

Module 20

Speech

The emphatic stress for specific meaning

In a normal sentence as you have studied earlier, only key words (e.g. nouns, verbs, adverbs, adjectives, demonstratives and interjections) are stressed. There are, however, situations when the usually unstressed class of words like articles, pronouns and prepositions are stressed in a sentence for emphasis or for contrast. In other words, any word can be stressed in a sentence in order to achieve a special effect or meaning.

Now study the following sentences:

1. MY uncleâ€™s wife has just returned from London. (not yours or his, but mine)
2. My UNCLEâ€™S wife has just returned from London. (not my brotherâ€™s or my fatherâ€™s, but my uncleâ€™s)
3. My uncleâ€™s WIFE has just returned from London. (not his son or daughter, but his wife)
4. My uncleâ€™s wife has JUST returned from London. (not since, but only some hours ago)
5. My uncleâ€™s wife has just RETURNED from London. (not travelled but returned)
6. My uncleâ€™s wife has just returned from LONDON. (not Paris or Lagos)

Note that the six sentences above are the same, except that each is stressed on a different word for emphasis. Your teacher will read the sentences while you repeat after her, stressing the words in capital letters.

Sometimes, you may be provided with a statement or an answer and asked to choose from a series of questions the one that elicits the given statement or answer. Here is an example:

Choose from the options A – D the question that is best answered by the statement containing the stressed word which is written in CAPITAL letters.

Obi likes **PLAYING** football.

- A. Did Obi like playing football?
- B. Does Okon like playing football?
- C. Does Obi hate playing football?
- D. Does Obi like buying football?

Note the following clues to the appropriate question.

Always look out for the question that contains a word which contrasts in meaning with the emphasized word, i.e. that in capital letters. You have to assume that the speaker emphasized /shouted the word for a special effect.

In the present case, you will notice that all the questions contain “playing” except (D) which contains “buying”. The word “buying” thus contrasts with “playing”. By stressing playing, the given statement, Obi likes **playing** football, is meant to emphasize this contrast between buying and playing.

Exercise

Choose from the options A – D the question that is best answered by the statement containing the stressed word which is written in **capital** letters.

1. John PASSED his driving test.
 - A. Did John fail his driving test?
 - B. Did John pass his driving test?
 - C. Did John fail his driving interview?
 - D. Did Sule fail his driving test?
2. Olu has invited TEN guests to lunch.
 - A. Has Eze invited ten guests to lunch?
 - B. Has Olu invited five guests to lunch?
 - C. Has Olu invited ten friends to lunch?
 - D. Has Olu invited ten guests to dinner?
3. Mrs Ibrahim sold five baskets of ORANGES.
 - A. Did Mrs Ibrahim buy five baskets of oranges?
 - B. Did Mrs Ojo sell five baskets of oranges?
 - C. Did Mrs Ibrahim sell five baskets of pineapples?
 - D. Did Mrs Ibrahim steal five baskets of oranges?
4. The steward serves us BOILED yam for breakfast.
 - A. Does mother serve us boiled yam for breakfast?
 - B. Does the steward serve them boiled yam for breakfast?
 - C. Does the steward serve us boiled eggs for breakfast?
 - D. Does the steward serve us fried yam for breakfast?
5. The GUESTS arrived late to the party.
 - A. Did the guests arrive early to the party?
 - B. Did the celebrant arrive late to the party?

- C. Did the guests depart late from the party?
 - D. Did the guests arrive early to the party?
6. WE visited several countries during the tour
- A. Did she visit several countries during the tour?
 - B. Did we visit several ports during the tour?
 - C. Did we visit few countries during the tour?
 - D. Did we visit several towns during the tour?
7. The fishermen caught twenty BIG fishes yesterday.
- A. Did the fishermen sell twenty big fishes yesterday?
 - B. Did the boy catch twenty big fishes yesterday?
 - C. Did the fishermen catch twenty small fishes yesterday?
 - D. Did the fishermen catch twenty big fishes yesterday?
8. The company EMPLOYED two more labourers.
- A. Did the company employ three more labourers?
 - B. Did the school employ three more teachers?
 - C. Did the company dismiss two more labourers?
 - D. Did the ministry employ two more labourers?
9. The soldiers are carrying HEAVY weapons.
- A. Are the teachers carrying heavy weapons?
 - B. Are the soldiers selling heavy weapons?
 - C. Are the soldiers carrying heavy bags?
 - D. Are the soldiers carrying light weapons?
10. The baby SLEPT lightly.
- A. Did the sick man sleep lightly?
 - B. Did the baby sleep deeply?
 - C. Did the babies sleep lightly?
 - D. Did the baby eat lightly?

Grammatical Structure

Phrases

In *Functional English for SS Book 1*, we learnt about phrases. In this module we shall revise what we learnt. A phrase is a group of words which does not contain a verb or a subject. When phrases are used to substitute nouns, they are called noun phrases, when they are used to substitute adverbs, they are called adverb phrases and when they are used to substitute adjectives, they are called adjective phrases, etc. Study the following example:

A woman *in an exalted position* faces many challenges.

Let us find out whether the italicized group of words is really a phrase. The italicized words consist of a preposition, *in*; an article, *an*; an

adjective, *exalted*; and a noun, *position*.

The italicized words contain no verb. The group of words is not talking about any person or thing; it lacks a subject. The group of words therefore qualifies to be called a phrase. What type of phrase is *in an exalted position?*

How can we discover the part of speech a word or word group belongs to? Some people have defined a verb, for example, as any word that can fit into the structure *call, calls, calling, called*. Once a word can undergo this process, it is a verb. We shall use this method to find out the part of speech phrases belong to. What substitution does is to replace the group of words with a popular part of speech.

Let us return to our text:

A woman *in an exalted position* faces many challenges.

If a noun can replace *in an exalted position* then the phrase is a noun phrase. If an adverb can replace it, then the phrase is an adverb phrase.

We cannot say

*A woman Peter faces many challenges.

But we can say

An *exalted* woman faces many challenges.

Because *exalted* can do the same job as *in an exalted position*, then both *exalted* and *in an exalted position* belong to the same part of speech. In the sentence, *exalted* is an adjective.

Therefore, *in an exalted position* is also an adjective phrase.

Let us consider another example.

b. The security team found *the stolen items*.

Let us find out if the group of italicized words is a phrase. The italicized words consist of an article *the*, a past participle functioning as an adjective *stolen*, and a noun, *items*. The group lacks a verb and a subject. We cannot point to the person or thing that the group is referring to. All these features qualify the group of words, *the stolen items*, to be called a phrase. To find out the type of phrase *the stolen items* is, we shall again apply the substitution method.

- i. The security team found *here*. (Adverb)
- ii. The security team found *green*. (Adjective)
- iii. The security team found *Peter*. (Noun)

Since Peter fits the same position occupied by *the stolen items*, then the phrase is a noun phrase.

c. *On arrival*, he found many visitors.

On arrival contains neither a verb nor a subject. In the sentence, it serves the role of a part of speech. Therefore, it is a phrase. To determine the type of phrase it is, let us find out which part of speech can fit into the position occupied by *on arrival*.

- i. *Peter he saw many visitors.
- ii. *Beautiful he saw many visitors.
- iii. In the morning, he saw many visitors.
- iv. At night, he saw many visitors.
- v. Today, he saw many visitors.

Only an adverb can fit into the position occupied by *On arrival*. Therefore *on arrival* is an adverbial phrase.

Grammatical functions of phrases

A part of speech is what it does in a sentence. This means that if a phrase plays the role of a noun, it is a noun phrase and if it plays the role of an adverb, it is an adverb phrase. Note that sometimes an adverb phrase looks like a prepositional phrase. Some authors have defined an adverb phrase as a prepositional phrase which modifies a verb, and adjective or another adverb. It has a dual name. It may appear as a prepositional phrase but functions as an adverb. Consider this example:

Speak *with great tact*. Drive *with great care*.

The phrase *with great care* tells us more about "speak" while "with great care" tells us more about the verb "drive". That which tells us more about verbs is an adverb. Below are examples of sentences containing one-word adverbs and adverbial phrases.

One Word Part of Speech	Equivalent Phrase	Type of Phrase/Function
1. The decision is <i>important</i>	The decision is <i>of great importance</i>	Adjectival phrase
2. He uses his room for <i>safety</i> .	He uses his room for <i>saving his valuable goods</i> .	Gerund phrase/Object of preposition for
3. <i>Appropriate</i> dressing is appropriate for youths.	<i>Dressing to suit the occasion</i> is appropriate for youths.	Infinitive phrase/Subject of the sentence
	I want two things :to	Infinitive phrases/

4. I want two things: <i>education and power.</i>	acquire education and to gain power.	In apposition to things
5. Write carefully.	Write <i>with great care</i>	Prepositional phrase used as an adverb phrase

Exercise

1. Write ten sentences on your own that contain different types of phrases.
2. Identify the types of phrases in the following sentences:
 - i. Reading the magazine, (a) I was amazed (b) by the difference (c) between lies and truth.
 - ii. I ate chicken parts (d) fried in vegetable oil and heavily seasoned.
 - iii. (e) Getting up at 5am, we were able to finish the job.
 - iv. She spoke (f) with an air of authority.
 - v. She works (g) for hours on end.
 - vi. Angela and I are (h) in the same classroom.
 - vii. Caves (i) beneath the rock are full of snakes
 - viii. Foreigners (j) from the north visited our home.
 - ix. Walking home is (k) good exercise.
3. Form 10 sentences from the following table:

Jane Mary Aisha	trained prepared rehearsed studied	for weeks. with determination. in her room.
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Reading Comprehension

Before you read, discuss the following points:

- ⌚ How many of the past African leaders do you know of?
- ⌚ Have you ever thought of which of them were really great?
- ⌚ If anyone wants to be called great, what qualities should he possess?
- ⌚ Have you ever heard of Gamal Abdel Nasser?
- ⌚ Who was he? Where did he come from? Why can we describe him as great?

Gamal Abdel Nasser

One of the great Africans of our era was Gamal Abdel Nasser (1918-1970) who was the President of Egypt from 1954 to 1970. He was born in a mud-brick house on an unpaved street in Alexandria, where his father was the local post master. He became interested in politics at the age of eleven when he started secondary school. This



involvement became so *dominant* that during his last year of secondary school, he spent very little time in school. By 1935-1936, he was elected chairman of a committee of Cairo secondary school students interested in political reform. In 1937, Nasser entered the Egyptian Military Academy and temporarily abandoned his political activities to qualify as an army officer. Thereafter, in 1939, he served in Sudan shortly before the *outbreak* of World War II. During that war, he and fellow officer Anwar Sadat became so friendly that they started

planning for a future Egypt without feudal rulers, an Egypt geared towards modernism. At the end of the World War, the first Arab-Israeli war broke out in 1948, giving Nasser his first battle experience.

On 23 July 1952, Nasser and his group staged a coup and General Muhammad Naguib, a hero from the 1948 Arab-Israeli War, was made President. The new rulers bowed to American pressure by allowing the deposed King Farouk and his family to leave Egypt unharmed and with honourâ™. However, the leadership of Naguib was short-lived since Nasser and he continually disagreed with each other. After the establishment of the republic, the official abolition of the monarchy, and the enactment of the land reforms, Naguib and Nasser *continually* clashed with each other. The squeamish dragged on until eventually Nasser edged out Naguib in 1954.

Thereafter, on 24 June a constitution was approved giving Nasser, as President, sweeping powers over the national assembly while allowing for free democratic elections. A few days after his election, Nasser reshuffled his cabinet and replaced several military members with civilians. In 1956, he nationalised the Suez Canal, an international waterway hitherto under the control of mainly the British and the French. With this very bold step, he transferred the governance and maintenance of the Canal to Egyptians for the first time. Nasser realized that the West would react strongly. Almost predictably, Israel invaded the Sinai Peninsula with Britain and France in active support. However, after intense diplomatic measures and some threats from the USA and USSR, the invasion was withdrawn and Nasser emerged a hero-like figure.

From 1957, Nasserâ™s continual support of the Yemen revolution proved a costly mistake. For some ten years, millions of dollars and about 55,000 soldiers were committed. *Egyptâ™s costly involvement dented his image and, perhaps to divert attention, in 1967 he blockaded the only Israeli outlet on the Red Sea to the Indian Ocean.* Israel considered this an act of war and struck, thus starting the Six-Day War. For six days, with its superior air power, Israel pounded Egyptian forces and took over the control of the Sinai Peninsula. Nasserâ™s popularity fell to its lowest level since his presidency.

The humiliating defeat *compelled* a domestic political reaction. On the evening of 9 June 1967, Nasserâ€™s resignation was broadcast on Egyptian television and radio. However, millions immediately poured into the streets in mass demonstrations in Egypt and also across the Arab World rejecting the action. Nasser ultimately continued *in the saddle*, but he was now a much deflated personality. He died of a heart attack on 28 September 1970 after a meeting of leaders of Arab countries on Israel. On hearing of his death, men, women and children wailed in the streets. His funeral on 1 October was attended by about five million people. Sadat, who had been a close associate, was officially selected to succeed him. (630 words)

Answer the following questions without going back to the passage.

1. From the dates given for his life, it is clear that Nasser lived
 - A. a very short life.
 - B. a very long life.
 - C. all within the 20th century.
 - D. and died within a generation.
2. The only reference in the passage to his secondary school career was to show him as
 - A. much interested in politics.
 - B. one who had a passion for the army.
 - C. one much opposed to the feudal kings.
 - D. one who planned meticulously.
3. Although he was a military officer when the World War II began, Nasser
 - A. hid himself away from the action spots throughout the war.
 - B. was not allowed to engage in any military action during that war.
 - C. had not risen high enough to lead a force during that war.
 - D. was to taste his first military action a few years later.
4. When the coup was staged, the first target of the military officers was to
 - A. remove Naguib from his leadership position.
 - B. depose King Farouk from power.
 - C. take over the Suez Canal from the foreign powers.
 - D. fight the State of Israel.
5. From this passage, it would seem that Nasser directed his action against Israel in the 1960s so as to
 - A. beef up his popularity which was falling rapidly.
 - B. recover the lands that Israel had earlier occupied.
 - C. recover the control of the Suez Canal.
 - D. divert attention from the increasing Yemen revolution.

6. The account of people at his funeral demonstrates clearly that he was
 - A. a much tired leader.
 - B. more of a disgraced leader.
 - C. a very popular international figure.
 - D. loved more outside than inside Egypt.

Now go read the passage again and answer the following questions:

7. What is being illustrated with the reference to the "mud-brick house on an unpaved street" where Nasser was born?
8. What does the writer want to achieve with the reference to Nasser's secondary school days involvement in politics?
9. The writer specifically mentioned the fact that Nasser and Anwar Sadat had been friends since their early military career. What does this illustrate, given the fact that it was Sadat who took over when Nasser died?
10. What do you think would have happened to King Farouk on his deposition had the United States not intervened?
11. To what extent can we link Nasser's death in 1970 to the defeat of Egypt by Israel in 1967?
12. Why do you think people in all the Arab world protested against Nasser's resignation in 1967?
13. *Egypt's costly involvement dented his image and, perhaps to divert attention, in 1967 he blockaded the only Israeli outlet on the Red Sea to the Indian Ocean.*
 - a. What grammatical name is given to this type of sentence?
 - b. Identify its main clause(s) and subordinate clause(s).
14. Provide another word to replace each of the following as used in the passage:
 - a. dominant
 - b. outbreak
 - c. Continually
 - d. compelled
 - e. in the saddle.

Summary Work

This is a historical account, tracing the major milestones in the life of a leader. Inevitably, specific stages would be presented such that we can distinguish between one stage and another. Notice the following stages which we can clearly identify:

- a. Nasser's early life from his place of birth through to his secondary school life.

- b. Nasser's early military career and his introduction to revolutionary ideas about the future of Egypt.
- c. The overthrow of the feudal rulers and installation of the first military leader.
- d. Continuing tension between the first military leader and Nasser ending in the eventual emergence of Nasser as the president.
- e. Involvement in Yemen, the stepping on Israeli interests, and the Six-Day War.
- f. Nasser's resignation, withdrawal of this, death and funeral.

In any historical narrative, an analysis of this helps to enable one to do a good summary. It helps to show how one stage leads to, and links up with another and with what result. On the basis of this read the passage rapidly again and answer the following summary questions.

- a. In one sentence, summarise Nasser's early life and secondary school career.
- b. In another sentence, summarise Nasser's early military career up till the overthrow of the king.
- c. In two well connected sentences, summarise how the Six-Day War was caused and with what result.
- d. In a final sentence, summarise the last phase of Nasser's life.

Vocabulary Development

Prefixes

Use of ~un~â€™ to generate antonym words

You will learn more words in this module by adding prefixes to words and word roots. Remember that a root is a part of a word or morpheme which carries the main meaning of the word. You have learnt in JSS 3 that a prefix is a syllable or words placed in front of a given word to form a new word. Notice that there are certain prefixes used to generate antonyms. Study the following table carefully.

Prefix	Word	Antonym	Derivation 1	Derivation 2
1. un-	belief	unbelief	unbelievable	
2. un-	real	unreal	unrealistic	unrealistically
3. un-	kind	unkind	unkindly	unkindness
4. un-	familiar	unfamiliar	unfamiliarly	
5. un-	fair	unfair	unfairly	
6. un-	familiar	unfamiliar	unfamiliarly	

The prefix ~un~â€™ means ~notâ€™. We have been able to generate words which are antonyms from them. Can you think of other words you can form using ~un~â€™?

Activity I

Write the prefixes of the words listed in column A below and use your dictionary to supply their meanings. The first one has been done for you.

Word	Antonym formed	Meaning
attractive	unattractive	Not pleasant to look at
avoidable	unavoidable	
common	uncommon	
count	uncountable	
known	unknown	
stable	unstable	
kind	unkind	
grateful	ungrateful	
able	unable	
planned	unplanned	

Activity II

Form correct sentences with the words in the table under Activity 1.

Continuous Writing

Creative writingâ”“3

Read the following:

Write a story for entry in a national competition for schools, suggested by the following title: "The arrival of the stranger". (WASCE June 1973)

Now study the following suggested outline

Suggested outline Introduction:

- â€”name / location of where the stranger was received
- â€”the serenity dominating the community before the strangerâ€™s arrival.

The arrival:

- â€”the sudden arrival of the stranger

(Important strangerâ”“possibly a notable politician on a campaign tour)
â€”attitude / reaction of those who first saw him.

Action taken:

- â€”hurried arrangements to gather all the passengers to meet

him
â€"the ensuing commotion.

The address:

â€"the strangerâ€™s address to the people
â€"the rapt attention that greeted the talk.

Departure:

â€"His tumultuous departure and the consequent restlessness among the people whom he left to fight issues out among themselves.

This is just a suggested outline, and it is not compulsory you follow all the points. You can add other relevant points, but make sure that they do not mar the story or make it altogether disjointed. Now write out the story carefully in about three pages.