper, sea, chalk, orange, grass.

Activity II

Form correct complete sentences with each of the items to which you have given an appropriate modifier above.

Activity III

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

Continuous Writing

Formal letter writing

Study the following letter of application.

Polytechnic High
School
P.O. Box 1022
The Polytechnic
Ibadan
15 January 2006

The Permanent Secretary,
Ministry of Health
P.M.B. 3063
Secretariat
Ibadan

Dear Sir,

APPLICATION FOR A SCHOLARSHIP

I write for a scholarship to enable me to pursue my university education at Obafemi Awolowo University, Ile-Ife, as a medical student. I saw the advertisement for this in *The Guardian* of 10th December 2005.

I attended the International School, University of Ibadan, where I had the senior school certificate in July 2005. I sat for nine subjects and I

had the following results:

English	A1
Mathematics	B2
Further Maths	A1
Physics	A1
Chemistry	B3
Biology	C4
Geography	B2
Economics	A1
Agric Science	B2.

I won six prizes in the final internal examination. I was, therefore, the best student in the six subjects. I took part in many quiz competitions and I won several prizes for the school.

I had sat for the University Matriculation Examination before I left school. The result has just been released. My score was 303, which is well above the required cut-off mark for Medicine at the Obafemi Awolowo University, Ile-Ife. I learnt that the cut-off score for medicine is 288. I should therefore be able to cope effectively with the demands of medicine as a course in the university.

I wish to point out that my parents are not alive. I lost the two of them in 2004 and I am the only child left behind. You can therefore see my predicament and why I am seriously in need of a scholarship.

The principal of the school has agreed to write a confidential report about me. He will attest to my academic ability as well as my character. In view of the foregoing, I strongly believe that if I am given a scholarship I will not let your Ministry down. I am also ready to work in any hospital under the State Ministry of Health, Oyo State, after my course.

Thank you in anticipation of your favourable consideration of this application.

Yours faithfully,

Tobi Aremu.

You have just read another example of a letter of application. It is an application for a scholarship. Now write a letter of application for a bank loan to enable you to embark on a poultry project.