

Module 16

Speech Intonation patterns

Combining the rise and fall tunes

You have already learnt the use of the rising and falling tunes for various sentences like statements, commands, questions, and exclamations. In this lesson you will learn how to combine the two tunes in longer utterances/ sentences.

Meanwhile, distinguish between these sentences by placing either the rising or the falling tune at the end of each sentence.

Example: What good news!

What a good news! (exclamation)

1. You must leave immediately. ()
2. Why are you looking so sad? ()
3. Has the work been done? ()
4. Is the food ready? ()
5. When are you going to the () bank?
6. We are learning English () language.
7. Are you sure of the number? ()
8. Get out. ()
9. Where did they keep the () keys?
10. The letters have been posted. ()

The rising and falling tunes can be combined in a sentence. Take a look at the following utterances.

A. *For enumeration of items*

1. She bought some fruits, vegetables, eggs and yams.
2. The principal wants to see Olá, Muša, Toný, and Eze.
3. When coming for the examination, bring a pencil, a ruler, a biro and an eraser.

Study the sentences above. Your teacher will read them while you repeat after him. Then make similar sentences of your own and read them to the class.

B. For tag questions

Note that in a tag question, the statement part ends on a falling tune while the tag question ends on a rising tune.

Study the following tag questions: Listen attentively while your teacher reads them, then repeat after her. Your teacher will direct you to ask your own tag-questions.

1. You are Okon's junior brother, aren't you? Yes, I am.
2. He came to school early, didn't he? Yes, he did.
3. The two boxers are exhausted, aren't they? Yes, they are.
4. You are not leaving this evening, are you? No, I am not.
5. It is not break time, is it? No, it isn't.

Grammatical Structure

Intensifying adjectives

In the previous module, we learnt how adverbs are intensified. In this module, we shall learn how to show a higher or lower quality of adjectives. We shall also see the order to follow when we use many adjectives in one sentence.

Read the dialogue carefully.

Ken: Who is that young man sitting out there?

Ola: He is the landlord's son.

Ken: He is *quite* young.

Ola: And *very* quiet too.

Ken: I think he is *fairly* timid.

Ola: I think he's *quite* gentle, not timid.

Ken: He's been sitting out there doing nothing.

Ola: He had a row with his father. The landlord locked him out.

Ken: Poor thing! He looks *utterly* powerless.

Ola: It's a *little* surprising. Lock out a first son? A medical student?

What did you notice about the italicized words?

In line (3) *quite* tells us how young the man is. *Very* in line (4) tells us how quiet he is. In line (5) we see another grade word, *fairly*. In lines (8) and (9) we see intensifying words *utterly*, and a *little*.

Note that all these grade words appear before adjectives. List the adjectives. Not all adjectives are gradable. Most adjectives which have opposites can be graded.

e.g. ~How young /old is your mother?~

~Quite old~/~Not very old.~

You will notice that the same adverbs which are used to grade adverbs are equally used to intensify or reduce adjectives. We shall see a wider variety of adjectives which cannot only intensify other adjectives but put a spark into your writing. We shall also learn the right adjectives for the right occasions, e.g.

- a. Normal: This party is a big surprise.
- b. Exciting: This party is a pleasant surprise.
- c. Incorrect: This incident gave me a mighty joy.
- d. Correct: This incident gave me great joy.
- e. Incorrect: Joe suffered from a big illness.
- f. Correct: Joe suffered from a serious illness.
- g. Normal: John is very hard-working.
- h. Exciting: John is extremely hard-working.

Everybody uses sentences like (a). While sentence (a) is correct, sentence (b) is more striking. In sentence (c) the speaker wants to intensify the level of joy he experienced, he selects an adjective *mighty* which speaks of greatness. Even though the message is clear, a wrong adjective has been used to intensify the noun, even though *great* and *mighty* are synonyms, they cannot be used interchangeably. *Great* is a more appropriate intensifier. In sentence (e), the writer wants to indicate the magnitude of an illness. Even though *big* and *serious* speak of a high intensity, *serious* is a more appropriate intensifier to use in this sentence.

Below are more examples of the correct and incorrect uses of intensifiers. Note that sentences with the asterisk (*) are incorrect.

- i. *John took big care of his parents.
John took great care of his parents.
- ii. *People have large expectations from their son.
People have great expectations from their son.
- iii. *The plan was a great failure.
The plan was a complete failure.
- iv. *This matter is of strong importance.
This matter is of great importance.
- v. *Julie has big peace.
Julie has great peace.

- vi. *I am facing a total challenge.
I am facing a huge challenge

Order of adjectives

Sometimes you want to use two or three adjectives in describing a noun, e.g.

- a. a fat, Nigerian black girl
- b. a beautiful multicoloured square rug
- c. a brown untidy leather jacket
- d. a Japanese beautiful vase
- e. a red uninteresting book biology
- f. a red, small, watch.
- g. a tall, black, French hardworking, girl.
- h. an old, cream, Chinese washing machine.
- i. a metallic, old, heavily loaded, passing train.
- j. a new, duplicating, silver, machine.

What order would one follow? The following illustrates the order of adjectives.

| Determiner | Adj. of quality | Adj. of shape | Adj. of shape | Adj. of age | Adj. of colour | Adj. of origin | Noun |
|------------|-----------------|---------------|---------------|-------------|----------------|----------------|------|
| an | ugly | slim | round | young | dark | Itsekiri | girl |

We can now use this guide to place the adjectives above in their proper place.

- a. A fat black Nigerian girl.
- b. A beautiful, square, multicoloured rug.
- c. An untidy, brown leather bag.
- d. A beautiful Japanese vase.
- e. An uninteresting red biology book.
- f. A small red watch.
- g. A tall, black, hardworking French girl.
- h. an old, cream Chinese washing machine.
- i. a heavily loaded, metallic, old passing train.
- j. a new, silver duplicating machine.

Exercise

1. Arrange the adjectives before the noun in the correct order.
Remember to change “a” to “an” where necessary.
 - i. a dress (yellow, old dirty)
 - ii. a bracelet (gorgeous, gold expensive)
 - iii. a pair of shoes (italian brown, leather new)
 - iv. a perfume (sweet smelling, expensive, small)
 - v. a teacher (young, tall, experience, chemistry)
 - vi. a path (rocky, narrow, lonely, winding)

- vii. some oil (vegetable, fresh)
- viii. a slice of bread (brown, stale, big bread)
- ix. a lamp (old, kerosene, smoking)
- x. a house (big, brick, breathtaking)

2. Tick the appropriate adjective that best intensifies the noun below. One has been done for you.

| Nouns | Adjectives | | | | |
|---------------|------------|------|--------|-------|------------------|
| | total | weak | strong | great | spectacular/huge |
| 1. noise | | | | | |
| 2. wealth | | | | | |
| 3. accent | * | | | | |
| 4. will | | | | | |
| 5. confidence | | | | | |
| 6. care | | | | | |
| 7. failure | | | | | |
| 8. commitment | | | | | |
| 9. stranger | | | | | |
| 10. agreement | | | | | |

3. Form 10 sentences of your own by combining adjectives with nouns from the box below.

| | |
|----------|-------------|
| serious | deception |
| | help |
| great | pain |
| | improvement |
| | expectation |
| | successor |
| complete | disaster |
| partial | failure |
| total | wreck |
| | agreement |

Reading Comprehension

Before reading, discuss the following:

- ⇒ You should know about the commonest religions in Nigeria: Christianity, Islam, the traditional religions.
- ⇒ But do you know of any other religion apart from these?
- ⇒ Certainly, there are other religions in other parts of the world.
- ⇒ In India Hinduism is the predominant religion; in some other parts of South-East Asia it is Buddhism.
- ⇒ In this passage we will learn about Hinduism.

Hinduism as a Religion

Hinduism religion originated from the Indian sub-continent. With its foundations in the Vedic civilization, it has no known founder, being a conglomerate of diverse beliefs and traditions. It is considered the worldâ€™s â€˜oldest living religionâ€™, and has approximately a billion adherents, about 890 million of them in India, placing it as the worldâ€™s third largest religion after Christianity and Islam. Hinduism is also found in other Asian countries.

Hinduism has a vast body of scriptures. Developed over the centuries, these scriptures expound an equally vast range of beliefs, providing spiritual insights along with guidance on the practice of religious living. Prominent themes in Hinduism include *Dharma* (ethics and duties), *Samsara* (the continuing cycle of birth, life, death and rebirth), *Karma* (the sum of oneâ€™s good and bad deeds). Hinduism is sometimes considered to be a polytheistic religion, but this is being over-simplifying. The diverse beliefs range from monotheism to pantheism, i.e. from belief in one God to the belief in God being present in everything.

Karma is often described as the â€˜moral law of cause and effectâ€™. It holds that a personâ€™s action influences his destiny, that what you sow is what you will reap. You cannot sow evil and expect to reap goodness; and if your actions are worthwhile, evil cannot rule over your life. Also, your previous existence influences your present life. Perhaps, you are blessed in this life because you lived a saintly life in your previous existence, and vice versa.

This cycle of *action, reaction, birth, death, and rebirth* is a continuum called *samsara*. The notion of reincarnation holds that: â€˜As a person puts on new clothes, discarding old and torn clothes, similarly an embodied soul enters new material bodies, leaving the old bodies.â€™

Hinduism is based on the accumulated body of spiritual wisdom discovered by different persons over time. These were transmitted orally in verse form to aid memorization for many centuries before they were written down. Over many centuries, the teachings were refined by other sages. The last two centuries witnessed much interaction between Hinduism and European thought. These quickened developments in the formations of new Hindu thought, the spread of Hinduism across the world, and changes in many areas of Hindu society.

Unlike practices in some other religions, the Hindus continue to update their scriptures even today. Hindus believe that the spiritual truths of the Vedas are eternal but continue to be expressed in new ways. Some Hindus even adore the scriptures of other religions, because they believe that God is shown in various ways. One much-quoted verse is: â€˜Truth is one; the wise call it in many different ways.â€™ This openness means that there is little theological quarrel between Hindu denominations and even other religions. Hindus advocate the practice of non-violence and respect for all life because God is believed to reside in all, including plants and other animals.

Non-vegetarian Hindus generally abstain from beef. The largely pastoral Vedic people and subsequent generations relied heavily on the cow for protein-rich milk and dairy products. Thus, the cow was identified as a maternal figure. The cow holds an honoured place in Hindu society as a symbol of unselfish giving among all animals. Cow-slaughter is legally banned in almost all states of India. (540 words)

Without going back, answer the following questions:

1. Hinduism is a religion that is prevalent in
 - A. India.
 - B. the Asian continent.
 - C. the whole of South-East Asia.
 - D. anywhere there are Indians.
2. Hinduism is
 - A. as old as Christianity.
 - B. one of the recent religions.
 - C. the oldest living religion.
 - D. a dead religion newly revived.
3. As a religion Hinduism has its own scriptures which
 - A. are mostly unwritten.
 - B. are passed orally down from generation to generation.
 - C. vary from one part of the country to another.
 - D. are mostly written and continue to be added to.
4. From this passage, it is evident that Hinduism
 - A. has accumulated several different beliefs and practices.
 - B. has remained the same over the centuries.
 - C. is a polytheistic religion, i.e. believes in many gods.
 - D. could mean many different things to different people.
5. The principle of Karma is that
 - A. good and evil are interwoven.
 - B. a person is affected by what he does.
 - C. good people can suffer evil.
 - D. evil people can experience good luck.
6. Most Hindus would not kill animals because they believe that
 - A. killing an animal would be repaid with the killer being killed.
 - B. God resides in all animals, so killing an animal might mean killing God.
 - C. there is no sharp distinction between animals and humans.
 - D. Their ancestors reside in animals.

Now read the passage more closely and answer the following questions:

7. What conclusions can we draw about the relative ages and

adherents of the three largest religions mentioned in this passage?

8. What are the prominent themes in Hinduism?
9. Why do many people regard Hinduism as a polytheistic religion? What in actual fact is the true position?
10. What in brief does Karma stand for?
11. What does samsara stand for?
12. In what way has modern exposure to other cultures influenced Hinduism?
13. Why do some Hindus choose to be vegetarians?
14. Why is the cow revered in India today?

Summary Work

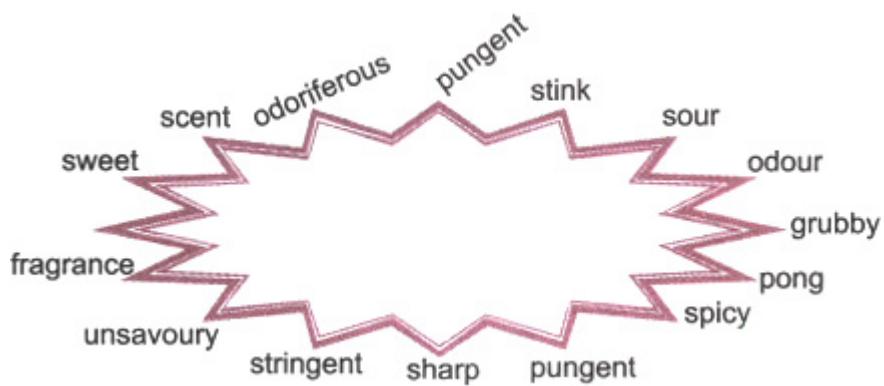
- a. Summarise in one sentence the position of Hinduism among other world largest religions.
- b. In three connected sentences, summarise what the major philosophies in Hinduism stand for.
- c. In one sentence, summarise the types of scriptures that Hinduism possesses.
- d. In one sentence, explain why most Hindus practise vegetarianism.

Vocabulary Development Modifiers as describing words

Use of vivid sensuous adjectives associated with smell

You must have been taught in Biology the major senses. One of the major senses is that of smell. In this module, we shall be examining sensuous adjectives associated with smell. This is called **register of smell**. Your sense of smell has to be keen when you are preparing food in the kitchen or when you want to buy something in the market. It is therefore necessary to be acquainted with some words associated with smell.

Study the following diagram:



In the diagram above, two different kinds of smell are indicated. These are good smell and bad smell. Let us now sort out those that are good and the bad ones.

| Good Smell | | Bad Smell | |
|------------|---------|-----------|-----------|
| sweet | aroma | sour | stink |
| fragrance | scent | odour | stench |
| pungent | sharp | pong | unsavoury |
| spicy | perfume | whiff | reek |
| bouquet | cologne | grubby | odorous |

Let us see how each of these words function in the following sentences:

aroma: There is an aroma of fresh fish in the kitchen.

stink: The room will stink of cigar smoke if you do not go out to smoke.

pong: The meat is decaying and so there is an awful pong in the kitchen.

Activity I

Use your dictionary to check the meaning of each of the words indicated in either the diagram or the table above.

Activity II

Form a correct sentence with each of the examples of a good smell and a bad smell.

Activity III

Make a list of other examples of a good smell and a bad smell known to you.

Continuous Writing

Formal letter writing

Letter of invitation

Study the following letter of invitation carefully:

Rivers State College of Education

Rumuelumeni
P.M.B. 5066
Port Harcourt
Rivers State
20th August 2005

The Dean
Faculty of Education
University of Port Harcourt
Port Harcourt
Rivers State

Dear Sir,
INVITATION

I use this medium to inform you that this yearâ€™s convocation ceremony of the Rivers State College of Education, Port Harcourt comes up on the 2nd September 2005. The college is presenting 2,250 graduates from various schools and departments. Many dignitaries will attend the occasion, including some principal officers of the University of Ibadan.

Many activities have been planned for the occasion. One of these is a public lecture on *Education and the Society*, which we are humbly asking you to deliver. This will be held on the 1st September 2005, that is, a day to the convocation ceremony.

Besides, you are also invited as a special guest on the convocation day.

The venue of the public lecture is the College Large Lecture Theatre, while the convocation will take place at the convocation arena. The time for the lecture is 10 a.m., while the graduation ceremony will commence at 9 a.m.

People are very eager to benefit from your wealth of experience and drink from your fountain of knowledge. I should be grateful if you could honour this invitation.

Thank you in anticipation of your favourable reply.

Yours faithfully,
Odia Ikoro
Secretary, Graduation Planning Committee

This is another kind of formal letter writing. It is a letter of invitation. Have you taken note of its structure and characteristics? If you have, now write your own letter to members of your class, inviting them to your next birthday party.