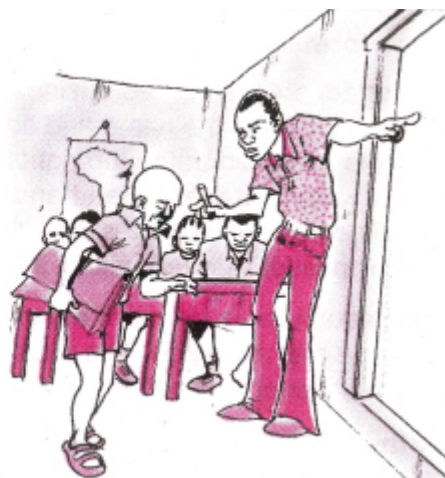


Module 15

Speech: Intonation



1. What is Intonation?

Intonation refers to the falling and rising of the voice when we speak. In other words, it is the variation in the level of the pitch of the voice in speech. Intonation is one of the features which make speakers of English language understand one another better. Its importance in speech lies in the following:

- It indicates the attitude of the speaker to the listener.
- The listener could infer from the speaker's intonation whether he is hesitant or willing to accept the listener's request.
- It reveals the speaker's mood in a subtle manner.
- The listener readily understands where the speaker wishes to lay emphasis in his utterance.
- The listener infers when the speaker is asking a question, making a statement or a request.
- Incorrect intonation could lead to the misunderstanding of the speaker.

2. Intonation Types

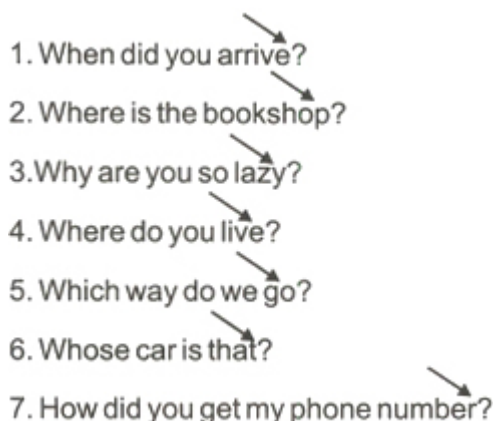
Your teacher will explain to you the following points:

- a. There are two basic intonation patterns in English language.
- b. These are the **Falling Tune** and the **Rising Tune**.
- c. It is the last stressed syllable of the sentence that indicates whether the pitch will fall or rise.

3. Uses of the falling tune (.... The falling arrow represents the falling tune)

- a. For Wh- question

Note that the Wh- questions are those questions that begin with **which, when, where, what, why, whose** and **how**.

- 
1. When did you arrive?
 2. Where is the bookshop?
 3. Why are you so lazy?
 4. Where do you live?
 5. Which way do we go?
 6. Whose car is that?
 7. How did you get my phone number?

Practice 1

Study the questions above. Notice where the intonation arrow finally falls. Your teacher will read these questions aloud while you repeat after her in groups and individually. Ensure that you use the correct intonation pattern.

Practice 2

When, where, what, why, which, whose, how

Your teacher will direct you to ask questions orally using the words in the box above. Always ensure to apply the falling tone on the last syllable word in your sentence.

Structure: Noun Phrases

We examined at a lower level what noun phrases are. You may recall that noun phrases function in different ways. For instance, they function as subjects of verbs, as objects of verbs, as objects of preposition and in apposition to other nouns. In this module, we wish to go deeper in this aspect of grammatical structures.

Notice that a phrase is a group of words which does not have subject or predicate. The positions of noun phrases in sentences vary.

In the first instance, a noun phrase can have the position of subject of a verb. In other words, it does the job of a noun. The noun phrase begins with a determiner such as **a**, **an**, or **the** and ends with a noun.

Consider the following examples:

a. **John** is dark.

- b. **The tall building** is weak.
- c. **Writing a letter** is easy.
- d. **To be responsible** is sometimes tasking.
- e. **A cup of tea** is put on the table.

be responsible™, ~A cup of tea™ are all phrases. And because they function like nouns, they are called noun phrases. In these five sentences, these noun phrases function as the subjects of the sentences.

Secondly, noun phrases can also occupy the position of objects of verbs. In other words, they function as objects of verbs. Let us consider the following examples:

- a. The girl ate **a loaf of rice**.
- b. The boy saw a **fleet of cars**.
- c. She drank a **bottle of soft drink**.
- d. The woman bought **a bunch of bananas**.

The word groups in bold print are called **noun phrases** in the object position.

Noun phrases can also function as objects of preposition. When a noun phrase follows a preposition, the noun phrase is the object of the preposition, e.g.

The girls played the netball over **the white net**.

Here, ~the white net™ follows a preposition, and so it is the object of the preposition.

Noun phrases can also be in apposition to other nouns. In English grammar, a phrase is in apposition to another noun when it serves as another name for the first noun, e.g.

Things Fall Apart, **an interesting novel**, has been translated into many languages.

In the sentence, ~**an interesting novel**™ is in apposition to ~*Things Fall Apart*.

Exercise

Underline the noun phrases in the following sentences:

1. She gave her child a bowl of rice.
2. Lend me your long rulers.
3. Aderopo, a tall boy, is the chiefs only son.
4. The prefect gave the girl a set of glasses.

5. The armed robber escaped through the main gate.

Reading Comprehension

Read through and discuss the following points very carefully.

- 👉 *Think of a young lady who is good at almost everything she does, both at home and in school.*
- 👉 *How do you think such a person would feel among her siblings?*
- 👉 *How do you think she would feel among her mates?*
- 👉 *How do you think others would relate to her?*

Read the following passage very rapidly. Record your time.

Funmi, The Perfect Girl

Her mind wandered around her life on campus and how blessed it was. She was good at everything she did. She had the proverbial **Midas touch**. Her life revolved round her church activities, her studies and her parents' home which was located directly opposite the campus. Her parents didn't want her to live on campus because of the wretched living conditions in the halls of residence. It was just as well that their very comfortable and middle class apartment was situated opposite the main gate of the university.

As far as she could remember, she had always topped her class in all the exams. She had the best results in WAEC/GCE exams. She got the highest score in the University Matriculation Examination and was admitted to read Medicine in the country's premier university. Funmi had always been a **paragon of virtue** and her parents always asked her younger brothers to **emulate** her in all ways.

Temi, Teni and Terence adored their older sister Funmi, but sometimes they thought that the praise given to her by their parents was to a point *ad nauseam*. This was especially so when they were wont to compare what Funmi did at their various ages.

~Funmi was very clean at your age, Terence.

~Funmi was as good in mathematics in the fourth grade as you are now, Teni.

~Temi, stop that screeching. You should have seen Funmi in the choir at your age. She was simply wonderful.

~Funmi this, Funmi that, the boys would chorus once out of earshot of their parents. Funmi felt embarrassed by the excessive praise from her parents and wished they would stop making her a showpiece to everybody.

~I'm just an ordinary, talented girl, she would say to herself, praying for the day her achievements would no longer be a model for others.

Her teachers were not left out in heaping praises on her. "Funmi is the best student I've had for a long time," said Miss Adem, her school principal.

"Funmi is so responsible, she has never failed to do any homework in her career in this place," said Mrs Adio, the biology teacher.

"I always get thrilled reading Funmi's essays," concurred Mr Afam, the English teacher.

"Talk of an 'A' student, an all-rounder, we have one in Funmi," adds the Physical Education teacher.

Therefore, no one was surprised to learn that Funmi had been admitted to study Medicine, one of the most sought-after and competitive courses in the nation's universities. (417 words)

From Tinu Faboya: *Love's Cross*, Evans Nig. Publishers

A. Now do the following:

- Write down the time taken to read through the passage.
- Using the usual formula, calculate your reading speed.
- 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:

- The central character in all this passage is
 - an unnamed person.
 - a lady called Funmi.
 - Temi
 - Teni.
- The passage is mainly about
 - how irresponsible Temi, Teni and Terence were.
 - how Funmi's parents cared for her.
 - the admiration Funmi's teachers had for her.
 - how responsible and talented Funmi was.
- It appears that each time she was being praised, Funmi
 - enjoyed it.
 - hated it.
 - felt uneasy.
 - looked down on others.
- From the passage, we know that Funmi was
 - a secondary school finalist.
 - just admitted into the university.
 - already in the university.
 - already a graduate of medicine.
- This is a passage that
 - discusses an idea.

- B. recalls events.
- C. criticises people.
- D. tells us about a person.

Now, get your attempt scored, and record your score. 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. Why do you think the writer does not mention the name of the central character until about the middle of the passage?
7. Do you think Funmi's parents are very right in always praising her whenever they were criticising other children? Give reasons for your answer.
8. How does Funmi always feel when others are praising her virtues? Why do you think she felt that way?
9. a. **paragon of virtue** b. **ad nauseam**
What do these two terms mean?
10. **As far as she could remember, she had always topped her class in all the exams.**
 - a. What type of sentence is this? b. Identify the main clause.

Summary Work

In three well connected sentences, summarise the following:

- a. What made Funmi an exemplary person both at school and at home?
- b. How her parents and her teachers reacted to her performances.
- c. How others and she felt about these reactions.

Vocabulary Development

Fisheries and animal husbandry

The register we shall be considering in this module is that of animal husbandry. The term "animal husbandry" means "animal farming". The term is used to cover all kinds of animals including poultry, cattle, sheep, pigs and rabbits.

Quickly study the words in the following box and use them to fill the gaps in the passage below:

animal feed	cages	fresh milk	herdsman
farm director	pasture	rudders	chicken diseases

piggery	cowherd	feed-mill	veterinary doctor
farm manager	piglets	animal pen	day old chick
poultry	rooster	cattle ranch	animal diseases
farm worker	broiler	milking time	

Chief Bello, a prominent animal farmer in Kano State, has a very large farmland. There is a _____1_____ and a _____2_____ in charge of the farm. He has only one _____3_____ who is taking care of his pigs. This section is called _____4_____. The pigs have just got some _____5_____. The _____6_____ section, where there are chickens, is being taken care of by only one _____7_____. Of about _____8_____ where _____9_____, _____10_____ and day old chicks are kept, none of them has a good _____11_____.

The third section of the farm where cows are kept is called _____12_____. There is a tall and huge _____13_____ who controls the cattle. A _____14_____ is always available in the farm to check if the animals have _____15_____. The women working in this section collect _____16_____ into a very neat calabash. The Veterinary doctor also checks if the broiler also has _____17_____. The _____18_____ milk is always prepared by the women in order to avoid bacteria. During the _____19_____, the women first wash the container very well. After this, the cows are given _____20_____ which is produced by the _____21_____.

Continuous Writing: Letter Writing

Writing a formal letter

The following is the formal letter written by the senior prefect of Community Grammar School Kawo, Kaduna to the Chairman, Local Government Area, Kawo, requesting for the renovation of the School Science Laboratory.

Community Grammar School
RM.B.5930
Kawo
Kaduna State
15 August 2006

The Chairman
Kawo Local Government Area
Local Government Headquarters Kawo

Kaduna State

Dear Sir,

RENOVATION OF THE SCHOOL SCIENCE LABORATORY

I wish to bring to your notice the terrible condition of our school science laboratory. It is a long block of three large rooms. The three rooms are used for Physics, Chemistry and Biology practicals. In the first instance, the roof covering the rooms is leaking seriously. The ceiling is also sagging dangerously.

Secondly, the long tables and stools in the laboratory are now very weak. Termites find it easy to feed on them. I guess they were made of soft or white wood. They are now bringing out dusts. So, the whole floor is very dusty.

If there is no laboratory in which we can perform experiments. Then, what is our fate in the three science subjects we are offering? This means that we shall be depending solely on the theory aspects of the subject. The chemicals as well as the equipment are not safe at all. Since the whole building looks dilapidated, it may collapse any time.

In view of this horrible and dangerous condition, we need your assistance. You would recall that one of your manifestoes when you were campaigning was to make education highly qualitative in this local government area. And one of the ways you can achieve this laudable goal is to help renovate our laboratory. There may be medical doctors and pharmacists amongst us in future. This is the foundation of this kind of profession and if the foundation is weak, it is certain that our future will be bleak.

We appreciate the kind gesture which you extended us in the past. We are aware of your unique dynamism in this Local Government Area. We really appreciate you.

Thank you so much for your anticipated co-operation.

Yours faithfully,
Danladi Alkali.

You can now see clearly how the address of the writer and that of the addressee are indicated. The title of the letter is boldly written a little below the salutation. The presentation of the writer's idea is quite formal in language and tone throughout.

You should now write your own formal letter to your principal appealing that the library be renovated.