

Module 19

Speech: Four-Syllable Words

A. Four-syllable words with stress on the first syllable

Study the words in the box. The syllable that carries the stress is indicated with capital letters.

CRI-ti-ci-sm
TEM-po-ra-ry
ME-lan-co-ly
CA-pi-ta-lize
QUES-tion-a-ble

Practice 1

Listen attentively as your teacher pronounces the words in the box above. Then repeat after him. Then, try to list other words in this group.

B. Four-syllable words with stress on the second syllable

cer-TIF-i-cate
pro-FES-sion-al
his-TO-ri-cal
com-MU-ni-que
geo-GRA-phi-cal

Practice 2

Your teacher would pronounce these words in the box above, while you repeat after him. List other words that belong to this group.

C. Four-syllable words with stress on the third syllable

un-em-PLOY-ment
de-mo-CRA-tic

Un-for-GET-table
man-u-FAC-ture
com-po-SI-tion

Practice 3

Listen attentively as your teacher pronounces these words in the box above and repeat after him. Think of other words in this group.

D. Four-syllable words with stress on the fourth syllable

in-ter-vie-WEE
e-va-cu-EE

Practice 4

Your teacher will pronounce these words in the box above. Listen attentively and repeat after him.

Exercise

In each of the following words, the primary stress is indicated by using capital letters. From the words labelled A to D choose the one that has the **correct stress**.

1. dedication A. DE-di-ca-tion B. de-DI-ca-tion C. de-di-CA-tion D. de-di-ca-TION	2. unwillingness A. UN-wil-ling-ness B. un-WIL-ling-ness C. un-wil-LING-ness D. un-wil-ling-NESS	3. installation A. IN-stal-la-tion B. in-STAL-la-tion C. in-stal-LA-tion D. in-stal-la-TION
4. exhibition A. EX-hi-bi-tion B. ex-HI-bi-tion C. ex-hi-BI-tion D. ex-hi-bi-TION	5. solidarity A. SO-li-da-ri-ty B. so-LI-da-ri-ty C. So-li-DA-ri-ty D. so-li-da-RITY	6. manipulate A. MA-ni-pu-late B. ma-NI-pu-late C. ma-ni-PU-late D. ma-ni-pu-LATE
7. dedication A. DE-di-ca-tion B. de-DI-ca-tion C. de-di-CA-tion D. de-di-ca-TION	8. information A. IN-for-ma-tion B. in-FOR-ma-tion C. in-for-MA-tion D. in-for-ma-TION	9. curriculum A. CUR-ri-cu-lum B. cur-RI-cu-lum C. cur-ri-CU-lum D. cur-ri-cu-LUM

Structure: Verb Phrases

Verb phrases are made up of auxiliary verb(s) and the main verb. Auxiliary verbs are helping verbs. They help the main verb to show the time, probability or possibility of an action. The main verb carries the primary meaning in the verb. For example in the sentence.

I She **has been sending** e-mails to her pen pals.

the words “has been” form the auxiliary verb. They help to show that the action of the verb (sending) has been going on for a while. So “has been sending” is a verbal phrase. Find out from the box the differences between verbs and verb phrases.

Verbs	Verb phrases
1. come	is coming
2. eat	has been eating
3. planned	had been planned
4. move	might move
5. sleep	can be sleeping.

A verb phrase can be a **gerund** phrase, a **participial** phrase or an **infinitive** phrase. What really are these? Let us find out.

Gerund Phrase

A gerund is derived from a verb. It is a verb that ends in “ing” and performs the function of a noun. Consider the following example:

Eating plenty of fruits is good.

The subject of a sentence is the topic that is being talked about. Thus, to find the subject we must ask the question “Who” or “what”, based on the verb. Here we should ask:

What is good?

To answer this, we go to the other part of the sentence.

=>**Eating plenty of fruits**.

So, “Eating plenty of fruits” is the subject of the sentence.

Now what part of speech is “Eating plenty of fruits”? It performs the job of a noun. Why? If you substitute “Eating plenty of fruits” with a noun, the structure of the sentence will remain unchanged. We can say “Paul is good”. Since “Paul”, a typical noun, can take the place of “Eating plenty of fruits”, we can say that

â€˜Eating plenty of fruitsâ€™ is a noun equivalent. Because the verb â€˜Eatingâ€™ ends in â€˜-ingâ€™, the phrase is called a gerund phrase, not a noun phrase.

Here are some other examples:

- i. **Helping the poor** is good. (Subject of the sentence)
- ii. The children hated **sweeping the compound**. (Object of verb â€˜hatedâ€™)
- iii. The childrenâ€™s past time, **plucking oranges**, has put them in trouble. (In apposition to â€˜pastimeâ€™)
- iv. His garage was used for **preserving chemicals**. (Object of preposition for)
- v. **Telling your teacher** was a mistake. (Subject of sentence)

Participial Phrase

A participial phrase, like the gerund phrase, is derived from a verb. It ends in â€˜ingâ€™, â€˜enâ€™ or â€˜edâ€™, but does the job of an adjective.

- i. **Shutting the door**, the governor dismissed all the pressmen.
- ii. **Running after the rabbit**, the man got tired.
- iii. The shoes, **ordered from Italy**, have arrived.
- iv. The girl, **leaving her hair unkept**, goes out for a party.

All the phrases in bold type give more information about the nouns that come before or after them.

Sometimes a gerund phrase and a participial phrase can be confused one with the other. To differentiate correctly between the two, you must remember that gerunds function (grammatically) as nouns while participial phrases do the duty of adjectives. These two examples will clarify this point.

- a. **Running after the rabbit** is good.
- b. **Running after the rabbit**, the man got tired.

Nouns are subjects of sentences. In (a) the gerund â€˜Running after the rabbitâ€™ is the subject of the sentence. Similarly, adjectives tell us more about nouns and pronouns. In (b), â€˜Running after the rabbitâ€™ tells us more about the noun that follows, â€˜the manâ€™. So the example in (b) is a participial phrase.

Infinitive Phrase

The infinitive phrase normally begins with â€˜toâ€™. It usually functions as a noun. This means it can serve as the subject of the sentence, the object of a verb, the object of a preposition and the complement of a linking verb.

Here are some examples:

- i. **To travel at night** is unsafe. (Subject of sentence)

- ii. Okonkwo desired **to marry** the beautiful woman. (Object of verb
â€˜desiredâ€™)
- iii. There is no man **to trust** these days. (Qualifies the noun
â€˜manâ€™; functions as adjective)

Exercise

In the following passage, the phrases have been numbered. Identify which ones are gerunds, participial and infinitive phrases.

(1). Reading the book, I was struck (2) by the difference (3) between essay writing and term paper writing. (4) Writing the term paper requires different talents than (5) writing the essay. (6) Realizing that they are likely (7) to be questioned for what they write, writers of term paper are very careful about (8) quoting others and documentation. (9) Rarely claiming any certainty, they credit others with saying what they report (10) in their papers.

Reading Comprehension

First, discuss the following points very carefully.

- ↳ As people are getting more affluent, cars are bound to increase.
- ↳ When this happens in an urban location, traffic problems are bound to occur.
- ↳ Sometimes, it is often faster to go a place in a city on foot.
- ↳ Yet, we all want to have our cars. So, how does one solve the traffic problems?
- ↳ What would you advise about this?

Now, read the passage in as short a time as possible.

Cars and the Modern Man

Mankindâ€™s reliance on the motor car means that cities must cope with growing numbers of vehicles. With a population of about four million, Los Angeles city now has more cars than people! Other cities may not have gone that far yet, but few can cope with the growing influx of vehicles. â€˜Cities have not been **conceived** for the automobile,â€™ states an official in Madrid. Ancient cities with narrow streets suffer the most, but even in modern metropolises, wide roads quickly become snarled, especially during the morning and evening rush hours. Since cars sell much more quickly than governments can build highways, a rapid growth in the number of vehicles can overwhelm even the best road system. â€˜In the long run,â€™ explains an authority, â€˜building new roads or expanding existing ones does not reduce the *intensity* of peak hour traffic congestion to any extent.â€™

Lack of sufficient parking facilities also causes congestion. At any given

moment, a significant number of the cars on city streets may be circulating merely for the purpose of finding somewhere to park. It is estimated that air pollution caused by traffic â€” mainly in cities â€” causes the death of some 400,000 people every year. According to one report, air contamination in Milan, Italy, is so bad that spending one day in the city is equivalent to smoking 15 cigarettes.



The cost of traffic congestion must also be measured in the hours wasted and the stress suffered by drivers. The emotional toll is hard to **quantify**, but one USA study calculated that the economic cost of traffic jams in the countryâ€™s largest cities amounted to about 70 billion dollars a year. Can anything be done to relieve the situation?

Various cities have already taken drastic measures. Singapore, with one of the greatest concentrations of vehicles in the world, controls the number of automobiles that consumers may purchase. Historic cities, especially in Italy, have banned cars completely from the city centre during most of the day. A solution proposed by other cities is a â€˜congestion feeâ€™, whereby drivers must pay to enter the city centre. In London this plan has significantly reduced traffic delays, and other cities seem keen to follow suit. In such places as Mexico City, cars are allowed access to the centre only on certain days, based on the registration number of the vehicle.

City authorities have also invested huge sums in updating public transportation systems, improving highways, and building ring roads. They use computerized systems to control traffic lights and to alert police to handle accident bottlenecks quickly. Special bus lanes and lanes that change direction according to traffic needs also help ease the flow of traffic. But success still depends largely on the co-operation of citizens.

Individuals can do much. For short distances, walking or cycling may be the best solution. In many cases either alternative will prove quicker, easier, and healthier. For longer distances, public transportation might be the ideal option. Many cities are trying to improve bus and rail services to **entice** people to leave their cars behind. Using these services may also mean saving money. Even though you may have to drive part of the way, you could possibly use public transportation for accessing the city centre.

Motorists must consider the possibility of car-pooling, one of the most effective ways of reducing rush hour traffic. In the USA, 88 per cent of

all commuters use automobiles, and about two-thirds of these travel alone. Convincing, a significant percentage of people to travel together to work could drastically reduce delay and congestion during peak periods. (591 words)

(Adapted from Wikipedia, Internet)

A. Now do the following:

- a. Write down the time taken to read through 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. We can gather from the passage that in Los Angeles
 - A. there are more than four million cars.
 - B. there are exactly four million cars.
 - C. there are fewer than four million cars.
 - D. most cars are not used by anybody.
2. What the official in Madrid is stating is that
 - A. cities were planned before car were invented.
 - B. nobody knew about cars when cities were being built.
 - C. cars were designed to fit the city environment in cities.
 - D. cities were planned without making allowances for cars.
3. The passage makes us understand that
 - A. the emotional stress is higher than the monetary losses.
 - B. the monetary losses are higher than the emotional costs.
 - C. only the monetary costs can be calculated.
 - D. there are both emotional and financial costs involved.
4. The reference to Singapore leads us to conclude that the government there
 - A. allows you to buy cars only on certain conditions.
 - B. makes the purchase of cars illegal.
 - C. controls the number of cars you can buy.
 - D. controls the time and type of cars you can buy.
5. To help reduce congestion in cities, it is suggested that individuals could
 - A. stay at home as much as practicable.
 - B. walk or cycle when the distance is short.
 - C. go out only on certain days.
 - D. travel only on the fast lane.

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

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

6. What problem is being discussed in this passage, and why does it constitute a problem?
7. In what different ways have different cities and countries been combating this problem?
8. Do you think this problem would still arise if all the cities in the world have to be planned a new? Give reasons for your opinion.
9. What solutions are being proffered (a) by different cities, and (b) for individual users?
10. Give the meaning of the following words as they are used in the passage:
 - a. **conceived**
 - b. **intensity**
 - c. **quantify**
 - d. **access**
 - e. **entice**

Summary Work

- a. In one comprehensive sentence, summarise what problem is being discussed and why the problem is there.
- b. In another sentence, summarise the steps being taken to alleviate the problem in some cities.
- c. In a third sentence, summarise what individuals could do to alleviate the problem.

Vocabulary Development

Words associated with Christian and Muslim festivals

There are certain festivals that are observed by the Christians and the Muslims every year. The federal government of Nigeria also declares some days for these festivals as public holidays for public workers. So, there are some words associated with the Christian and the Muslim festivals. This is what we shall be examining in this module. So, carefully study the following table containing the words:

Christian Festivals	Muslim Festivals
Good Friday	Id-el Malud
Easter Sunday	Id-el Kabir
Easter Monday	Id-el Fitri
Christmas day	Salah
Boxing day	

Now study the table below containing the words and their meanings:

Christian Festivals	Meanings
Good Friday	A Friday in March or April in remembrance of the crucifixion of Christ.
Easter Sunday	A Sunday in March or April when Christians symbolically mark the death of Christ and His return to life.
Easter Monday	A Monday in March or April when Christians meet Christ at Galilee.
Christmas day	25 th December, the day when Christians celebrate the birth of Christ.
Boxing day	The second day of Christmas when Christians exchange gifts.
Muslim Festivals	Meanings
Id-el Malud	Holy Prophet Mohammed's birthday
Id-el Kabir	Thanksgiving day after fasting
Id-el Fitri	Thanksgiving day after lesser Hajj
Salah	Any day set aside by Muslims for any special celebration.

Activity I

Now, form correct sentences with the following:

- a. Good Friday
- b. Easter Sunday
- c. Id-el Fitri
- d. Id-el Malud
- e. Boxing day

Activity II

Complete the following sentences with words from the tables above:

- a. On the _____, the family of Chukwu gave us some gifts while we also gave a crate of soft drinks and biscuits.
- b. The priest asked the congregation not to eat meat on _____ as a mark of honour for Christ.
- c. The Chief Imam and other Muslims prayed after the 30 days fasting in the mosque to observe _____.
- d. Alhaji Bello slaughtered two rams on _____.
- e. On _____, we all went to worship at the praying ground in remembrance of the day the disciples met Christ at Galilee.

Activity III

Make a list of other Muslim and Christian festivals apart from those listed in the table above.

Continuous Writing

Writing an argumentative essay 3

Your English teacher has presented a topic to you for debate. The topic is:

â€˜Foreign films should be abandoned for local films by our television stations.â€™

He has taken his own stand that foreign films should be abandoned for local films. The following are the points he used in convincing the students:

1. Introduction

- â€¢ What foreign films are
- â€¢ Examples of foreign films
- â€¢ What local films are
- â€¢ Examples of local films

2. Kinds of foreign films

- â€¢ Blue films
- â€¢ Indian films
- â€¢ American films
- â€¢ War films
- â€¢ Educative films

3. Kinds of local films

- â€¢ Common local films in each ethnic group in Nigeria

4. Disadvantages of foreign films

- â€¢ They promote promiscuity
- â€¢ They cause or promote hooliganism
- â€¢ They increase armed robbery
- â€¢ They encourage bad dressing
- â€¢ Some of the films encourage theft and arson
- â€¢ Some encourage drunkenness and smoking in youths

5. Advantages of foreign films

- â€¢ The educative ones are better if they expose students to the areas of technology, computer, others

6. Conclusion

- â€¢ Establish the fact that foreign films should be abandoned on the basis of the points raised above.
- â€¢ Also establish that local films are better.

Now, using some or all the points given above, argue for or against the motion that: â€˜Foreign films are better than the local films.â€™