

Module 15

Section A: Oral Practice

Word stress (Revision)

In this module, we shall revise and do more exercise on word stress. As you have already learnt, the primary stress is usually indicated with a short upward stroke. Here are some examples: *ˈse-con-dary*, *pro-ˈmo-tion*, *ˈcri-ti-ci-sm*, *ma-ˈni-pu-late*, and *ˈpal-li-a-tive*.

However, for the Senior Secondary Certificate Examination, the stressed syllable is indicated with capital letters. The stressed syllable above will appear as: SE-con-dary, pro-MO-tion, CRI-ti-ci-sm, ma-NI-pu-late, and PAL-li-a-tive.

Now do the following exercises.

From the words lettered A – D, choose the one that has the correct stress.

Here is an example: *ˈpresidency*.

A. PRE-si-den-cy B. pre-SI-den-cy C. pre-si-DEN-cy D. pre-si-den-CY

The correct answer is A, because the primary stress for the word *presidency* is on the first syllable. Do the others the same way.

1. motivation

- A. MO-ti-va-tion
- B. mo-TI-va-tion
- C. mo-ti-VA-tion
- D. mo-ti-va-TION

2. contribution

- A. CON-tri-bu-tion
- B. con-TRI-bu-tion
- C. con-tri-BU-tion
- D. con-tri-bu-TION

3. confidential

- A. CON-fi-den-tial
- B. con-FI-den-tial
- C. con-fi-DEN-tial
- D. con-fi-den-TIAL

4. stupidity

- A. STU-pid-i-ty
- B. stu-PID-i-ty
- C. stu-pid-I-ty
- D. stu-pid-i-TY

5. mobility
- A. MO-bil-i-ty
 - B. mo-BIL-i-ty
 - C. mo-bil-l-ty
 - D. mo-bil-i-TY
6. category
- A. CAT-e-go-ry
 - B. cat-E-go-ry
 - C. cat-e-GO-ry
 - D. cat-e-go-RY
7. delicacy
- A. DEL-i-ca-cy
 - B. Del-l-ca-cy
 - C. del-i-CA-cy
 - D. del-i-ca-CY
8. perishable
- A. PER-ish-a-ble
 - B. per-ISH-a-ble
 - C. per-ish-A-ble
 - D. per-ish-a-BLE
9. advertisement
- A. AD-ver-tise-ment
 - B. ad-VER-tise-ment
 - C. ad-ver-TISE-ment
 - D. ad-ver-tise-MENT
10. criticism
- A. CRIT-i-cis-m
 - B. crit-l-cis-m
 - C. crit-i-CIS-m
 - D. crit-i-cis-M
11. fundamentals
- A. FUN-da-men-tals
 - B. fun-DA-men-tals
 - C. fun-da-MEN-tals
 - D. fun-da-men-TALS
12. manipulate
- A. MA-nip-u-late
 - B. ma-NIP-u-late
 - C. ma-nip-U-late
 - D. ma-nip-u-LATE
13. tribalism
- A. TRIB-al-is-m
 - B. trib-AL-is-m

- C. trib-al-IS-m
 - D. trib-al-is-M
14. haemoglobin
- A. HAE-mo-glo-bin
 - B. hae-MO-glo-bin
 - C. hae-mo-GLO-bin
 - D. hae-mo-glo-BIN
15. information
- A. IN-for-ma-tion
 - B. in-FOR-ma-tion
 - C. in-for-MA-tion
 - D. in-for-ma-TION
16. accuracy
- A. AC-cu-ra-cy
 - B. ac-CU-ra-cy
 - C. ac-cu-RA-cy
 - D. ac-cu-ra-CY
17. advantageous
- A. AD-van-ta-geous
 - B. ad-VAN-ta-geous
 - C. ad-van-TA-geous
 - D. ad-van-ta-GEOUS
18. gratuity
- A. GRA-tu-i-ty
 - B. gra-TU-i-ty
 - C. gra-tu-l-ty
 - D. gra-tu-i-TY
19. development
- A. DE-vel-op-ment
 - B. de-VEL-op-ment
 - C. de-vel-OP-ment
 - D. de-vel-op-MENT
20. efficiency
- A. EF-fi-cien-cy
 - B. ef-Fl-cien-cy
 - C. ef-fi-CIEN-cy
 - D. ef-fi-cien-CY

Section B: Structure

Phrases

In *Functional English* for SS 1 and 2 , we learnt about phrases. We also discovered the difference between a phrase and a clause. In this

module we shall revise our study about phrases. A phrase is a group of words that has no subject or verb but which does the job of a part of speech. There are noun phrases, adjective phrases, adverb phrases, prepositional phrases, etc.

Adjective phrases

An adjective phrase is a prepositional phrase that modifies a noun or a pronoun. Study the following examples:

1a. Adjective	“ A <i>thorny</i> hedge lined the sidewalk.
1b. Adjective phrase	“ A hedge <i>with long thorns</i> lined the sidewalk.
2a. Adjective	“ The <i>beautiful</i> package is for the new couple.
2b. Adjective phrase	“ The package <i>in the silver box</i> is for the new couple.
3a. Adjective	“ I would like a <i>big</i> house.
3b. Adjective phrase	“ I would like a house <i>beyond the hills</i> .

Did you notice that all the phrases start with a preposition “ **with long thorns**, **in** the *silver box*, **beyond** the *hills*. Because these phrases begin with prepositions, they are called prepositional phrases. But in the sentences above, they do the work of adjectives. They tell us more about nouns. This is why they are called adjective phrases. Adjective phrases answer the questions *which one*, *where*, *when*, *how* and *what kind*; e.g.

What kind of hedge?“a hedge with long thorns...
Which package?“the package inside the box
What kind of house?“ a house beyond the hills

Adjective phrases often follow the nouns they modify.

Adverb phrases

Just as single words modify verbs, so also a group of words without a subject or a verb equally modifies a verb. Adverbs answer the question when, where and how? For example:

1a. Adverb	“ Sheila went <i>there</i> .
1b. Adverb phrase	“ Sheila went <i>to the hospital</i> .
2a. Adverb	“ The chairman responded <i>cheerfully</i> .

2b. Adverb phrase	â€” The chairman responded <i>with a warm handshake</i> .
3a. Adverb	â€” My parents left <i>early</i> .
3b. Adverb phrase	â€” My parents left <i>before the prizes were given</i> .
4a. Adverbs	â€” He comes <i>frequently</i> .
4b. Adverb phrase	â€” <i>On several occasions</i> he comes.

Adverb phrases usually come after the verbs they modify as in examples 1b, 2b, 3b. Some adverbs can modify the entire sentence and can be placed in the front position as in sentence 4b.

Noun phrases

A noun phrase includes a noun or pronoun and all related modifiers; e.g.

I can swim in *the deepest river*.

The article *the* and adjective *deepest* are the modifiers which together with river form the noun phrase.

Noun phrases can perform all the functions of single word nouns. This means that they can serve as subjects of verbs, objects of verbs and objects of prepositions. They can be in apposition to other nouns and they can serve as complements of linking verbs.

a. Nouns and noun phrases (gerunds) as subjects of verbs

1a. Noun	â€” The <i>policy</i> is important
1b. Noun phrase	â€” <i>Choosing a life partner</i> is important.
2a. Noun	â€” <i>Success</i> demands boldness.
2b. Noun phrase	â€” <i>Marketing a product</i> demands boldness.

Nouns that end in *-ing* are called gerunds, as in the two examples above.

b. Nouns and noun phrases as objects of verbs

1a. Noun	â€” She hates <i>criticism</i> .
1b. Noun phrase	â€” She hates tacking <i>criticism from others</i> .
2a. Noun	â€” The principal loves the <i>job</i> .
2b. Noun phrase	â€” The principal loves <i>supervising teachers</i> .
3a. Noun	â€” Chima hates <i>sports</i> .
3b. Noun phrase	â€” Chima hates <i>playing tennis</i> .

- 4a. Noun “ Followers dislike *Peter*.
- 4b. Noun phrase “ Followers dislike *a lukewarm leader*.

c. Nouns and noun phrases as objects of prepositions

- 1a. Noun “ The women are waiting for *Okoro*
- 1b. Noun phrase “ The women are waiting for *their monthly stipend*.
- 2a. Noun “ Nigerians are sick of *lawlessness*.
- 2b. Noun phrase “ Nigerians are sick of *selfish rulers*.

Remember that nouns that follow prepositions are objects of prepositions. In sentence 1b, *their monthly stipend* ends with a noun. It is a noun phrase. Because it follows a preposition, it functions as the object of the preposition.

d. Nouns and noun phrases in apposition to another noun

- 1a. Noun “ My driver, Sule, made it to the top.
- 1b. Noun phrase “ My driver, a *hard-working young man*, made it to the top.
- 2a. Noun “ His father, *Dr Okonkwo*, performed the surgery.
- 2b. Noun phrase “ His father, a *renowned gynaecologist*, performed the surgery.
- 3a. Noun “ Alhaji Yar“ adua, *the president*, gave a good speech.
- 3b. Noun phrase “ Alhaji Yar“ adua, *the new unassuming president*, gave a good speech.

Verb phrases

A verb phrase is made up of an auxiliary verb and a main verb. Verb phrases carry the information in the sentence. For example:

- i. He *is going*.
- ii. They *are late*.
- iii. Susan *can drive* the car.
- iv. Children *should listen* to their parents.

Participial phrases

Participial phrases are derived from verbs. They end in “ing. Together

with their modifiers, they act as adjectives in sentences.

- i. *Living in Nigeria*, she learnt how to be tough. (Participial phrase modifying *she*)
- ii. *Their heads nodding*, the pensioners listened to the new governor. (Participial phrase modifying *pensioners*)
- iii. *Encouraged by the mass protest*, the union leader refused to call off the strike. (Participial phrase modifying *union leader*)

You must have noticed from all these examples that phrases do not contain verbs. Once a group of words does not contain a subject or a verb, and yet performs the job of a part of speech, it is a phrase.

Exercise

1. Write five examples each of verb phrases, participial phrases and adverb phrases.
2. Identify the types of phrases italicised in the following sentences and state their functions.
 - i. The city's drinking water is being contaminated *by toxic substances*.
 - ii. *Fascinated by the village river*, the children refused to return home with their parents.
 - iii. Hamza hated his boss, *a real tyrant*.
 - iv. *Until last week*, I had never flown in a plane.
 - v. The moon *was shining* bright.
 - vi. My sister left *before the admission*.
 - vii. You can store the books *on the wooden shelves*.
 - viii. *In a dangerous situation*, a snail withdraws into its shell.
 - ix. Gani Fawehinmi, *a very philanthropic lawyer*, has awarded scholarships to several indigent students.
 - x. *The powerful hurricane* destroyed many cities.
3. Make 10 sentences from the table.

Mark Mr Akpan	slowly walked quietly strolled quickly ran	into the room. inside the hall. inside the classroom. through the stream.
---------------	---	---

Section C: Reading Comprehension

Before reading the passage, discuss these first.

- ❖ In what type of learning class are you often taught – in a class or as an individual?
- ❖ What advantages do you think are in being taught in a class?
- ❖ What advantages do you think are in being taught as an individual?
- ❖ Which do you think is the better of the two systems?
- ❖ Do you think the two should be combined, i.e. to be taught in a class some of the time and as an individual some other time?

Now read through this passage within four minutes.

A manufacturer could make his *products* in large quantities, or he could take the pains to make one at a time. When many are produced at a time, mass production principles are involved. Cars are produced in this way and so are most other goods like television and radio sets. Mass production techniques allow for economy and for specialisation of skills among workers, among other advantages. But there are several shortcomings too, among which are that the individual workers have a less intimate and emotional attachment to, and a less profound understanding of, the final product. Besides, when any error occurs in the production process it is repeated in all the individual units. Also, that individual workers tend to have a lower sense of commitment than if single items are being produced by each worker, etc.

The foregoing refers to the industrial world. In the world of education, where young minds are involved, most of the same principles and more do obtain. Human beings are far more complex than materials, goods and machines. It is not possible to slot human beings neatly into clear-cut units, e.g. totally bad versus totally good, entirely brilliant versus entirely dull, etc. Nor is it easy to find people who are always obedient as against those who are always *incorrigible*. Indeed, there are learners who formerly were dull but are now brilliant, who were timid but are now outspoken, etc. In short, human beings are more difficult to categorise and more complex than machines and goods. So, if in the world of industrial production there are disadvantages, there are even greater problems and disadvantages in dealing with human individuals.

Let us in the briefest manner possible compare teaching learners in a class vis-à-vis teaching them as individuals. First, when the teacher deals with learners as a class, there is a *tendency to* assume that all learners do understand and that they follow the teaching merely because a few do show on their faces that they enjoy the lesson. In an individualised situation, however, the teacher would easily discover that the learner does not really understand.

Second, in a large class, there is very little opportunity for a teacher to develop *intimate* contact with learners. The teacher only sees a sea of faces, she may never know individual names, not to talk of the background of each individual. On the other hand, when the teacher

takes the pains to come nearer individual learners, she would be able to understand the problems of each, know their likes and dislikes and work out ways of helping them.

Besides, when learners are addressed and treated as a class, there is the tendency for each one to fear, or to shy away from the teacher. So, rather than come forward to the teacher to discuss his problems, *an individual learner may choose to remain in his cocoon*. When this *persists* for a long time, a learner may be lost along the way. Conversely, when a teacher deals with each learner as an individual, fear and bashfulness are removed and the learner is more likely to discuss his problems including personal ones.

Finally, dealing with learners as a group or a class does not promote acquisition of certain skills. Skills are basically individualised and can be best inculcated on a person-to-person basis. It is true that the teacher can explain to the class or can illustrate the concepts through the use of pictures, charts or diagrams, but to make the individual learner really use his hands, it is *essential* that the teacher directs and guides him on a personal basis. To guide a student learning to type or play the piano, for instance, it is necessary to personally guide him to place the fingers correctly on the keyboard, to move each finger from one key to another, to position the hands in such a way as to enable him to acquire speed, etc. Activities such as these require personal guidance, which only individualised teaching can best guarantee. (668 words)

General discussion question

What is the general theme of this passage?

Specific questions

1. What does mass production of goods really involve? Basically, what are the differences between mass production and production of goods on single basis?
2. What are the main advantages of mass production? Identify some of the disadvantages.
3. To what extent are mass production principles applicable to the training of young learners?
4. Why would it be impossible always to treat human beings being trained the same way as goods are treated during the process of production?
5. What would make a teacher assume that the learners before him all understand what he is trying to teach them?
6. What would prevent a teacher from developing an intimate contact with his learners?
7. What factor might make a learner remain aloof from the teacher?
8. To impart the skill of finger dexterity on the keyboard, what situation must first exist between the teacher and the learner?

9. Supply one word (or a word group) that can replace each of the following words as used in the passage:
- products*
 - incorrigible*
 - tendency*
 - intimate*
 - persists*
 - essential*
10. ... *an individual learner may choose to remain in his cocoon.*
- What type of figurative expression is contained in this statement?
 - What does it mean in ordinary language?

Section D: Vocabulary Development

More idioms and idiomatic expressions

Study the following idioms used in sentences and their meanings:

- To tell a cock and bull story = untrue story
- Take a story with a pinch of salt = the truth of the story is questionable
- To pull the wool over my eyes = deceive me
- He is playing a second fiddle in the matter = appearing/being treated as a less important person
- To live a dog's life = to live an unhappy life
- Not to go back on one's word = not to fail to keep one's promise
- She has a cupboard love for her husband = not genuine love
- They played to the gallery to win the election = went out of their way to appeal to the taste of the people
- The attempt was nipped in the bud = was prevented from being carried out
- He is sitting on the fence about the matter = refusing to support either side
- He has his back to the wall = be in a difficult situation
- It is a bitter pill for him to swallow = a fact or an event that is unpleasant and difficult to accept
- He is on a collision course with his wife = to be in a situation which is almost certain to cause a disagreement
- You should take your courage in both hands = to make yourself do something that you are afraid of
- He went off the deep end = he became very angry or emotional

16. He will be there in due course = at the right time
17. I always give my eye teeth for a car = I want a car very much
18. To lead somebody by the nose = to make somebody do everything you want
19. Be that as it may = in spite of that
20. The captain was given a pat on the back = was praised/commended.

Activity I

Look up the meaning of the following idioms in your dictionary and form correct sentences with them:

1. Put something into effect
2. To be the envy of her parents
3. To have the face to do something
4. To do somebody no favour
5. To be forewarned is to be forearmed
6. To come up with the goods
7. To be a gum tree
8. To feel ill at ease
9. Ignorance is bliss.
10. To shed crocodile tears.

Activity II

Form a correct sentence with each of the idioms listed in Activity I above.

Section E: Continuous Writing

Report writing " 1

You learnt in SS 1 that one of the integral aspects of report writing is your power of description. You should be able to describe an incident very clearly such that your report will not be distorted.

Imagine that you were one of the voters in an election of a state governor. You were all in a queue, waiting to cast your votes. Suddenly, some people just came in with some ballot boxes already filled with thumb-printed ballot papers. Then a protest ensued and voters started shouting, beating up the electoral officials and destroying all the election materials available.

Write your report of the incident, briefing the returning officer/the electoral commission office.

Notice that in giving a report like this, you need to plan your report very carefully if you want the electoral commission office to get a very clear picture of what actually happened.

You may adopt the following plan in writing your own report.

Paragraph 1

Introduction: The incident at the polling station.

- Why were you there?
- What caused the commotion?

Paragraph 2 (Development)

- What did the people bring to the polling station?
- What was the reaction of the voters on queue?

Paragraph 3 (Development)

- What did the angry voters actually do?
- What did they destroy?
- Non-availability of law enforcement agents
- Reactions of other people who were not voters

Paragraph 4 (Conclusion)

- Establish all the important facts here.
- Suggest what the Electoral Commission should do to avoid a reoccurrence of the incident.

On the basis of this outline, write a detailed report to be submitted to the INEC Chairman.