

Module 19

Speech

Five-syllable words

You have studied the four-syllable words in the previous lesson. In this section, you are going to learn five-syllable words with stress either on the first, second, third or the fourth syllable. Remember that the stressed syllable is indicated with capital letters.

1. Five-syllable words with stress on the first syllable:

CA-pi-ta-li-sm
RE-gio-nal-li-sm
AG-on-iz-ing-ly

Study the words in the box. Your teacher will read them aloud while you repeat after her. Can you think of other five-syllable words with stress on the first syllable? You can notice that they are not very common

2. Five-syllable words with stress on the second syllable:

com-MU-ni-ca-tor ad-MIN-is-tra-tive un-FOR-tu-nate-ly
ad-MIN-is-tra-tor in-VES-ti-ga-tor dia-MET-ric-al-ly
in-DUS-tri-al-lize gram-MA-ti-cal-ly un-JUS-ti-fi-able
agri-CUL-tur-al-ist

Study the words above and note the stress pattern. Your teacher will read them aloud while you repeat after he. Can you think of other five-syllable words with stress on the second syllable?

3. Five-syllable words with stress on the third syllable:

un-in-TEN-tio-nal in-di-VIDU-al-ly op-por-tu-NIS-tic
un-sub-STAN-ti-a-ted in-di-SCRIM-in-ate con-ver-SA-tio-nal
iun-in-TEL-li-gent com-pre-HEN-sive-ly un-in-HAB-it-able

Study the words above and note the stress pattern. You teacher will read them aloud while you repeat after her. Can you think of other five-syllable words in this group?

4. Five syllable words with stress on the fourth syllable:

un-sym-pa-THE-tic ex-peri-men-TA-tion un-rec-

me-cha-ni-ZA-tion	inter-de-part-MEN-tal	og-NIZ-able
inter-gov-ern-MEN-tal	in-di-vidu-AL-ity	un-sys-te-MA-tic
		in-ves-ti-GA-tion

Study the words above and note the stress pattern. Your teacher will read them aloud while you repeat after her. Can you think of other five-syllable words in this group?

Practice 1

Using your dictionary, list two five-syllable words with:

- stress on the first syllable
- stress on the second syllable
- stress on the third syllable
- stress on the fourth syllable

Practice 2

In each of the following questions, the primary stress is indicated by writing the syllable on which it occurs in capital letters. From the words with letters A ~ E choose the one that has the correct stress.

Example: intercollegiate

- INTER-col-le-gi-ate
- inter-COL-le-gi-ate
- inter-col-LE-gi-ate
- inter-col-le-GL-ate
- inter-col-le-gl-ATE

The correct answer is A because the primary stress on "intercollegiate" is on the third syllable.

- Accommodation
 - AC-com-mo-da-tion
 - ac-COM-mo-da-tion
 - ac-com-MO-da-tion
 - ac-com-mo-DA-tion
 - ac-com-mo-da-TION
- investigation
 - IN-ves-ti-ga-tion
 - in-VES-ti-ga-tion
 - in-ves-TI-ga-tion
 - in-ves-ti-GA-tion
 - in-ves-ti-ga-TION
- communication
 - COM-mu-ni-ca-tion
 - com-MU-ni-ca-tion

- C. com-mu-NI-ca-tion
 - D. com-mu-ni-CA-tion
 - E. com-mu-ni-ca-TION
4. incidentally
- A. IN-ci-den-tal-ly
 - B. in-CI-den-tal-ly
 - C. in-ci-DEN-ta-ly
 - D. in-ci-den-TAL-ly
 - E. in-ci-den-tal-LY
5. immediately
- A. IM-me-di-ate-ly
 - B. im-ME-di-ate-ly
 - C. im-me-DI-ate-ly
 - D. im-me-di-ATE-ly
 - E. im-me-di-ate-LY
6. interdisciplinary
- A. INTER-dis-cip-lin-ary
 - B. inter-DIS-cip-lin-ary
 - C. inter-dis-CIP-lin-ary
 - D. inter-dis-cip-LIN-ary
 - E. inter-dis-ci-lin-ARY
7. Characteristic
- A. CHAR-ac-te-ris-tic
 - B. char-AC-te-ris-tic
 - C. char-ac-TE-ris-tic
 - D. char-ac-te-RIS-tic
 - E. char-ac-te-ris-TIC
8. Individualism
- A. IN-di-vidu-al-ism
 - B. in-DI-vidu-al-ism
 - C. in-di-VIDU-al-ism
 - D. in-di-vidu-AL-ism
 - E. in-di-vidu-al-ISM
9. professionalism
- A. PRO-fes-sion-al-ism
 - B. pro-FES-sion-al-ism
 - C. pro-fes-SION-al-ism
 - D. pro-fes-sion-AL-ism
 - E. pro-fes-sion-al-ISM
10. Personification
- A. PER-soni-fi-ca-tion
 - B. per-SONI-fi-ca-tion

- C. per-soni-Fl-ca-tion
- D. per-soni-fi-CA-tion
- E. per-soni-fi-ca-TION

Grammatical Structure

Reported speech

In module 17, we learnt about direct speech. In this module, we shall learn more about indirect or reported speech. What is reported speech?

When Mr A recounts or recalls Mr B's utterances, the result is reported speech.

Uses of reported speech

Reported speech is used when a person is writing the minutes of a meeting. It is also used by the news media for reporting the news. Reported speech is also used when a person is writing a biography or an autobiography.

Read this dialogue carefully.

Mother: Kamsi.

Kamsi: Yes, Mummy.

Mother: *I am going to this market now.* (Pointing her fingers down the road.) Make sure *you* clean *these* rooms and prepare *your* breakfast. *Tomorrow*, *you* shall wash *my* floors. Tell *your* sister to wash *these* clothes *here*. Okay?

Kamsi: Okay, Mummy (Mother leaves).

Odira: Where is mummy?

Kamsi: She has gone out.

Odira: Yeah! Now we can watch the TV.

Kamsi: No! Mummy told me that *she was* going to *that* market *there*. She asked me to clean *those* rooms and prepare *my* breakfast. *The next day I would* wash *her* floors. She also instructed me to ask *my* sister to wash *those* clothes.

Odira: Did she really say that. Oh, no!

Kamsi: She did. We better start to do the work now.

Can you notice any differences between what Mummy told Kamsi and what Kamsi related to Odira? These differences have been italicized. Note that because the reported speech is not the exact words of the speaker, certain words in the direct speech change when a speech is converted to reported speech. These changes occur in punctuation, tense, pronouns, adverbs and demonstrative pronouns.

Punctuation

Reported speech does not require any quotation marks. Other punctuation marks can be inverted where appropriate.

Tense

When we are reporting someone else's utterance, the action in the direct speech becomes a past event. Therefore, the tense used in the reported speech moves further back in the past.

Thus if the verb in the direct speech is in the present tense, the verb in the reported speech will change to past tense. Similarly, if the verb in the direct speech is in the past tense, the verb in the reported speech will be in the past perfect tense. Let us see these examples.

Direct Speech	Reported Speech	Changes in Tense
1. "I <i>am</i> going to this market."	She said that she <i>was</i> going to that market.	Present continuous to past continuous tense.
2. "Daddy <i>travelled</i> to London."	John said that Daddy <i>had travelled</i> to London.	Past tense changes to past perfect.
3. "He <i>is</i> tired."	Ojo said that he <i>was</i> tired.	Present tense to past tense.
4. "The earth <i>is</i> round."	The geography teacher declared that the earth <i>is</i> round.	No change because the truthfulness of the statement is fixed.
5. "Seeing <i>is</i> believing."	Thomas explained that seeing <i>is</i> believing.	No change because it is an aphorism.

Exception

However, when the direct speech reports an action that is a fixed truth, the verb in the reported speech remains in the present truth. This is what we see in sentences (4) and (5).

Change in Pronouns

Pronouns also change form when a speech is converted from direct to reported speech. Take note of the pronouns in the two versions as recorded in the dialogue at the beginning of the module.

Direct Speech	Reported Speech	Pronoun Changes
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<i>I</i> am going to market now.	<i>She</i> said that she was going to the market then.	I---She
Make sure <i>you</i> clean these rooms and prepare <i>your</i> breakfast.	She urged <i>me</i> to clean those rooms and prepare <i>my</i> breakfast.	Youâ€™me Yourâ€™my
Tell <i>your</i> sister to wash these clothes.	She instructed me to inform <i>my</i> sister to wash <i>those</i> clothes.	Your-----my

Changes in adverbs

Remember that adverbs show place. By the time a speech is being reported there is a shift in place. We can see examples of this change in the box below.

Direct Speech	Reported Speech	Changes in Adverbs
1. â€™I am going to this market now,â€™™	She said she was going to that market then.	Now---then
2. â€™Tomorrow, you shall wash my floors.â€™™	She said that the <i>next day</i> I would wash her floors.	Tomorrow----the next day
3. â€™Today, I will fly to Lagos.â€™™	Obi said that at <i>that day</i> he would fly to Lagos.	Today---that day
4. â€™Yesterday, I returned from the farm tired.â€™™	Papa said that <i>the previous day</i> , he returned from the farm tired.	Yesterday----the previous day
5. â€™This week, we shall study reported speech.â€™™	The teacher confirmed that <i>next week</i> would study reported speech.	This week----that week
6. â€™Last week the governorship election took	The spokesman announced that <i>the previous week</i> the governorship election	Last week----the previous week

place.â€™™

had taken place.

Change in demonstrative pronouns

Demonstrative pronouns also change their form when direct speech is converted to reported speech.

Demonstrative pronouns which speak of nearness change to those which speak of a distance.

Direct Speech	Reported Speech	Changes
1. â€™~I am going to <i>this</i> market now.â€™™	She said she was going to <i>that</i> market then.	this----that
2. â€™~Make sure you clean <i>these</i> rooms and prepare your breakfast.â€™™	She urged me to clean <i>those rooms</i> and prepare My breakfast.	theseâ€™™those
3. â€™~This boy is ill.â€™™	The teacher confirmed that that boy was ill.	this---- that

Practic I

- Write a conversation using the direct and reported speech. Read it aloud in your class.
- Change the following to direct speech.
 - My friend advised me to see a dentist.
 - Noel persuaded me to take a break.
 - The police compelled him to confess.
 - Linda begged me to help her with the sums.
 - The doctor recommended that father takes a holiday.
 - Mother suggested that we retired early so as to wake up in good time.
 - The guard warned parents to keep their children away from the deep part of the pool.
 - They were forbidden to smoke.
 - The manager assured me that I would not lose my job.
 - His wife dissuaded him from contesting the election.
- Make 10 sentences from the table below.

The doctor The nurse	advised that suggested that recommended that	I took a break.
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	saw to it that insisted that	
They were We were	encouraged persuaded warned asked	to eat. to fast. to exercise.

Reading Comprehension

Before reading discuss the following:

- ⊗ Have you ever thought of what really does lead a youth to armed robbery?
- ⊗ Why would a university undergraduate leave his studies for armed robbery?
- ⊗ What happens if the father of such a boy is a highly respected judge?
- ⊗ Could such a judge sentence his own son to death?
- ⊗ If that happens, would you consider him wicked or as a man of valour?

The Ultimate Courage



Mr Justice X was a high court judge who had been appointed sequel to a very meritorious legal practice. He had known a hard life, having had to train himself from the secondary to the university levels since his parents were financially weak. Blessed with a hard working wife, three sons and a daughter, he had resolved that none of his children would have his type of experience. He had committed all he had to their education, each of them up to the university level. All of them fared well in their respective university careers, except the eldest son.

That son, whom we shall simply call D, entered the university for a course in law, apparently to take after his father. He was particularly brilliant and held much hope for his parents. But for unknown reasons,

from the third year in the university, he was swept off his feet by a cultist group which he joined along with a friend. Gradually, cultist activities took more and more of his time; his studies fast degenerated into the distant background. At first, their activities bordered only on the rascally, but soon their *escapades* spread to the vicinities outside, bordering on real robbery. Often, they were accosted and occasionally held. His father, then contacted, would face the most unpleasant task of begging for their release. Soon, his only sister who had been admitted into the university for the much longer course in medicine graduated. Later the two other boys also graduated: one in architecture and the other in engineering.

Though he spent a total of six sessions in the university, he didn't make a headway beyond the pre-graduation level. Finally, having failed consistently and more so after he had been *incriminated* in several unbecoming acts, he was dismissed from the institution. But, for at least one more session, he continued his stay on the campus, pretending to his parents and all outsiders that the course would soon end. *All this while, his father degenerated in health as a hypertensive patient and his mother developed chronic migraine.* It was then that the worst happened.

On one of his regular night escapades with his gang, fully armed, D went to raid some residents in the prestigious housing estate. Having succeeded in raiding two houses, they met a stiff resistance in the third. The victim decided to resist while his wife raised an alarm for help. Neighbours who were not *scared to death* joined at least in alerting the police on the phone. Before long, the seven-man gang was surrounded. In the ensuing shoot-out, three of the gang were felled as against one police casualty. D was about to be gunned down when he shouted with his hands in the air that he was Mr Justice X's son. Here was a regular; the police simply held and handcuffed him.

For weeks thereafter, his mother fought surreptitiously tooth and nail to secure his release. His father of course was kept in the dark obviously because mum knew that he would choose a different line of action. The underground appeals thus went on for weeks, until almost inevitably Mr Justice X heard about it. Shocked to the marrows, he visited the police, confirmed that his boy was indeed in the cell among other armed robbers awaiting arraignment in the court, and demanded to see him. The handcuffed boy was brought to him. Only an iron grill separated them. Father and son looked at each other for a long moment, both in tears. What the man said shocked even the policemen standing by.

“My son, come nearer, I will say my last prayers for you, for we shall never meet any more after this.” And he prayed that the Lord might save the boy's soul from *perdition*. Thereafter, he left, telling the law officers to treat the case the same way that armed robbers held by the State Anti-robbery Squad were normally dealt with. The message was clear: the police needed not to bother themselves with the legal process.

Thereafter, the end was quick and sharp. D and his gang were dealt with the way those caught red-handed in armed combat were normally treated. (694 words)

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

1. The judge's own parents must have been
 - A. willing but unable to see him through higher institutions.
 - B. unwilling and unable to see him through higher institutions.
 - C. unwilling though able to see him through higher institutions.
 - D. willing and able to see him through higher institutions.
2. The young man, D, didn't make a success of his legal studies because
 - A. he was probably not very intelligent to cope.
 - B. he took on so many things at the same time.
 - C. the cultist activities forced him to derail in his studies.
 - D. what he gained from robbery was more attractive than what a lawyer ever gets.
3. From the achievements of his sister and brothers, we can say that he
 - A. was equally as brilliant as others in the family.
 - B. was probably very brilliant but burnt off his opportunities.
 - C. was from a family of legal luminaries.
 - D. decided to be the only non-academic in the family.
4. The account of the encounter with the police shows that the policemen
 - A. were shocked that such a man was involved in robbery.
 - B. knew all along that he was among the gang.
 - C. kept him as a bait for the escaped robbers.
 - D. had known him well before this encounter.
5. The judge's wife did things covertly apparently because she knew
 - A. her husband would approve of her action when the boy was finally free.
 - B. doing otherwise would expose her famous husband to ridicule.
 - C. that her husband could take a step inimical to the boy's life.
 - D. her husband might assume she was sharing booties with her son.
6. The high court judge took the ultimate step apparently to
 - A. serve as a deterrent to others.
 - B. teach his son a hard lesson.
 - C. show the police how to do their work.
 - D. save himself from the embarrassment.

Now read the passage more carefully and answer the following questions:

7. Why did the author dwell a lot on the judge's background even though the present focus is on his son?
8. What did the author want to demonstrate by stressing that the two parents had developed serious ailments in the process?
9. What does the fact that D's performance in academics began to decline after he had joined the cultist group suggest to you?
10. What had D hoped to get by shouting that he was the judge's son to the policemen?
11. Why did Mrs X choose to work stealthily with the police officers rather than seek redress to bail her son?
12. To the very end, the author employed euphemism in presenting D's eventual end. In direct language, state what the end was.
13. *All this while, his father degenerated in health as a hypertensive patient and his mother developed chronic migraine.*
 - i. Give the grammatical name for this type of construction.
 - ii. Identify its main and subordinate clauses.
14. Give one word that could replace the following as used in the passage:
 - i. *wondered*
 - ii. *escapades*
 - iii. *incriminated*
 - iv. *scared*
 - v. *perdition.*

Summary Work

- a. In one sentence, state what the whole passage is all about.
- b. In one sentence, describe the family and legal backgrounds from which Justice X had come.
- c. In two connected sentences, describe the careers of the four children of Mr and Mrs X.
- d. In two connected sentences, describe D's final escapade and the eventuality.

Vocabulary Development

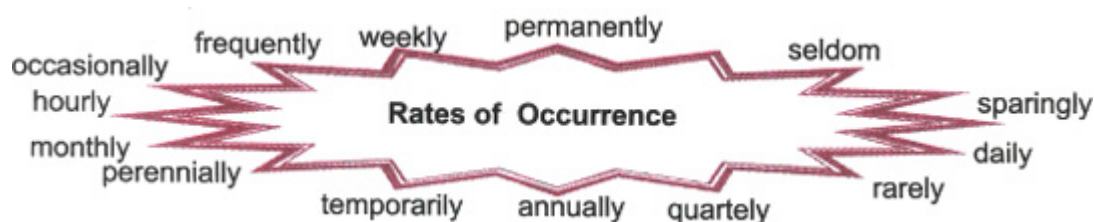
Modifiers as describing words

Adverbials associated with rate of occurrence

We shall be focusing on the adverbial associated with **rate of occurrence**. Some activities happen at different times. Some occur weekly, daily or monthly. Can you think of what you do or what

happens to you daily, weekly or yearly?

In the English language, there are some words associated with frequency of occurrence. Let us consider the following diagram:



Quickly examine how some of these words feature in the following sentences:

- annually: He gets a ₦100,000.00 annually from the company.
- permanently: The accident left him permanently disabled.
- frequently: She now visits her husband frequently.

Activity 1

Using your dictionary, check the meaning of the following words. The first one has been done for you.

WORD	MEANING
perennially	continuing or existing for a long time or happening again and again.
hourly	
temporarily	
monthly	
frequently	
weekly	
momentarily	
daily	
permanently	
seldom	
sparingly	

Activity II

Select any 10 words above, and form correct sentences with them.

Activity III

Make a list of other 10 adverbials associated with rate of occurrence.

Continuous Writing Creative writingâ€™2

Read the following story:

The village of Okrilo had been in existence for many decades and the third village head died about five years ago. Chief Oglogo is now the village head; he is 76 years old. He has three wives and each wife had four children; the chief had seven boys and five girls.

The village celebrates a festival every year. It is called Olwo festival. This is when all the members of the village assemble at the palace of the village head to listen to his riddle. Every year, he has a kernel for his people to crack. He gives a riddle and any young boy solves it will get one of his daughters in marriage.

When it was time for the third daughter about three years ago he called his village members, including his wives and children. He introduced the riddle to them and attached a condition that any young man that could solve it would have his daughter as wife.

The riddle was: â€™Which one thing should a person prefer between having children, having money, and enjoying good health.â€™™ The first youth got out. He said money was the most important. He explained that without money, one would not get a wife to bear him a child, and neither could one afford to go to the hospital for treatment. The second explained that good health was the most important. He said that one could have money and children but if he lacked good health, one would not enjoy the two. The third youth believed that having children was everything. He opined that if one had money and good health without a child, it was like not having anything.

The chief asked for the name of the second youth. He asked his servants to take him to his large room to put on him a very decent dress. He called out his third daughter who was already in a royal dress with a white horse tail whisk in her hand. He said, â€™My people I want to tell you that nothing is as good as good health. It is more important than all other things.â€™™ Then he blessed the new bridegroom and bride.

Notice how events and actions took place in this story. You should also take note of where the actions / events took place, as well as the results.

Now write your own imaginary story of about three pages in your

exercise book.