

Module 14

Section A: Oral Practice

Pronunciation of two-syllable words stressed on the second syllable

When a two-syllable word is stressed on the second syllable, it means that more force or prominence is given to the second part of that word. Sometimes the first syllable is a prefix. Words stressed in the second syllable include enjoy, impound, engulf, incite and employ. Often, two-syllable words stressed on the second syllable are verbs. They change to nouns or adjectives when the stress is shifted to the first syllable.

Read aloud the following words after your teacher.

Verbs	Nouns
objECT	OBject
conTEST	CONtest
conVICT	CONvict
reBEL	REbel
imPORT	IMport
transPORT	TRANSport
preSENT	PREsent
perFECT	PERfect
abSENT	Absent
freQUENT	FREquent

Read the following sentences aloud after your teacher.

- i. Do not **engulf** yourself in the contest for chairmanship.
- ii. **Record** the names of all noisemakers.
- iii. Ronke refused to **escort** me to the school gate.
- iv. Danladi did not realise the **import** of the principalâ€™s statement.
- v. The governor promised to **employ** more workers.

Exercise

Read the sentences below aloud and indicate the position of the stress and word class of the underlined words.

1. Of all the presents given at the wedding, Haija's was the best.
2. It is now common for youths to rebel against constituted authority.
3. Those who absent themselves from classes will have themselves to blame.
4. Ayo made the best record in mathematics.
5. All candidates must present their credentials at the interview.
6. We never expected to transport ourselves to the venue.
7. The wedding ceremony was perfect.
8. I did not object to her plans.
9. Alhaji Bello refused to contest during the election.
10. He is a frequent visitor to this home.

Section B: Structure

Personification

Personification is the representation of things, objects, ideas and animals as human persons. In personification, features of the human life are given to inanimate objects so that the writer's point can be made clearer and more interesting. Personification is similar to metaphor. Some authors define personification as a metaphor that gives human attributes to non-humans. Consider the following examples:

- i. Many football clubs want to join the league. *Rangers International is in the waiting room.*
- ii. Fraudulent elections take centre stage in Zimbabwe.
- iii. In his office, *corruption has had its day and is due for retirement.*
- iv. She spoke so eloquently that *the night stood still and listened to her.*
- v. Because of oil, when *Nigeria coughs, America sneezes.*
- vi. Our concern is that our country *does not travel the road of Somalia or Sierra Leone.*
- vii. The thunder *grumbled* throughout the night.
- viii. The *world speaks* and Saddam Hussein ignores us" George W. Bush.

In sentence i, we know that in a waiting room people wait to see a doctor or somebody. The persons in the waiting room may or may not see the person they are waiting for and the request of the waiters may or may not be granted. Similarly Rangers International may or may not be allowed to join the league. By treating Rangers Football Club as a human being in a waiting room, the speaker wants the reader to get clearer the picture of the idea of waiting and uncertainty.

In sentence ii, we know that only living things act on a stage. Whatever

takes centre stage attracts attention. *Fraudulent elections* is not a human being. But by saying that "Fraudulent elections" take centre stage in Zimbabwe, the writer wants to show that the fraudulent elections have become the focus of attention in that nation.

In sentence iii, corruption is given human attributes. Only human beings are due for retirement. Again, treating corruption as a human being due for retirement drives home the writer's point that since corruption has been around for a very long time (an old man, to extend the personification) its influence or potency should be waning or weakening (retirement).

Sentence iv. assumes that the night has legs and can stand. But this is not what the sentence means. By giving *night* human features, the writer exaggerates the effect the speech had on the audience. *Night* here represents humans and non-humans. *The night stood still* means that the audience so enjoyed the speech that both living and non-living things were quiet as she spoke. The use of personification in this sentence exaggerates the response to the speech.

Example v. is used to show the effect Nigeria's oil has on America. America so depends on Nigeria's oil that a stop in Nigeria's oil supply affects America.

Euphemism

Euphemism is a vague, mild expression used to avoid shocking or embarrassing concepts. Euphemism enables a speaker to substitute offensive or blunt words with inoffensive or blurred words.

Whereas other figures of speech make sentences clearer, euphemism conceals the true impact of meaning. Below are some examples.

Blunt words	Euphemism
1. Lay-off / retrenchment/sack	Right-sizing/down-sizing/restructuring
2. Global climate change	Global warming
3. Concentration camps	Death camps/extermination camps
4. Lying	Being economical with the truth
5. Killing our own soldiers	Friendly fire
6. Many deaths	Heavy casualties
7. Trash collector	Sanitation worker
8. Ghetto	Economically deprived area
9. Death	Passed on /If anything happens to me...
10. Toilet	Water closet/W.C

Let us see how some of these words are used in sentences:

- i. Due to the *restructuring* act of the present administration, more than 100,000 Nigerians have lost their jobs.
- ii. Many developed countries are worried about the future effect of *global warming*.

- iii. During the time of Hitler, many Jews were killed in *Concentration camps*.
- iv. The principal was being *economical with the truth* when she claimed that repairing the fence cost her ?~~500,000~~500,000.
- v. Last week some American soldiers in Iraq died from a *friendly fire*.
- vi. British citizens want their troops recalled because of the heavy causalities they suffered in Afghanistan.

Paradox

A paradox is a statement which seems to be true and untrue at the same time. It is stating the truth in a contradictory way; e.g.

- i. For women, victory comes through surrender.
- ii. When you increase your knowledge, you realise how little you know.
- iii. The less you have, the freer you are.
- iv. The more you look, the less you see.
- v. A couple remains one, but are two persons.
- vi. To believe with certainty, you must begin with doubting.
- vii. If you want peace, prepare for war.

In sentence i. *surrender* is accepting another person's authority. It is usually associated with failure. But in the sentence, *surrender* is associated with victory. This is why a paradox is seen as contradictory. On closer examination, however, you will discover that there is truth in this statement. When a woman accepts the authority of her husband, he is pleased. Because he is pleased, he begins to accept the requests of his wife or he begins to give her some authority. Similarly, ordinarily, when we increase our knowledge, we know more. But sentence ii. presents an opposite picture. When our knowledge increases, we realise the volume of things we do not know.

Exercise

1. Give 5 examples each of personification, euphemism and paradox.
2. Identify the figures of speech in the following sentences:
 - i. The policeman is a gentleman of the road.
 - ii. The child is father of the man"Wordsworth.
 - iii. After the speech of the Senate President, the House roared in applause.
 - iv. The boxer was accused of assaulting a 9-year-old girl.
 - v. Much haste, less speed.
 - vi. Her husband had a glorious end in Iraq.
 - vii. The marital dissolution took place before the truth was discovered.

- viii. Many physically challenged children got gifts at the Christmas party.
- ix. Penny wise; pound foolish.
- x. The flood swallowed every object on its way.
3. Turn the following into figures of speech and give the names of the figures of speech used.
- i. As slow as a snail
 - ii. Aso rock, Abuja vi. go to the ladies
 - iii. drank 12 bottles vii. Time speaks.
 - iv. runs after skirts
 - v. sweet bitter experience

Section C: Reading Comprehension

Before reading the passage, discuss these first.

- ❖ You have read of Liberia's woman President, Mrs Ellen Sirleaf-Johnson, the first African woman head of government.
- ❖ You may also have heard of such women prime ministers or presidents like Mrs Margaret Thatcher, Mrs Golda Meir, etc.
- ❖ But you may not have heard that the very first woman in the world to become a prime minister is from Ceylon, now called Sri Lanka.
- ❖ Read about that remarkable woman in this passage.

Read through the passage within four minutes.

Today, female presidents or prime ministers are common. That was not so until Mrs Sirimavo Bandaranaike (1916-2000), Sri Lankan politician and stateswoman, broke the age-old male domination of the political terrain by becoming the world's first female prime minister. She held that office three times, 1960-1965, 1970-1977 and 1994-2000, and was the world's first female head of government. The wife of a previous Sri Lankan Prime Minister, she was also the mother of Sri Lanka's third President, Chandrika Kumaratunga, and of Anura Bandaranaike, Sri Lankan Tourism Minister.

Her husband, Prime Minister Solomon Bandaranaike, was *shot dead* by a man dressed as a Buddhist monk in 1959. From then, Sirimavo took over the leadership of the Freedom Party, which Solomon had formed and led to election victory in 1956; she kept it for 40 years until her death. She became prime minister on 21 July 1960 and ruled her country on and off throughout the 1960s and 1970s until she was crushingly defeated in a general election in 1977. A staunch socialist, Bandaranaike continued her husband's policies of nationalising key sectors of the economy, such as banking and insurance. *Unfortunately,*

she had an uneasy ride from the moment she took office and within a year of her 1960 election victory she declared a state of emergency. This followed a civil disobedience campaign by the minority Tamil population who were outraged by her decision to drop English and adopt Sinhala as the official language, an act they considered highly discriminatory. This is the root of Tamil militancy which escalated under succeeding administrations.

Further problems arose with the state takeover of foreign businesses, particularly the petroleum companies, which upset the Americans and the British, who imposed an aid embargo on Sri Lanka. Consequently, Bandaranaike moved her country closer to the communist bloc and championed a policy of non-alignment. At home, she crushed a military coup in 1962, but was defeated in 1964 on the general election. Six years later she bounced back when her party won the 1970 elections.

Her second term saw a new Constitution introduced, which ended the country's status as a Commonwealth realm. Ceylon was renamed Sri Lanka and declared a republic. But after just 16 months in power, a left-wing youth uprising almost toppled her government: Sri Lanka's small ceremonial army could not deal with the insurgency. She was saved by the timely help from countries like India and Pakistan that sent in troops to help crush the insurgency. In those turbulent years, she turned herself into a formidable leader. "She was the only man in her cabinet," one of her officials commented during the height of the insurgency.

The 1973 oil crisis had a traumatic effect on the country's economy; the government had no access to Western aid and her socialist policies stifled economic activity. Oil rationing was imposed. Bandaranaike became more and more intolerant of criticism and forced the shutdown of the Independent newspaper group, whose publications severely criticised her. Earlier she had nationalised the country's largest newspaper, *Lake House*, which has remained the government's official mouthpiece.

By 1976, Bandaranaike was more respected abroad than at home. That year she hosted the Non-Aligned Movement and became its chairman. Despite her high standing internationally, she was rapidly losing home support amid allegations of corruption and because of the rapidly declining economy. She suffered a crushing election defeat in 1977 and was stripped of her civic rights. The 1980s were her dark days – she became a political outcast rejected by her once adoring people. She spent the next 17 years in opposition warding off challenges to her leadership of the party, even from her own children, especially her



daughter Chandrika who outmanoeuvred her to become Prime Minister in 1994, and President the following year.

She became Prime Minister again, but the constitution had changed since her last tenure: she, as the Prime Minister, was *subordinate* to her daughter, the President. She remained in office, with very little real power, until just a few months before her death. She died on election day, having cast her vote for the last time. (682 words)

(Adapted from the Wikipedia)

General discussion question

To what extent can it be argued that Mrs Sirimavo Bandaranaike not only broke the world record as the first woman prime minister but also as a woman whose family ended up ruling a country?

Specific questions

1. What factor first led Mrs Bandaranaike into politics?
2. Why do you think Mr Solomon Bandaranaike's assassin dressed himself as a Buddhist monk?
3. What action of Mrs Bandaranaike led the Tamil people in Sri Lanka to launch the civil disobedience campaign?
4. Declaring her country a republic meant she substantially moved her country away from under the British realm. How did this tally with [or reflect] her other actions stated in this passage?
5. "She was the only man in her cabinet." What does this tell us about the character of Mrs Bandaranaike?
6. The passage mentioned the 1973 oil crisis.
 - a. What type of oil do you think is being discussed?
 - b. How did this affect the country?
7. Why do you think she was becoming more and more unpopular at home while her international standing continued to remain high?
8. In what way can we say Chandrika was like her mother?
9. ... *who were outraged by her decision.*
 - a. What grammatical name is used to describe the above expression?
 - b. What is its function?
10. Supply one word (or a word group) that can replace each of the following words as used in the passage:
 - a. previous;
 - b. shot dead;
 - c. consequently;
 - d. traumatic;
 - e. subsequent;
 - f. subordinate.

Summary Work

- In one sentence, describe the relative positions occupied by the several Bandaranaike's in governance.
- In three connected sentences, one for each, summarise the remarkable events that marked each of Mrs Bandaranaike's three terms in office as prime minister.
- In one sentence, describe the relationship with her daughter in governance during her final days.

Section D: Vocabulary Development

Idioms and idiomatic expressions

Remember that you were taught in JS 3 and SS 1 that an idiom is an expression which has a deeper meaning than the surface meaning. You should therefore be able to understand and use idiomatic expressions in English correctly.

Study the following idioms used in sentences and their meanings:

Idiomatic expression	Meaning
1. He cannot give his family <i>one square meal</i> a day.	He is very poor.
2. He is a bit of a <i>dark horse</i> .	Someone who is not well known and who surprises people by winning a competition.
3. He is <i>the black sheep</i> of the family.	Someone who is considered to be bad or embarrassing by the rest of the family.
4. He is in <i>the same boat</i> as his friend.	He is in the same difficulty as his friend.
5. He studied hard and got the <i>golden fleece</i> .	He achieved greatly.
6. He was <i>born with a silver spoon in his mouth</i> .	He was born affluent.
7. He is a <i>square peg in a round hole</i> .	He is not an appropriate person.
8. Life is not a <i>bed of roses</i> .	Life is not full of joy.
9. He is living in a <i>fool's paradise</i> .	Living in a state of happiness that is based on something that is false.

10. He is a <i>jack of all trades</i> .	Somebody who can do different types of work but who perhaps does not do them very well.
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Activity I

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

1. Call a spade a spade
2. Bury the hatchet
3. Make a mountain out of a mole hill
4. Kick the bucket
5. Hit the nail on the head
6. Paddle one's own canoe
7. Fight tooth and nail
8. Keep the ball rolling
9. Keep someone in the dark
10. Play to the gallery.

Activity II

From items A to D, choose the interpretation that you consider most appropriate for each sentence.

1. The woman was advised to give her husband a wide berth because he used to beat her too much.
 - A. Dirty slap.
 - B. Keep well away from her husband.
 - C. Divorce her husband.
 - D. Wide gap.
2. The man took the bull by the horns by continuing to read rigorously after failing his examinations.
 - A. Bought a bull that has horns.
 - B. Bought two horns.
 - C. Handled the difficulty bravely.
 - D. Decided to write the exam ten times.
3. She visited her husband once in a blue moon.
 - A. Every year.
 - B. Very often.
 - C. All the time.
 - D. Rarely.
4. The student took a French leave to go and ease himself.
 - A. Travelled to France.
 - B. Took his annual leave.
 - C. Went without permission.

- D. Gave the teacher a French book.
5. Mr Azeez has kicked the bucket.
- A. Died.
 - B. Rejected a bucket.
 - C. Bought a bucket.
 - D. Left with a bucket of water.
6. The man kept his wife in the dark by failing to disclose he was insane.
- A. Divorced his wife.
 - B. Did not give the wife correct information.
 - C. Kept her in the dark room.
 - D. Told her a story.
7. The two friends are living a cat and dog life.
- A. Cruel life.
 - B. Friendly life.
 - C. Busy life.
 - D. Worthless life.
8. I wanted it to be a surprise but my sister let the cat out of the bag.
- A. Released the cat.
 - B. Revealed the secret.
 - C. Bought a bag for the cat.
 - D. Kept a cat inside the bag.
9. The student was told to hit the nail on the head when he was reporting a case.
- A. Say the actual thing.
 - B. Ring a bell.
 - C. Buy a nail.
 - D. Handle a nail.
10. She was asked not to interrupt but to paddle her own canoe.
- A. Make her own canoe.
 - B. Take her boat to the river.
 - C. Drive her own canoe.
 - D. Mind her own business.

SECTION E: Continuous Writing

Creative writingâ€”2

Read the following model carefully.

Yakuub was the only male child of Alhaji Bello. All the other three female children attended the same primary and secondary schools in Kaduna. Yakuub was a promising young boy throughout his primary and

secondary school days. He had the best results in the School Certificate Examinations. The three female children, Mariam, Idayat and Aishat, were not as brilliant as he. Hence, their father developed more liking for him and once in a while he demonstrated this even in the presence of other children and their mother.

On several occasions Alhaja Ganiyat, Alhaji Bello's wife, warned her husband to desist from showing more love to a particular child. He disregarded this warning. Yakuub sat for the University Matriculation Examination and had a very high score. This enhanced his admission into one of the universities in the northern part of Nigeria to study pharmacy, though his father preferred medicine. Before he left finally for the university, his mother warned him against the many vices rampant in the Nigerian universities.

No sooner had he got to the university than he joined a cult. He had been drinking heavily from the secondary school, but his father never cautioned him. Now in the university, he became so free that he drank beer heavily everyday. One Monday evening, there was a serious clash between two cults. The school authority got to know this and decided to conduct an investigation. Most of the members were seriously injured. Yakuub was one of them. His father was informed but claimed that this couldn't be.

However, Yakuub was expelled from the university. It was a terrible blow, a rude shock to the parents. Alhaja claimed that Yakuub was not well disciplined because his father did not co-operate. He indulged him. Yakuub later became a nuisance to the family, a fly in the ointment!

Later, Yakuub's three sisters were admitted to the same university. Mariam studied law, Idayat studied electrical engineering and Aishat opted for nursing. They were very serious with their studies. On their graduation, it was a thing of joy for the family. Idayat was the last to graduate because she spent more years. Throughout this period, Yakuub was redundant. Parents should learn to love their children equally. If it is impossible to love equally, it should not be displayed in the presence of others.

Now attempt your own creative writing that ends with: "A stitch in time saves nine." This should be about 450 words.