

Module 17

Speech: Intonation (The Rising Tune)

The rising tune is usually indicated with a rising pitch towards the end of a statement thus (..... →). Remember also that the rising tune should be placed on the last stressed syllable of a sentence.

Uses of the rising tune

A. To form questions requiring a Yes or No answer (i.e. Polar questions)

A polar question is one that can be answered with a "Yes" or "No". It usually begins with a verb-to-be, e.g. "is", "are", "do", "does", "have", "has", "will", "shall", etc. Examples:

1. Are you still going to the zoo?
2. Is he the new messenger?
3. Does your wife know we are coming?
4. Has he remarried?
5. Has the work been done?
6. Does he speak French fluently?
7. Is it 2 p.m. already?
8. Are you sure of what you are saying?
9. Have you posted the letters?
10. Are they arriving today?

Practice 1

Study the sentences above. Take note of the rise in the intonation. Listen attentively as your teacher reads them, and then repeat after her.

Practice 2

Your teacher will direct you to form five questions like the ones above and read them to the class with the correct intonation.

B. For Protest or Surprise

When you are in doubt or are surprised, or wish to register a protest, you usually end the statement with a rising tune, as in the following examples:

- a. My goodness, you are already here.
- b. We have had enough of that.
- c. Well, Nigeria might win the World Cup.
- d. She can't say that.
- e. He was up to seventy.
- f. We can't tolerate this insult.
- g. You watched him die.
- h. I can't pay for it.
- i. This treatment is unfair.
- j. He is forty and still bachelor.

Practice 3

Your teacher will read the sentences above to the class. Listen attentively and repeat after her.

Exercise

Make five similar sentences as the ones you have just read.

Structure: Adverbs and Changes in Form

You must have studied adverbs at earlier levels, that adverbs tell us more about verbs. Adverbs, in most cases, take **-ly** at the end. In this module, we shall learn the changes that adverbs undergo in order to indicate varying degrees of an action.

Pattern 1

Read the passage quickly. Note the adverbs and the words used to show varying degrees of the adverbs.

I woke up **very** early this morning. I didn't feel like going to work. I walked **a bit** sluggishly to the bathroom. My daughter felt that I was **completely** exhausted from hard work. She asked me not to bother taking her to school. She would manage on her own. I was **deeply** moved at her concern for me.

From this passage we can pick out the following as the words used to indicate the degree expressed by the adverbs.

Words added to show degree	Functions
i...very	shows how early
ii.a bit	shows how sluggishly
iii. completely	shows level of exhaustion
iv....deeply	shows how moved

We can see that adverbs take on new words in order to indicate varying degrees of the quality they are describing. Let us consider more examples. The words that show the degree of the adverbs are in bold prints.

- i. We are leaving **quite** soon.
- ii. The teacher does not **entirely** agree.
- iii. The price of fuel has fallen **slightly**.
- iv. She was **almost** in tears.
- v. They could **barely** speak.
- vi. Mama can **hardly** see.

Did you notice the position of the words printed in bold type? The words that show varying degrees of the adverb are placed either before the adverb as in sentence (i, ii, iv, & vi) or after the adverb as in sentence (iii).

Pattern 2

Now read the following sentences

- i. Helen worked **quicker** than her friends.
- ii. Helen did her work **faster** than the others.
- iii. The girl spoke **gentler** this time.

We can see that in very few cases **-er** is used to indicate varying degrees of adverbs.

In sentence 1, **quicker** tells us how Helen works. In sentence (ii) **faster** tells us more about **did**. In sentence (iii) **gentler** tells us more about *spoke*.

Pattern 3

Like adjectives, adverbs take words like **much, more** and **many, little, most** to indicate a higher or lower degree of what they are describing. Form 10 sentences from this table.

She	gave	
John	spoke	much.
The young boy	cried	least.

Did you form sentences like the ones below?

- i. She gave **much**. (Tells how much she gave)
- ii. The baby wept **much**. (Tells how much she wept)
- iii. John cried **much**. (Tells how much he cried)
- iv. She spoke **least**. (Tells how much she spoke)

Changes in degrees of adjectives and adverb compared

We learnt earlier that words like **fast** and **faster**, **much**, **many**, **most** were used to show various degrees of adjectives. This shows that the same word can be an adjective and an adverb. In order not to confuse one for the other, find out what the word tells you more about. If **fast** tells you more about a noun (e.g. woman), then **fast** is an adjective; but if **fast** tells us more about a verb (e.g. how someone works), then **fast** is *an adverb*. Now read these pairs of sentences. Find out if you can identify the adjectives and the adverbs correctly.

- i. There are many *late* comers. (Tells more about comers = adjective)
- ii. She came *late*. (Tells more about *came* = adverb)
- iii. Helen did her work *fast*. (Tells more about did = adverb)
- iv. Helen is a fast worker. (Tells more about worker = adjective)

Exercise

1. Using words that show the degree of adjectives, write ten sentences.
2. Fill in the gaps with the options that follow.

When Mary came home and saw the corpse, she could ...1... talk. She closed the door behind her and ran to her neighbour's house. Her heart was beating ...2.... fast. She had seen her father a few minute ago. He had complained of a ...3.... headache. She had bought ...4... drugs for him. Now this! She called her brother. When he answered, Mary was...5.....nervous. She did not speak....6...: "Father is dead. I need help".

- | | | | |
|--------------|-----------|-----------|-------------|
| 1. A. barely | B. very | C. a bit | D. much |
| 2. A. so | B. very | C. small | D. too much |
| 3. A. strong | B. slight | C. weak | D. few |
| 4. A. less | B. small | C. some | D. little |
| 5. A. little | B. above | C. very | D. a few |
| 6. A. highly | B. much | C. barely | D. small |

Reading Comprehension

Read and discuss the following points very carefully.

- ☛ *What are Christian denominations and sects?*
- ☛ *What are the basic differences between the various denominations?*
- ☛ *What are the links that bound the various denominations together?*
- ☛ *Are some denominations more Christian than others?*

Read the following passage very rapidly. Record your time.

The Christian Religion

There is no state in Nigeria today totally devoid of churches and several Christians, just as there is no state that has no mosques and several Muslims. Also, it is often difficult knowing who a true Christian really is, judging by the many Christian denominations, just as it could be debated who a true Muslim is, judging by the several sects of the Islamic religion in Nigeria. Here, we consider the various Christian sects in the country. In the next module we shall take on the issue of Muslims.

Since the seventeenth century when the first Christian missionaries arrived in what is Nigeria today, the adherents have been classified according to the sect of the missionaries that introduced the religion. Over the decades, sects have been multiplying so rapidly that it is difficult to determine how many Christian sects there are.

For, in addition to the original few sects like the Anglican, Methodist, Baptist, and Roman Catholic, Nigerians have introduced such local variants as the Cherubim and Seraphim, the Apostolic, the Christ Apostolic, the African Church, the Celestial Church, etc. Indeed, there are today churches founded by and for just a single family and some relatives. So, there are perhaps more than a hundred different movements.



Nevertheless, the common thread binding them all is belief in God through Jesus Christ and the Bible. This belief in Jesus Christ as the Lord and Saviour is so pervading that anyone holding a contrary belief is not considered a Christian. And to believe in Jesus Christ, one must hold on to His teachings in the Bible. But apparently that is as far as it goes. Today, practices by several sects have tainted this basic foundation

with practices from traditional religions. For example, in some churches, you are not considered a Christian if you cannot speak in tongues, an experience that often departs significantly from what one can link with the first apostles in the Bible. The African experience of speaking in tongues usually involves going into a trance and prophesying often in a different language. Conversely, some churches would consider such experience as an aberration.

Apart from the practices in the different denominations, the structures are also significantly different. There are those with formal, centralised structures like the Catholic, Anglican and Methodist churches where the Bishop heads the diocese composed of several churches in a geographic zone, with the other priests falling in line, based on a rigid seniority pattern. On the other end are churches in which there is no clearly recognised pattern, basically because the church itself is owned and controlled by someone who might be the only priest. Apart from this classification pattern, worship practices differ from one church to another. For instance, some churches wrap a service almost exclusively around prayers, whereas in some others, songs and hymns dominate the service. Yet in others, the Bible based sermon does.

With these, it is no wonder that some people not too familiar with the Christian religion could wonder if indeed all the churches form one religion. However, perhaps it is just enough that the various churches hold on to belief in one God, through Jesus Christ as revealed to humans in the Bible. (533 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. From the opening paragraph, we can gather that religious practices are
 - A. limited to specific geographic zones.
 - B. distributed almost evenly throughout the states of the country.
 - C. intertwined across the various states of the federation.
 - D. distributed across the various states on a predetermined basis.
2. From the passage it is clear that
 - A. denominations have remained as they were originally in Nigeria.
 - B. there were several local sects before more came from abroad.
 - C. the same denominations have been replicating themselves in Nigeria.
 - D. many indigenous denominations have been created by Nigerians.
3. The writer is making it clear to us that

- A. Jesus Christ came with the Bible.
 - B. the Bible is based on the church.
 - C. Christianity is based on the Bible.
 - D. the Bible is based on Christianity.
4. The import of the passage is that to be a Christian, one must
- A. believe in a church.
 - B. belong to a church.
 - C. understand the Bible very well.
 - D. believe in Jesus Christ.
5. From the analysis in the fourth paragraph, it would appear that
- A. the newer denominations have more clearly defined structures.
 - B. the older denominations have more clearly defined structures.
 - C. any church in any denomination can adopt any type of structure.
 - D. there is no denomination that has a fixed, clearly defined structure.

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. What evidence is there in the passage that Christianity has been modified since it was introduced into the country?
- 7. What would you say have been responsible for the modification experienced by the church in Nigeria?
- 8. What is the particular point that the writer is making about speaking in tongues?
- 9. From this passage, how can we define a diocese?
- 10. Based on the passage, discuss the various ways in which the churches differ from one another across the denominations.

General Discussion Question

Do you think it is really possible to belong to more than one Christian denomination? Give reasons for your view.

Summary Work

An exercise similar to that carried out in the last module can be done here. So, do the following:

- a. identify the key idea in each paragraph; and/or
- b. identify the topic sentence in each case.

Then summarise the said key idea or topic sentence as neatly as possible.

Now, do the following

Paragraph	Key idea/topic sentence	Summary of the key idea
1		
2		
3		
4		
5		

When you complete the task, do the following:

- In one sentence, discuss the distribution of the two religions in the southern and northern parts of the country.
- In another sentence, summarise the spread and growth of denominations in Nigeria.
- In another sentence, discuss the organisational structure of the various types of denominations.

Vocabulary Development

Words associated with the Christian religion

You will learn in this module words associated with the Christian religion. Whether you are a Christian or not, it is useful to learn about the words which are associated with the religion. Familiarity with the register of the Christian religion will help you understand discussions related to the religion, either around you in the society, on the electronic media or in newspapers and magazines. Study the following words:

The Holy Bible	Evangelist	Nun
Clergy	Baptism	Pulpit
Catechist	Holy communion	Choir
Pastor	Sacrament	Sexton
Deacon	Convent	Priest
Deaconess	Pope	Altar
Hymn book	Lay reader	Pew
Bishop	Lay preacher	Church
Archbishop	Warden	Congregation
Elders	Monk	Sermon
Reverend	Prayer	Choruses

You will notice that there are some you can get in one kind of church or the other.

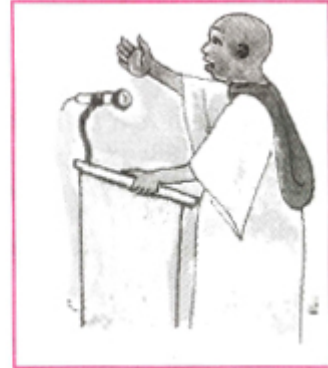
Activity I

Look up the meanings of the words above in your dictionary.

Activity II

Now form correct sentences with the following:

- a. Baptism
- b. Lay readers
- c. Congregation
- d. Pulpit
- e. Sermon
- f. Clergy
- g. Catechist
- h. Pastor
- i. Deacon
- j. Archbishop



Continuous Writing: Argumentative Writing an argumentative essay 1

This is a kind of essay called debate or argumentative. This may involve two persons or groups of speakers debating an issue and trying as much as possible to convince each other that the stand each is taking is better. This situation is possible during literary and debating programme. Students are required to put this down in writing an essay. This could be done as a classroom activity or in an examination. Students may be asked to take a stand on an issue, and try to convince his teacher with good and relevant points.

Useful Hints on Writing an Argumentative Essay

1. You are supposed to take a stand on a particular issue. For example, “Teaching profession is better than the Nursing profession”™. Here, you are expected to argue on the two sides but making sure that you have more convincing points on the stand you take. You should not just say that one is better than the other, and then you start listing your points.
2. You must have convincing points on your finger tips when writing this kind of essay. For example, in the topic given above, if your stand is “The Nursing profession is better than the Teaching profession”™, then the reasons for these should be very convincing.
3. You must have a very high sense of conviction. That is, your ability to convince the reader must be superb. You should find it easy to carry the reader along.
4. Your expression must be very clear. Diction, that is your

choice of words, must be appropriate. There should not be grammatical or stylistic errors. You have to be mindful of your mechanical skills.

5. You should learn how to draw a conclusion. This is where you should make your stand known, trying as much as possible to establish your points. Before this stage, you should have given more convincing points in order to assert your stand.
6. Throughout, you should reason logically and intelligently, considering that you are locking horns with another person or group. You should aim at beating your opponent.

Now, write your attempt for or against this motion - "The Teaching profession is better than the Nursing profession."