

# Module 13

## Speech

### Stress and syllable: four-syllable words

In this module, there are two speech exercises. The first focuses on stress patterns on six syllable words. The second is a short poem that will be read to you by your teacher. You will then have to answer the questions set on the poem.

#### Six-syllable words with stress on the sixth syllable

Note the following:

- The addition of affixes to a word makes such word appear lengthy.
- The longer the word, the more predictable its stress pattern becomes. For example, words that end in such suffixes as -tion, -ian, -ic, -ail, are usually stressed on the second but last syllable.

Study the words in the box and note the stress pattern. The capital letters indicate the stressed syllable.

internalization	â†’	in-ter-na-li-ZA-tion
electrification	â†’	e-lec-tri-fi-CA-tion
experimentation	â†’	ex-pe-ri-men-TA-tion
onomatopoeic	â†’	on-o-mat-o-PE-ic
personification	â†’	per-son-i-fi-CA-tion
externalization	â†’	ex-ter-nal-i-ZA-tion

Your teacher will pronounce the words while you repeat after him.

### Practice 1

Read the following sentences after your teacher.

1. The internal**iza**tion of such values as tolerance, honesty and patriotism in the citizenry will make our country great.
2. The electrifi**ca**tion of the town two years ago led to its rapid development.
3. Further experimen**ta**tion on these ideas will quicken the project.
4. The hissing of a snake or the mewing of a cat is onomatop**oe**ic.

### Practice 2

Now with the help of a dictionary list two other six-syllable words with

stress on the fifth syllable and use each word in a sentence.

### **Listening comprehension exercise**

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

**The teacher now reads the poem in the appendix.**

### **Questions**

1. The first part of the poem enable us to identify the land being described as
  - A. somewhere in the cold region of the world.
  - B. a place in the tropical region.
  - C. a place far away and a time long ago.
2. What does the poet say she usually experiences during the evenings?
  - A. Strange beings flying around.
  - B. Stories told in the moonlight.
  - C. Children dancing around.
3. How does the poet describe the people of her land?
  - A. They are happy-go-lucky.
  - B. They are hardworking.
  - C. They love strangers.
4. From her comments, it is clear that
  - A. nobody in her land had ever abandoned the country for another one.
  - B. many people had left their own countries to settle in her land.
  - C. some people in her land had abandoned the country for another one.
5. What does she say about the image of her country?
  - A. She will never spoil it.
  - B. She alone is not enough to build it up.
  - C. The image is already tarnished by others.

## **Grammatical Structure**

### **Phrasal verbs**

In *Functional English for JS 1 and 2* we learnt about verbs, adverbs and prepositions. In this module we will learn about phrasal verbs. Do you know what phrasal verbs are? A phrasal verb is made up of a verb, and an adverb or a preposition, e.g.

- a. hand out (verb + preposition)
- b. put down (verb + preposition)

Together the words that make up a phrasal verb assume a meaning

different from the individual words that make up the phrasal verb, e.g.

To hand out means to distribute something.

*Puts her down* does not speak of a baby being placed on its feet but to humiliate someone. Not all combinations of verbs and prepositions make up a phrasal verb.

*Get up, rush out and jump out* are not phrasal verbs because they retain their original meanings. When the combination of verb and preposition or adverb leads to a new meaning, then that combination is a phrasal verb.

Now read this passage carefully.

Amina always *stands by* her brother in times of trouble. She *puts up* with his shortcomings and *jumps at* any opportunity to give him her ears. She feels for him each time he is hurt. One day she *rose up* from sleep and *rushed out* of bed. Her brother rushed in. His best friend had pushed him into a pool. The next day, Amina decided to *fight back*. She *called up* her boss and informed him that she would not come to work. She discussed her brother's friend's arrest by the police. When her plans fell through, Amina slept over at her brother's place. That night she gave him a drill on becoming a real man.

Two sets of word groups are italicized. One set is made up of phrasal verbs, the second is not.

Phrasal Verb	Meaning	Non-Phrasal Verb	Meaning
<i>stands by</i>	supports	<i>rose up</i>	<i>get up</i>
<i>puts up</i>	endures	<i>rushed out</i>	<i>go out in a haste</i>
<i>jumps at</i>	readily wants do to something	<i>rushed in</i>	<i>come in hurriedly</i>
<i>fight back</i>	retaliate/revenge		
<i>called up</i>	phoned		
<i>fell through</i>	successful		
<i>slept over</i>	spent the night		

The meanings of phrasal verbs are not the same as the individual words making them up. Their meanings are fixed. Use your dictionary to look up the meanings of phrasal verbs. Sometimes what is a phrasal verb in one context may not be a phrasal verb in another context. Study the examples below.

Phrasal Verb	Meaning	Used in Sentences	Not Used as Phrasal Verb
1. Rose up to	Being able to do something	In spite of the short notice, Stella <i>rose up</i> to the occasion. She delivered a wonderful speech.	He rose up to greet the president.
2. Run down	To destroy through recklessness	In two weeks, the prince <i>ran down</i> the company.	He ran down the road to meet her mother.
3. Look into	To try to find the truth	The police promised to <i>look into</i> the matter.	I look into the river and see my shadow.
4. Stood me up	To keep one waiting.	The governor <i>stood me up</i> for five hours before he saw me.	The teacher stood up to greet the principal.
5. Look through	To look for something in a pile.	I <i>looked through</i> the papers but I did not find the document.	I looked through the window and saw the thief
6. Loosen up	To become more relaxed.	Now that my children are grown, I have <i>loosened up</i> .	Loosen up your belt.
7. Carry on	Continue	Mohammed was impressed with our progress so he asked us to carry on.	
8. Give away	Cheap/ good price	We bought the house at give away price.	Give away your extra clothes.
9. Put off	Postpone	She <i>put off</i> the wedding because she was no longer sure she knew Fred.	Put off the lights please.
10. Go along	Join /continue with	Because they had no alternative, many youth decided to go along with the plan.	Go along this road.

## Exercise

- Complete the following sentences:
  - What does A.U. stand .....
  - We planned to buy the house but our plans did not .....
  - They nearly ran ..... of diesel.
  - Our taxi ..... down at the outskirts of Abuja.
  - Arik plane ..... down at 12.00 at Abuja.
- Match the definitions to the phrasal verbs which appear in the box.

turn against, turn to, rip off, rub in ,stop by, stoop to, rise above, push through, come between, call up

- To cause trouble between people.
- To do something bad or morally wrong.

- iii. Not to allow things to affect one.
- iv. To stop liking someone.
- v. To ask someone for help.
- vi. To upset or annoy.
- vii. To make a short visit.
- viii. To charge someone too much.
- ix. To telephone someone.
- x. To get a plan accepted officially.

3. Form 10 sentences from the table below.

Stella		in the assignment.	
Aike		down the offer.	
James	turned	off	the light.
		on	

## Reading Comprehension

### Sickle Cell Anaemia (Treatment and Prevention)

To understand how the sickle cell anaemia can be prevented, we need to understand how it is *inherited* from the two parents. During conception, each of the two parents passes one gene to the unborn baby. Let us start by considering a situation with two healthy parents, i.e. where both the father and the mother have no *trait* of the sickle cell in their systems. Each of them will pass on the healthy cell to the baby, who thus will never have the disease. Consider the situation where one of the parents is totally healthy and the other is a sickle cell carrier, i.e. appearing to be healthy but with the gene in his body. In this situation, the totally healthy parent passes on a healthy gene to the baby, while the carrier parent passes either a healthy or an infected sickle cell gene to the baby. So, the baby has a fifty per cent chance of being free from the disease and another fifty per cent of being just a carrier. Under no circumstance will the baby end up with full sickle cell condition. Finally, consider the situation where both parents are carriers. As illustrated above, the baby has a twenty-five per cent chance of being a full sickler, fifty per cent chance of being a carrier like both parents, and twenty-five per cent chance of being totally free.

With this understanding, prevention should be directed at parents planning to have babies. Indeed, lovers planning to marry should do this if they are to avoid the *trauma* later in life. When two lovers appear before a medical doctor for counselling, they will be tested to establish whether or not they carry the sickle cell genes. If just one of them does, they will be told that there is nothing to panic about: they will have babies who at worst could be mere carriers. However, if both are carriers, they will be told about the risk factors. *They will be educated that they have a one in four chance of having full sickler babies a one in two chance of having carriers and again a one in four chance of*

*having fully healthy children* The choice is theirs to either end the courtship or go ahead and hope for the best.

However, in very advanced countries, there is an intro-fertilization procedure that improves the chances that parents who are both carriers will have a normal child. This procedure is known as "pre-implantation genetic diagnosis". First, eggs are taken from the mother and sperm from the father. In a laboratory, the eggs are fertilized with the sperm. The fertilized eggs are then tested for the presence of the sickle cell gene. Only fertilized eggs free of the sickle cell gene are implanted into the mother's womb for normal development. However, this procedure is *expensive* and may not be always successful.

Is there really a lasting treatment? We should understand that a genetic disease cannot be removed with drugs, or through surgery. The best is a temporary relief through the transfusion of healthy blood. Some drugs, especially antibiotics and those that stimulate the quick production of red blood cells, also help the patient to recover from a crisis. Besides, the patient should avoid any condition that could *trigger* on the destruction of the red blood cells. For instance, malaria should be seriously avoided. Moreover, a patient should eat very well and avoid a stressful life. These are the precautions that can guarantee an affected person to live a meaningful and possibly long life. (595 words)

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

1. From the start of the passage, we are made to understand that the disease is
  - A. acquired.
  - B. inherited.
  - C. environmentally based.
  - D. drug abuse related.
2. What is the mathematical probability of a child born by two parents who are sickle cell carriers being a full "sickler"?
  - A. Zero per cent.
  - B. Twenty-five per cent.
  - C. Fifty per cent.
  - D. A hundred per cent.
3. Which of the following is totally incorrect about children born to the parents described?
  - A. A child born to two sickle cell carriers may be a full "sickler".
  - B. A child born to a carrier and a healthy parent may end up a carrier.
  - C. A child born to two non-carriers of sickle-cell disease may end up a carrier.
  - D. A child born to two sickle cell carriers has a high chance of

being a carrier.

4. If two Nigerian lovers appear for counselling before a medical doctor, what is the mathematical probability that they may be advised against the marriage?
  - A. One hundred per cent.
  - B. Seventy-five per cent.
  - C. Fifty per cent.
  - D. Twenty-five per cent.
5. From the scenarios presented in the final paragraphs, which of the following would you say is most likely to be correct?
  - A. With all medical counselling sickle cell anaemia can never be eradicated.
  - B. With proper counselling adhered to it is possible to have a nation without even a carrier after several decades.
  - C. With proper counselling adhered to it is possible to have a nation with at worst some carriers after several decades.
  - D. No man can rid the country of sickle cell anaemia, no matter the amount of medical counselling.

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

6. Why does the passage stress prevention rather than cure?
7. In what ways is the sickle cell anaemia different from such conditions as AIDS?
8. Study the diagram carefully and say what type of children are two healthy carriers likely to have?
9. Why is it necessary for two Nigerian lovers to go for counselling before they go into marriage?
10. Why is the pre-implantation technique not yet feasible in Nigeria?
11. What alternatives are for now available to Nigerian (would-be) couples?
12. From the situations described in the latter part of the passage, state why more Nigerian children do survive childhood mortality than was the case many decades ago.
13. *They will be educated that they have a one in four chance of having full sickler babies a one in two chance of having carriers and again a one in four chance of having fully healthy children.*
  - i. What is the grammatical name given to this type of sentence?
  - ii. Identify the main clause(s) and the subordinate clauses.
14. Give the meanings of the following words and phrases as used in the passage:
  - i. *inherited*
  - ii. *trait*



- iii. *trauma*
- iv. *expensive*
- v. *trigger on*

## Summary Work

- a. Describe in one comprehensive sentence the conditions in the two parents that lead to the birth of sickle cell patients.
- b. In another sentence, describe how the condition is being tackled in more advanced countries and why this is not much feasible in developing countries.
- c. In a third sentence, state why it pays for lovers to seek medical advice before they marry and what advice they are likely to be given.

## Vocabulary Development

### Words associated with military activities

We are still on words associated with the military forces. In this module, we are considering the **register of military activities**.

We dealt with the military wares in the previous module. So, the register of military activities gives us these words that explain various military activities. Let us consider some of them that are indicated in the diagram below.



Let us consider some of these words in the following sentences:

Retreat: The enemy was forced to retreat.

Onslaught: The US army planned an onslaught against the Iraqi army.

Parade: The soldiers were on parade for Nigerian Independence Anniversary.

## Activity I

Use your dictionary to check the meanings of the following words.



WORD	MEANING
1. Military strategy	
2. Defence	
3. Military attack	
4. Raid	
5. Courtmartial	
6. Tribunal	
7. Military discipline	
8. Shelling	
9. Coup d'état	
10. Parade	
11. Retreat	
12. Onslaught	

## Activity II

Form correct sentences with any 10 of the words indicated above.

## Activity III

Make a list of any 5 other military activities which are not mentioned above.

# Continuous Writing

## *Formal letter writing* 1

### Letter of application

The following tips should be considered when writing a letter of application:

Use of language: there are certain expressions you should use when writing a letter of application. These include:

- I wish to apply for -----
- I write to apply for -----
- I write in response to your advertisement -----
- I like to apply for -----.

This kind of letter should be formal in language and tone. There should be some element of respect and courtesy. Remember, you are asking for something. This may be a job, a special request or a permission. So a rude or insulting language should not be used.

All letters of application should be written as official ones. The content of this kind of letter in terms of application for a loan, a permission, a job, admission, a transfer, the use of a building or vehicle, etc. should

be straightforward and brief.

The important features of letters of application include the following:

- the writer's address,
- the recipient's address,
- the salutation.

The variants include:

- Dear Sir,
- Dear Ma,
- Dear Madam.

#### *The title*

There should be a title after the salutation. This may be in capital letters. It need not be underlined if it is in capital letters. If it is in lower case, it should be underlined. The title is a time-saving method. It helps the reader to know immediately what the letter is all about. Titles should capture the contents of the letter and should be brief.

#### *The body*

The passage should be in paragraphs, and must be formal in language and tone. The body of an application letter should tell the reader what qualifies you for the job.

#### *The close*

The only formal formats are: "Yours faithfully", "Yours truly" followed by: both the signature and the full name of the writer.

It should be clear by now that formal letter writing is quite different from the informal one. Bearing these in mind, you should now attempt the following:

- Write a letter of application for the post of a clerical officer to:  
The Permanent Secretary, Ministry of Works and Transport, of  
your own state.