

Module 13

Speech: Three-Syllable Words

You have learnt how to stress bi-syllabic words. You will learn more about stressed syllables in this module.

Now study the following polysyllabic words.

Words	Stress pattern
a. secondary	SE-con-dary
b. promotion	pro-MO-tion
c. chimpanzee	chim-pan-ZEE

Note that these are three syllable words with stress on either the first, second or third syllable. The stressed syllable is indicated with capital letters.

Practice 1

Your teacher would pronounce the following words, following their stress pattern, while you repeat after him.

1. Three-syllable words with stress on the first syllable

- | | | |
|----------------|----------------|--------------|
| a. SIM-pli-fy | b. DE-li-cate | c. CA-pa-ble |
| d. TECH-ni-cal | e. SE-con-dary | |

Practice 2

Listen attentively as your teacher pronounces these words in the box and repeat after him. With the help of your teacher, list other words in this group.

2. Three-syllable words with stress on the second syllable

- | | | |
|-----------------|-----------------|---------------|
| a. com-MER-cial | b. Mil-LEN-nium | c. ci-VI-lian |
| d. oc-CA-sion | e. pro-MO-tion | |

Practice 3

Listen attentively as your teacher pronounces the words in the box, while you repeat after him. Pay attention to the stressed syllables

3. Three-syllable words with stress on the third syllable

- | | | |
|----------------|----------------|-----------------|
| a. per-son-NEL | b. As-cer-TAIN | c. un-der-STAND |
| d. re-fu-GEE | e. Ar-ti-SAN | |

Practice 4

Listen attentively as your teacher pronounces the words in the box, while you repeat after him. Think of other words in this group.

Exercise 1

In each of the following questions, the primary stress is indicated with the use of capital letters. From the words lettered A to D, choose the one that has the CORRECT STRESS.

Example:

decompose

A. DE-com-pose

B. de-COM-pose

C. De-com-POSE

The correct stress is C.

1. bachelor A. BA-che-lor B. Ba-CHE-lor C. ba-che-LOR	2. decompose A. DE-com-pose B. De-COM-pose C. de-com-POSE	3. insertion A. IN-ser-tion B. in-SER-tion C. In-ser-TION
4. quantity A. QUAN-ti-ty B. quan-TI-ty C. Quan-ti-TY	5. appearance A. AP-pea-rance B. Ap-PEA-rance C. ap-pea-RANCE	6. disbelief A. DIS-be-lief B. dis-BE-lief C. Dis-be-LIEF
7. Fortunate A. FOR-tu-nate B. For-TU-nate C. For-tu-NATE	8. Security A. SE-cu-rity B. Se-CU-rity C. Se-cu-RITY	9. primary A. PRI-ma-ry B. pri-MA-ry C. Pri-ma-RY
10. discussion A. DIS-cus-sion B. Dis-CUS-sion C. dis-cus-SION	11. fertiliser A. FER-ti-li-ser B. Fer-TI-li-ser C. Fer-ti-LIser	12. veranda A. VER-ran-da B. Ver-RAN-da C. Ver-ran-DA

Structure: Phrasal Verbs 1

In this module, we want to consider phrasal verbs. A phrasal verb is a group of words that is used like a verb and consists of a verb with an adverbs or preposition after it.

Consider the following examples:

Main verbs	Phrasal verbs	Main verbs	Phrasal verbs
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set	setoff, set in, set out	break	break down, break out, break off
call	call off, call on, call out	carry	carry out, carry off, carry on
keep	keep back, keep on, keep up	take	take up, take after, take down

Notice that many phrasal verbs have meanings specific to them. In other words, many phrases consisting of a verb and either an adverb or a preposition have meanings of their own.

Study the following table containing more examples:

Phrasal Verbs	Meanings	Phrasal Verbs	Meanings
take in	absorb	take off	make a start
round off	conclude	round up	arrest
make away with	steal	make up (a story)	to invent a story
break away	separate	break down	stop working

The phrasal verbs in the table have meanings different from the literal meanings of the words involved. However, in some cases the meaning of at least one of the words used is apparent in the meaning of the phrase. Let us consider the following example: The robbers were **rounded up** at last.

Here you will notice that the word **rounded** suggests the image of **surrounded**, with the robbers being surrounded by policemen chasing them. When this happens, an arrest can follow. The other word, **up**, suggests completeness.

Again, consider another example: **break away**.

The word **break** suggests separation; and **away** suggests being apart. So, "break away" means to leave a group or political party and form another group, usually because of a disagreement. Notice that the meaning of the word "break" is still obvious.

Exercise

- Choose from the list in brackets the word or group of words that best completes each of the following:
 - The architect was asked to draw_____a plan for the new building (off, out, up).
 - It took him a long time before he got_the shock of his friend's sudden death. (off, out, over).
 - Tunde asked his wife to switch_the light. (up, off, out).
 - The battery of the car has run_(up, over, down).
 - The vice principal will look_ the school when the principal is not

around (into, on, after).

2. Write sentences showing the meaning of the phrasal verbs formed by adding the preposition shown to the following verbs:

a. look after, out	b. turn down, out,
c. stand far, by, up	d. knock down, about, out
e. do away with, down, for	f. make up, for

Reading Comprehension

First read the following points very carefully.

- ✎ Almost doubtlessly, you write with the ball-point pen regularly
- ✎ In all likelihood, you call this material the *“biro”*™.
- ✎ Have you ever wondered who first invented the *“biro”*™ and how the pen got its name?

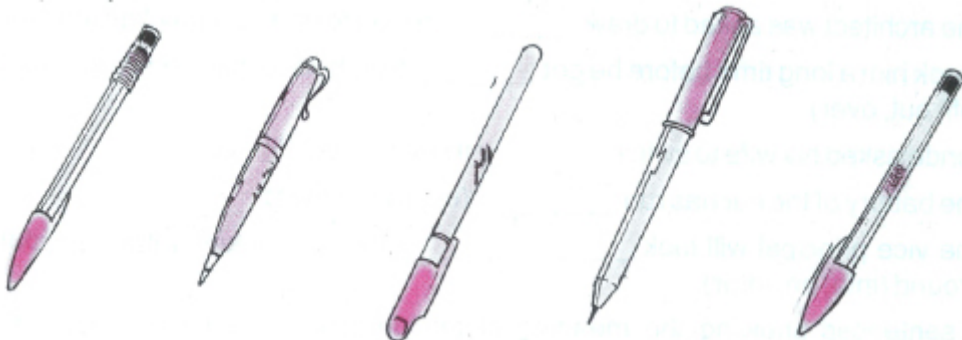
Now consider the following further issues:

- ✎ Most major inventions usually begin from seemingly ordinary human beings, people not in engineering or technology.
- ✎ In many cases, the inventors themselves didn’t intentionally set out to make inventions that would be that great.
- ✎ So, you too could make something that would become renowned.

Now, read the following passage. Record your reading time as usual.

The Ball-point Pen

In considering the history of mankind, unarguably writing and reading have significantly shaped the course of civilization. The question then often crops up, *“With what did the most ancient writers write?”*™ We know, of course, that, there being no paper then, they wrote mainly on animal leathers, tree barks, and occasionally on the ribs of large animals such as the camel. But then, what did they write with in place of the modern day pen? For instance, Moses, who wrote the first five biblical books didn’t write all that on stone tablets; he must have written on scrolls made from leather. But then, with what did he write? Certainly not with a pen, for such was not in existence then. He probably used a wooden material with a pointed tip shaped like a nib.



We also know that during the Middle Ages, bird feather was used for writing. The tip was constantly dipped into an ink pot and it served fairly well as a pen. Gradually however, the fountain pen was developed, with a built-in chamber for storing ink. That was the norm, until about 1938 when the ball point pen was invented. Today, it is hard to imagine an educated person who doesn't know the biro pen. Who invented it? Where was he from? How did he do it?

The answers to all these point to one man called Ladislao Josef Biró³, an **Hungarian** born in **Budapest** in **1899**. His name, "Biro" in Hungarian means "judge". In 1938, while working as a journalist, he noticed that the ink used in newspaper printing dried quickly, leaving the paper dry and smudge-free. He tried using the same ink in a fountain pen but found that it would not flow into the nib, as it was too viscous. Working with his brother Georg, a **chemist**, he developed a new tip consisting of a ball that was free to turn in a socket. As it turned, it picked up ink from a cartridge and then rolled to deposit it on the paper. That way, an invention had been made, one of the greatest inventions of our time since the product is used in all countries by thousands of millions of people today.

We need to bear in mind that by 1938 *Europe was pregnant with the materials for the Second World War*. Hungary, his native country, was gradually slipping into the iron grip of Hitler and his Gestapo service men. There was no freedom for the common man, not least for this man who could trace his origin to Jewish culture. So Biro, along with his brother Georg, fled to Paris and patented his product there. By 1943, with the war-time France proving unsafe for them, they had to flee again, this time to **Argentina**. There, on **June 10**, he filed another patent and formed *Biro Pens of Argentina* (in Argentina the ball pen is known as *birome*). Thereafter, one country after the other got to know of, licensed, and produced the ball-point pen because of its several advantages over the fountain pen. The product is still widely referred to as a **biro** in many countries of the world. (524 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. According to the writer, writing and reading have
 - A. determined the course of history.
 - B. were invented as a result of civilization.
 - C. have played a crucial role in world history.
 - D. started during the period of Moses.
2. From paragraph 1, it would appear easier to determine

- A. what ancient people wrote with than it is to know what they wrote on.
 - B. what ancient people wrote on than it is to know what they wrote with.
 - C. how ancient people wrote than it is to know the materials they used.
 - D. the materials ancient people used in writing than it is to know how they wrote.
3. From the account on Ladislao Biro, we can conclude that in 1938, he
- A. did not consciously set out to make an invention.
 - B. clearly and consciously set out to make an invention.
 - C. made an invention when there were no other means to work with.
 - D. set out to make a patent.
4. Biro and his brother fled Hungary because
- A. they wanted to patent their product in France.
 - B. it was in France that their product could be perfected.
 - C. there was so much persecution in Hungary.
 - D. the government in Hungary was after them.
5. In 1943, the two brothers again fled from France
- A. for the same reason for which they fled Hungary.
 - B. because the French government was after them.
 - C. in order to repeat their patent in Argentina.
 - D. so as to perfect their invention in Argentina.

Now, score and record your attempt. Then, calculate your reading efficiency indices and record your attempts in the appropriate place.

C. Read again and answer the following questions:

- 6. a. On what type of materials did people write before paper was invented?
- b. In your own opinion, which of these materials would be most enduring?
- 7. Before Ladislao Biro made his invention, what different types of writing materials did people use?
- 8. Why did Ladislao Biro think of using printing ink in his fountain pen?
- 9. What two factors made Ladislao Biro and his brother flee Hungary?
- 10. From the way the term is used in this passage, explain the meaning of "patent".
- 11. ... *Europe was pregnant with the materials for the Second World War...*
 - a. What type of figurative expression is this?
 - b. What does it mean in simpler language?

Summary Work

You should be able to distinguish the two distinct parts of this passage, thus:

- the background, which focuses much on writing materials before the modern era; and
- the stages leading, and sequel, to the invention by Ladislao Biro.

Within the later part, it is still possible to distinguish two strands. Try to identify them. Now, complete the following two sentences in order to sum up the whole passage:

- Before the modern era, man used _____ in place of paper, and _____ in place of the biro pen.
- In 1938, the invention of the ball-point pen was achieved with the use of _____ in place of the usual, and the use of _____ instead of the usual fountain pen nib.

Notice the following:

- ☞ *That for (a) details such as the references to Moses have no place;*
- ☞ *That for (b) such details as the persecution in Hungary, and the feeling of insecurity in*
- ☞ *France, should be omitted;*
- ☞ *That for (b) the factors that made Hungary and France unsafe for the Biro brothers are clearly omitted. These are details that have no direct bearing to the invention.*

So, you should realise that details should be avoided in a good summary, unless there is a specific question directing you to summarise the facts used in the illustration or examples.

Vocabulary Development

Agriculture: Vocabulary associated with fishing equipment

Have you ever gone for fishing? Do you know certain things about fishing? In this module, you will learn about fishing equipment and their meanings. So, quickly go through the following table containing words about some fishing equipment and their meanings:

Fishing Equipment	Meaning
Fish trap	a device for catching fish.
Fishing net	a material of knotted string or wire used to catch fish.

Hook	curved or bent piece of metal or other material for catching fish.
Fishing line	a piece or length of thread, string, rope or wire for catching fish.
Fish pond	small area of still water especially one that is used to keep and catch fish.
Bailing a pond	throwing water out of a pond with buckets in order to catch fish.
Fish dam	wall of bank built to keep back water across a narrow valley for catching fish.
Fishing season	a season for catching fish.
Fish farming	a kind of farming that has to do with rearing fish.
Fish bowl	a kind of bowl used to collect fish.

Activity I

Now, form correct sentences with the following:

- | | | |
|----------------|-----------------|-------------------|
| a. Fishing net | c. Fish trap | e. Bailing a pond |
| b. Fish pond | d. Fishing line | f. Bailing a dam |

Activity II

Read the following passage and decide which words would best complete the blanks. Discuss your answers with your teacher.

Uchendu is from the Rivers State and he likes_____1_____in the big rivers in the state. One beautiful evening, he took his large and heavy_____2_____and went to a nearby river. It was during a_____3_____when he expected to catch a lot of fish. His family is noted for_____4_____.

At times, Uchendu would opt for a_____5_____where he did a lot of_____6_____, and within an hour his_____7_____would be filled to the brim. He only used a_____8_____or_____9_____he did not want to stay long in the_____10_____.

Now, choose the best option from the following:

fish bowl	fish pond	hook	bailing	fish trap
fish farming	fishing net	fishing season	fish dam	river

Continuous Writing: Report Writing 3

Description is one of the integral aspects of report writing. It plays a very important part when writing a report. Remember the following requirements: clarity, accuracy, good organisation and correct use of

past tense.

Imagine that you are the school prefect in charge of almost all the activities in your school. You all assembled in front of the dining hall for your lunch but you waited in vain. There were no plates of food on the table. Then a commotion ensued and students went on rampage.

Write your report of the incident, briefing the principal on what happened.

Remember, planning is essential for this type of work. You may adopt the following plan in writing your own report:

Paragraph 1

Introduction: The incident at the dining hall

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

Paragraph 2 (Development)

- What did the kitchen staff do?
- What was the reaction of the students?

Paragraph 3 (Development)

- What did the students destroy?
- Why did other students join them?
- What led to the damaging of window panes and doors?

Paragraph 4 (Conclusion)

Attempt a summary of what the school authorities should do to avoid a reoccurrence of the incident.