

Module 14

Speech: Shifting Stress

Stress has a number of functions in English language speech.

Apart from its use for emphasis and for contrasting two notions, it can also indicate to which class a word belongs in a sentence.

In other words, stress can change the meaning of a particular word in a sentence by the shifting of the primary stress from one syllable to another. Study the following examples:

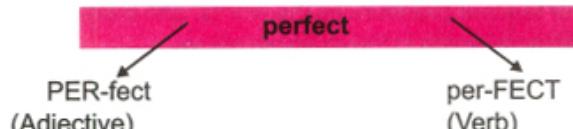
1.



- a. Mr. Olugbami is into **TRANSPORT** business.

- b. I like to **transPORT** the load to the seaport today.

2.



- a. This is a **PERfect** picture of my father.

- b. Work hard and **perFECT** your drawing.

Practice 1

Listen attentively as your teacher pronounces the words in the two boxes above, and the ones indicated by the arrows. Now repeat each word after your teacher. Note that the word (transport) in (a) can function both as a noun and a verb depending on where the primary stress is placed.

Note also that the word (perfect) in (b) can function both as an adjective and a verb depending on where the primary stress is placed.

Practice 2

Your teacher will read the following sentences below as provided in the examples above. Listen while he reads, then repeat after him paying attention to the position of the primary stress in the underlined stressed word.

1. a. Mr. Olugbami is into **TRANSPORT** business, (noun)
b. I like to **transPORT** the load to the seaport today. (verb)
2. a. This is a **PERfect** picture of my father. (adjective)
b. Work hard and **perFECT** your drawing. (Verb)

Word

1. protest
2. escort

Noun

- PRO-test
ES-cort

Verb

- Pro-TEST
es-CORT

3. object	OB-ject	ob-JECT
4. refuse	RE-fuse	re-FUSE
5. rebel	RE-bel	re-BEL
6. contrast	CON-trast	con-TRAST
7. record	RE-cord	re-CORD

Word	Adjective	Verb
1. absent	AB-sent	ab-SENT
2. frequent	FRE-quent	fre-QUENT
3. present	PRE-sent	pre-SENT
4. perfect	PER-fect	per-FECT

Practice 3

Note that the words in the first box above can function both as nouns and verbs, depending on where the primary stress is placed. On the other hand, the words in the second box above can function as both adjectives and verbs, depending on the position of the primary stress. Listen attentively as your teacher pronounces the words, and then repeat after her. With the help of your teacher, add more words to the example above.

Exercise

Read the sentences below aloud, ensuring that you place the primary stress correctly. Then indicate the word class the underlined words belong to. Example:

Cocoa is one of Nigeria's Export crops. (noun)

1. You must conduct yourself properly before the panel.
2. He was punished for his bad conduct yesterday.
3. Musa was present at the meeting.
4. She bought a Christmas present for her daughter.
5. Don't rebel against your leader.

Structure: Phrasal Verbs II

In an earlier module in this book, we pointed out that phrasal verb is a group of words that is used like a verb and consists of a verb with an adverb or preposition after it. In this module, we shall consider more verbs with an adverb or preposition after it. Now, study the following table carefully:

Phrasal Verbs	Meanings
1. <i>blow away</i>	to make someone feel very surprised
2. <i>blow down</i>	to make something fall
3. <i>call back</i>	to telephone someone again
4. <i>call by</i>	to stop and visit someone
5. <i>dig in</i>	to mix something into soil by digging
6. <i>dig out</i>	to get something out of earth

7. ease into	to start doing something gradually
8. ease off	to get improved or get less
9. ease up	to work less hard or with less energy
10. fall away	to slope down; become separated
11. fall back	retreat or move backwards
12. get to	to make someone feel annoyed or upset

Notice that in some cases the same phrase may have more than one meaning.
Consider the following example:

- a. You take on too much. (undertake)
- b. Don't take on so easily. (take offence so easily)

Now consider these phrasal verbs in sentences:

1. **lay in** He likes to lay in a few special drinks for the festive season
2. **lay off** The company laid off 250 workers in December.
3. **break up** It seems that the plane just broke up in the air.
4. **break with** She had broken with her family years ago.
5. **call back** Can you ask John to call me back when he gets in?

Exercise

Give the meaning of the group of words underlined in each of the following sentences:

- a. Sola has got over his problem.
- b. The chairman came late to the office because he was held up in heavy traffic.
- c. The bakery turns out two hundred loaves of bread in thirty minutes.
- d. It is high time we gave up the search.
- e. The parents of my friend are not getting along well.
- f. Isaac went through fire before he qualified as a lawyer.
- g. I was easily taken in by her pretences.
- h. The military has taken over the government by force.
- i. I need time to take in the situation.
- j. I took Eze for her sister.

Reading Comprehension

First, read through the following points very carefully:

- ❖ Have you ever thought of the great men in history?
- ❖ Have you ever wondered what made them great?
- ❖ Was it their solid, unbending personality?
- ❖ Or was it the circumstances around them?

Read the following passage as quickly as you can. Record your time.

What Makes History?

There is a long standing debate which has never been *resolved*. And it is doubtful if it ever will. The issue sounds simple, at least on the surface. Let us put it simply,

thus: Is it men that make history or is it history that makes men? We could put the question differently thus: When a great event changes the course of history, can we say that such an event occurred because there was a powerful person that made it occur, in which case if another person were to be in charge, the event would not have happened? Or can we say that the great event was bound to happen anyway and it was its occurrence that made the man on the spot famous?

Perhaps things would be clearer if we go into specifics. Think of some of the great men in history. First consider Winston Churchill, the British Prime Minister during the Second World War who is generally acknowledged as the man that turned the tide against Germany's Hitler and thus secured victory for the western world. **In the present context, the crucial question is whether it was this great man that fashioned the significant event in history or that it was the Second World War that made the man great.** In other words, we are asking if Churchill would have been great if the Second World War had not

To make the issue a little clearer, we take a second example, this time from our own history. We are all aware of the roles of Ojukwu and Gowon in recent history of Nigeria, and in particular of that dark part of our history, the civil war that ravaged Nigeria for thirty months. We can all recall the roles of these two military rulers in the events prior, and sequel, to the civil war. The crucial issue here is whether or not the civil war would have occurred if the two leaders had been of significantly different personalities. Precisely, would an Igbo leader of a different mould have made his area secede from the rest of Nigeria the way Ojukwu did? And if Gowon had been a man of a totally different mould, would he have conducted the war the way he did? Again, the question: Was it the war that made these two men great or was it they that shaped the course of the war?

Issues such as these are pertinent because leadership matters greatly. A powerful, well focused, visionary leader would effect changes and earn a great name by that. Even within this last statement, we can see the two scenarios taking place: a visionary leader shaping the course of events, and the course of events projecting the leader. But which is the more **dominant** in the two?

One feels issues such as these merely make us go round and round in circles. It is all like asking if it was the hen or the egg that came first. The reality, one feels, is that great men shape history and history also shapes them. Events are bound to happen and how they are shaped depends on the people that handle them. Two things are quite clear: first, there are many potentially great men today who remain unknown **principally** because that spark in life and society that would bring out the greatness in them never occurred, and second, that there are men around who are in power but remain little known because there is nothing in their regime that warrants any drastic action. (587 words)

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. This is clearly a passage that deals with
 - A. ideas
 - B. people
 - C. events
 - D. history.
2. The author started by stressing that the issue has never been fully resolved,

- A. yet in the end he fully resolved it.
 - B. and in the end he left us confused.
 - C. and in the end the issue still remained unresolved.
 - D. thus in the end he showed how it could be resolved.
3. The examples cited have proved that
- A. some people are born great.
 - B. great men would be great whether or not they are in leadership position.
 - C. it is opportunity of leadership that brings out greatness in people.
 - D. if good men are in power, the citizens would be happy.
4. The Nigerian examples have shown that the
- A. war would have happened no matter which leaders were in power.
 - B. course of the war was tainted by the kind of leaders in charge.
 - C. two leaders discussed had little control over what happened.
 - D. leaders would have been great whether or not there was a war.
5. In conclusion, we can infer from this passage that most of us:
- A. would remain what we are whether or not we are in authority.
 - B. do not know that it is futile to seek greatness because destiny plays the crucial role.
 - C. do not know what we are seeking in life.
 - D. have potentials for greatness waiting for an opportunity.

Now, score and record your attempt. 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. The writer claims that the issue is simple. Do you think it really is? Give reasons for your opinion.
- 7. What is generally acknowledged about Winston Churchill today?
- 8. What does this account show us as having happened with reference to the Igbo area?
- 9. **In the present context, the crucial question is whether it was this great man that fashioned the significant event in history or that it was the Second World War that made the man great.**
 - a. What type of sentence is this?
 - b. Identify the main clause(s).
- 10. Give the meanings of the following words as they are used in the passage:
 - a. ***resolved***
 - b. ***acknowledged***
 - c. ***mould***
 - d. ***dominant***
 - e. ***principally***

Summary Work

You should be able to recognise the two strands of ideas discussed in the passage. They could be best expressed as questions:

- a. Is it man that shapes the course of history?
- b. Or, is it history that makes a great man great?

If you studied the passage very closely, you would realise that these two issues form the framework around which the passage is built. The various examples cited, e.g. of Churchill, Gowon, Ojukwu, etc., are used merely to build up the structure. They would not matter much in a summary work.

However, notice that an examination body could frame a summary writing question to make you focus on such examples. When this happens, you will be required to use the materials cited as examples. That is the case with the second question in this exercise.

- a. In not more than two short connected sentences, summarise the main idea being discussed in the passage.
- b. In one sentence, summarise the roles of the various personalities cited in the passage.

Vocabulary Development

Fisheries and animal husbandry

Words associated with types of seafood

You should know that the sea contains different types of food. These are given the broad name of seafood. Quickly make a list of types of fishes in your locality. Show your attempt to your teacher for discussions; you will learn more about different types of seafood in this module. Study the following table carefully:

Crayfish	Freshwater fish
Crayfish lobster	Saltwater fish
Electric fish	Catfish
Mudfish	Lungfish

Activity I

Using your dictionary, indicate the meaning of each of the types of seafood listed below:

Types offish	Meanings
Crayfish	
Mud fish	
Lung fish	
Salt water fish	
Catfish	
Electric fish	
Fresh water fish	
Crayfish lobster	

Activity II

Now, form correct sentences with any five of those listed above.

Continuous Writing

Letter Writing

Writing a formal letter

Formal letters are also called business letters. They are formal and courteous in language and tone. They have the name and address of the person one is writing to. The address of the writer is indicated at the top right hand corner while the addressee's address is a little below the writer's at the top left hand corner. It may also have a heading and a reference number. The heading indicates the subject matter of the letter. This is indicated a little below salutation. In modern letter-writing, addresses and dates are not punctuated.

The salutation is also formal in nature. The body of the letter follows the title. This section contains the real message. The subscript comes after the body, and since this is a formal letter, the subscript is also formal. Writer's signature and name come last.

Study the following structure.

10, Ibrahim Taiwo Road
P.O.Box1025
Ilorin
Kwara State 15 June 2006

The Managing Director

Coca-Cola Company

25, Ore Meji Street

Ibadan

Dear Sir,

APPLICATION FOR THE POST OF ADMINISTRATIVE OFFICER

Yours faithfully,
Musa Usman.