

Module 17

Speech

Intonation expressing surprise/disbelief

In the previous lesson, you learnt the various intonation patterns and some of their uses.

In this section, you will be introduced to the intonation patterns associated with the expression of surprise or disbelief.

Listen as your teacher reads the following dialogue. Then repeat after him.

Akin: Have you heard that Senator Ibrahim is dead?

Bola: Is he?

Akin: Our former English language teacher is now a millionaire.

Bola: Really!

Akin: Do you know that our neighbour is a witch?

Bola: I don't believe it!

Akin: You have won a visa lottery to USA.

Bola: You must be joking!

Akin: Do you know that the minister for education is involved in a twenty million naira scam? I don't believe it!

Notice that both the rising and the falling tunes are used in expressing surprise/disbelief, depending on the situation.

Practice 1

Now be in pairs and read the dialogue using appropriate intonation.

Practice 2

Stand in pairs in front of the class and act out the dialogue.

Grammatical Structure

Direct speech

In *Functional English JS Book 3*, we introduced you to direct and indirect or reported speech. We learnt that direct speech is in the exact words of someone else, while reported speech is the version we get after someone relates what another person has said. In this module, we shall

concentrate on direct speech.

We use direct speech when we want to preserve someone's exact words.

Read the following sentences carefully.

- a. Mama said, "This house is beautiful."
- b. "Is this dress dirty?" asked Julie
- c. "When," asked the driver, "will you be ready?"

The exact words spoken by Mama, Julie and the driver are

- i. This house is beautiful.
- ii. Is this dress dirty?
- iii. When will you be ready?

Let us consider more examples of direct speech:

- i. "Do your homework," Mr. Akpan said.
- ii. The pastor prayed, "God save Nigeria."
- iii. "I am tired," my little daughter complained.
- iv. "Let's wait outside," the old man suggested.
- v. "Well, I don't like girls," Emeka declared.
- vi. "Send your daughter to school," the officer advised.

Features of the direct speech

The introductory remarks

Direct speech is often introduced by someone. This introductory remark may appear at the beginning of the sentence as in sentence (a), or at the end as in sentence (b), or in the middle of the sentence as in sentence (c). Using *he said* or *he asked* too often can become monotonous. To introduce freshness and variety to your direct speeches, you can use any of the following options for the appropriate situations, e.g.

Contexts	Introductory remarks
To make a suggestion	He suggested, he replied, etc.
To state a fact	He admitted, announced, remarked, boasted, whispered, etc.
To make a complaint	He complained, shouted, protested, grumbled,
To persuade	He urged, advised, begged, pleaded, etc.
To emphasize	He emphasized, etc.
To make a request	He demanded, pleaded, asked.

Introductory remarks are often marked off by a comma. But if the quotation will exceed four lines, the introductory remarks are marked

off by a colon.

Punctuation

Direct speech is always written within inverted commas open and close.

e.g. "Pay me my money," demanded the driver.

The first quotation marks come before the first words: "Pay and after the last word:

... money."

The second quotation mark appears after the full stop, comma or question mark. When the introductory remarks come in between the two parts of the sentences, the quotation marks enclose the two parts of the sentence, e.g.

"Oh, my daughter," Mrs. Oko cried, "I haven't seen you for ages."

Mrs Oko cried is marked off by two commas because the clause can be done away with, thus:

"Oh, my daughter I haven't seen you for ages."

Capitalisation

The first letter of the first word within quotation marks is always capitalised even when it appears at the end of the sentence, e.g.

Father asked, "Who removed my car keys?"

Who is not a proper noun, it is not the beginning of the sentence; yet it is capitalised because it is the first letter in the direct speech.

When the direct speech is broken, into two parts, e.g.

"When," asked the driver, "will you be ready?"

the first letter of the second part of the quotation is not capitalised. But where the second part begins with I, this has to be in capital letters, because I is always in capital, e.g

"Oh, my daughter," Mrs Oko cried, "I haven't seen you for ages."

Exercise

1. Write 5 sentences of your own in the reported speech.
2. Copy the following sentences. Put in the appropriate punctuation marks. One has been done for you.

a. The milk is sour, said the steward.

"The milk is sour," said the steward.

- b. The milk is sour, said the steward.
- c. Are you at school? asked the student.

- d. I want to study tonight, said Ifeoma.
- e. Please come home early, begged the young wife.
- f. Here is your change, replied the driver.
- g. Be silent, whispered the teacher.
- h. Leave this house, shouted the Rita.
- i. Her father thundered are you coming home at this time.
- j. Good heavens, exclaimed the old man, my son is back.
- k. The student cried why are you keeping us waiting.

Form ten sentences from this table:

It's not too late yet,	he	declared. exclaimed.
We are back,	she	insisted.
Don't worry,	Rosemary	shouted.
I shall go,	Mr Akpan	replied.
I will make it,	Okechukwu	whispered.

Reading Comprehension

Before going over to the passage, discuss the following:

- ⊗ Do you know what a canal is?
- ⊗ If you have never travelled in a ship, you most probably have seen the picture of one.
- ⊗ Now consider what happens when two places are on the sea, but there is dry land between them. Can they ever be connected by water?
- ⊗ What if humans can dig a wide, deep trench to connect them, would it not be possible for boats or ships to travel from one to the other?

The Great Canals



A map of Africa, Europe and Asia shows that a ship will need to cover a few hundred miles to travel from Italy to India, passing through the Suez Canal, whereas the journey will be 700 miles if it is round Africa. *Similarly, the map of the Americas shows that it will be just a few hundred miles to travel from the Atlantic to the Pacific through the Panama Canal, whereas the journey will be thousands of miles round the continent of South America.* These facts illustrate the great advantages of these two great canals. When were they constructed? Who *constructed* them? And under what circumstances were they constructed? Let us take the two canals in the order in which they were constructed.

Suez Canal: It was Napoleonâ€™s engineers who, around 1800 considered the idea of a shorter trade route to India via a Suez Canal. They did their calculations and the final attempt to dig the canal was undertaken by former French Consul in Cairo and famous canal digger, Ferdinand de Lesseps. He was granted a decree by the Khedive Said of Egypt to run the canal for 99 years after completion. In 1859, Egyptian workers started working on the construction of the canal in conditions described by historians as slave labour, and the project was completed around 1867. The Canal, which stretches 167 kilometres across the Egyptian desert, on 17 November 1869, was officially *inaugurated* by Khedive Ismail in a lavish ceremony. French, British, Russian, and other royalties were invited for the inauguration which coincided with the re-planning of Cairo.

The Suez Canal emerged on the political scene in 1956 during the Suez crisis. It was in July of that year the Egyptian President Nasser, aged 38, announced the nationalization of the canal at Mansheya Square in Alexandria. This was in response to the British, French, and American refusal for a loan to build the Aswan High Dam. The *revenue* from the canal, he argued, would help finance the High Dam project. The announcement triggered a swift reaction by Great Britain, France, and Israel, that invaded Egypt less than two months later.

Since 1975, the canal has been widened twice. Today, about 50 ships

cross the canal daily, and, with the threat of war long gone, the cities and beaches along the Bitter Lakes and the canal serve as summer resort for tourists.

Panama Canal: The geopolitical significance of Panama has been recognised since the early 1500s, when the Spanish monarchs considered digging a canal across the *isthmus*. But it was in 1879 that a French company under the direction of the same Ferdinand de Lesseps began constructing a canal in Panama. The project ran into several problems and, ultimately, bankruptcy forced it to be abandoned in 1889.

By the turn of the twentieth century, the United States had become convinced that a canal should be built to link the two oceans. In addition to the geographic advantages of the isthmus, President Theodore Roosevelt was attracted by the separatist tendencies of Panama, then a department of Colombia. When Panama rebelled against Colombia in 1903, Roosevelt deployed the United States naval vessels to discourage the Colombian forces and proudly claimed the role of midwife at the birth of the Republic of Panama. Thus it was that the United States saw to the building and commissioning of the canal in the first decade of the century.

Since its completion in 1914, the Panama Canal has been Panama's economic base, and the United States presence has been the republic's major source of frustration. The provisions of the *treaty* concluded in 1903 between John Hay and Philippe Bunauvarilla granted the Canal Zone "in perpetuity" to the United States and made Panama a virtual protectorate of the United States. Relations with the United States in general and the status of the Canal Zone in particular long remained the overriding concerns of the formulators of Panama's foreign policy and strongly influenced domestic politics and international relations. (664 words)

Answer the following questions without going back to the passage:

1. What is a canal?
 - A. A dam constructed to store a huge amount of water for use.
 - B. An artificial lake that lies between two or more countries.
 - C. An artificial water channel dug to enable ships and boats to sail through.
 - D. A natural river which is widened by man for water transportation.
2. This passage has shown that the greatest advantage of the two canals is that they help
 - A. reduce the distance required by ships to travel on open seas.
 - B. connect several countries which were not neighbours before.
 - C. provide sites for holiday makers.
 - D. serve as sources of revenue for shippers.

3. From this passage we can conclude that the Suez Canal was at first constructed with
 - A. heavy mechanized equipment.
 - B. sophisticated construction engines.
 - C. modern motorised equipment.
 - D. simple hand held tools.
4. The nationalisation of the Suez Canal meant that
 - A. no foreign ships would be allowed to use it.
 - B. the governance of the canal fell into Egyptian hands.
 - C. Egypt closed down the canal for re-construction.
 - D. the original owners, who paid nothing to Egypt, were sent off.
5. Which of the following statements is most correct about the Panama Canal?
 - A. Although de Lesseps first thought of it, Spaniards began work on it.
 - B. Although the Spaniards first thought of it, de Lesseps began work on it.
 - C. While the United States began work on it, Panama Republic completed it.
 - D. While Panama Republic began work on it, the United States completed it.
6. A good study of the history of the Panama Canal would show clearly that
 - A. its construction and governance is closely linked with international politics.
 - B. it has been more of a curse than a blessing to the Panama Republic.
 - C. it has not been financially rewarding to the people in the area.
 - D. it has been the cause of a lot of conflicts among the people in the area.
7. By the treaty signed for the governance of the Panama Canal, we can say that
 - A. the Panama Republic has control over it for ever.
 - B. the Colombia Republic has eternal control over it.
 - C. the United States has perpetual control over it.
 - D. the three countries have equal control over it.

Now read the passage again and answer the following questions.

8. What physical conditions should be present before a canal can be planned to link two oceans?
9. The history of the two canals discussed has shown that a lot of politics goes along with their construction and control. Why do you think this should be?

10. What advantages do you think accrued to Egypt with the nationalisation of the Suez Canal?
11. In what ways has the Panama Canal influenced the economy of the Panama Republic?
12. Why do you think there was so much time lag between the conception and the construction of both canals?
13. *Similarly, the map of the Americas shows that it will be just a few hundred miles to travel from the Atlantic to the Pacific through the Panama Canal, whereas the journey will be thousands of miles round the continent of South America.*
 - a. What is the grammatical name for this type of sentence?
 - b. How many clauses does it contain?
 - c. Identify the types of clauses in it.

Replace each of the following words as used in the passage:

- a. *constructed*
- b. *inaugurated*
- c. *revenue*
- d. *isthmus*
- e. *treaty*.

Summary Work

Here is a passage that presents historical details that are intimately connected with international relations and politics. So, this is not a narrative in any way. Besides, we are dealing with two separate and equally important entities, we therefore need to be able to identify the common links between the two sides. We must be able to identify the main theme running through. Also, we should be able to recognise the minor details relevant to each of the two entities and how they help build up the main issue. So, try to recognise the following:

- a. We are dealing with the construction and use of the two most important canals in the world.
- b. We can recognise that each was conceived of and constructed by people from outside the area in which the canals are located.
- c. That being so, the governance of the canal (and therefore the collection of the revenue) may involve some strain between the two sides.
- d. However, in each case, there has been some form of solutions worked out.

In the light of the analysis given, work on the table below. For each of the points in the left column, provide an answer in the right column.

Tasks	Summary sentences (one sentence each)

The advantages provided by the two most important canals in the world	
The history of the construction of the Suez Canal	
The consequent conflict arising from its governance (the nationalisation)	
The history of the construction of the Panama Canal	
The present day governance of and economic returns from the canal	

Vocabulary Development

Modifiers as describing words

Use of adverbial modifiers showing degree of happenings

We shall discuss in this module adverbials associated with movement. This is trying to show the degree to which an action is happening. Let us consider the following examples:

- He walks *carefully*.
- She staggered *drunkenly* down the street.
- Bayo strolled *leisurely* around the house.
- The soldiers marched *hastily* to the Governor's office.
- The footballer strides *hurriedly* towards the field.
- The prince sauntered *absent-mindedly* through the garden.

The adverbs in italics, *carefully*, *drunkenly*, *leisurely*, *hastily*, *hurriedly*, *absent-mindedly* give us more information about the verbs. They tell us how the actions of the verbs take place. The words in *italic* are all modifiers, telling us more about the actions performed. Here, the modifiers are showing the degree of happenings.

Study these other examples:

- Tunde walks *sluggishly*
- The man enters *gently*
- He did the work *cautiously*
- He took his father's money *stealthily*.
- He walks *carefully*.
- The ants moved *very slowly* round the basin.
- The widow crawled *cautiously* to her room when she noticed the robbers.

Activity I

Use each of the following words in sentences of your own:

1. gingerly
2. awkwardly
3. rapidly
4. slowly
5. carefully
6. haphazardly
7. lazily
8. recklessly
9. rashly
10. briskly
11. occasionally
12. hurriedly

Activity II

Write a sentence about each of the following using appropriate modifiers.

1. a market
2. a hospital
3. a motor park
4. a church
5. a mosque
6. a bridge
7. a fence
8. a theatre
9. our house
10. my school.

Activity III

Make a list of other adverbial modifiers apart from those indicated in this module.

Continuous Writing

Creative writing

Tips on creative writing

Study the following carefully:

To be creative means to be good at thinking out new ideas. So, you are expected to be creative in order to be able to write something that is original.

This involves the use of imagination to produce new, good ideas or things. This implies that you rely solely on your own thinking ability. In doing this effectively, you need to throw yourself into another world, making sure that you think logically, intelligently and coherently.

This may be a story (a tragedy or comedy). This kind of story is called an imaginary story. If it is a story, special attention is placed on the sequence. This means that each step of the story is clearly described in a logical order.

The ideas could be expressed in the present simple tense or in the past tense. The write-up may show that both tenses are used, most especially, when a reference is being made to something that happened in the past.

The following could be creative in nature:

a story a song a play a poem

Each of these, if it is truly creative, should be original and be credible, i.e. believable.

A creative writing may not be all that easy if the skill of writing has not been sufficiently mastered. It is therefore necessary that you have a sound mastery of the useful hints.

Going by the tips above, write an imaginary story to be published in a local newspaper.