

Module 21

Speech

Giving clear, concise and correct direction

Listen as your teacher reads the following dialogue.

Musa: Good morning sir, I am Musa Ibrahim from Kano. I am on a short visit to Ibadan. I am afraid I have lost my way to my uncle's house. Could you please direct me how to get to number 10^A Stadium Road; that is where he lives.

Police Officer: You are welcome, Musa, Now walk across the road and take a taxi to Ajango bus stop. When you get there, you will see a Texaco petrol filling station opposite a roundabout. Go to the entrance of the petrol station. Then take the left side of the road. Walk up to three poles and turn to the steep road by your right. Your uncle's house is about the third building along the road.

Musa: Thank you sir, I'm very grateful.

Practice 1

Be in pairs and read the dialogue in front of the class. Dramatise where necessary.

Practice 2

Now take turns and give a clear consice direction to your classmates on how to locate your residence.

Grammatical Structure

Relative pronouns

In *Functional English for JS Books 2, 3 and SS 1*, we learnt how conjunctions are used to join parts of a sentence. In this module, we shall learn about another set of joining words called relative pronouns. Relative pronouns include *that*, *who*, *which*, *whom* and *whose*. Many students misuse relative pronouns. Let us see how to use each of them.

That is used to refer to persons, animals, things or ideas. A comma is never used in front of **that**. **That** is used to introduce clauses that are essential to the meaning of a sentence. If the clause which **that** introduces is omitted, the sentence will be seriously affected, e.g.

- a. My house is the only house. My house was touched by fire.
- b. My house is the only one **that** was touched by fire.

The relative pronoun **that** has been used to join the two sentences.

Now let us find out whether **that** is the appropriate relative pronoun to use for the sentence. If the removal of the **that** clause affects the sentence minimally, then the clause is not essential to the meaning of the sentence. This means that **that** has been used wrongly, **which** should be used instead. But if the removal of **that** clause affects the meaning of the sentence greatly, then **that** has been used correctly because it introduces an essential clause, e.g.

If we remove the clause in sentence (b) the sentence will become:

- c. *My house is the only house.*

There is a great difference between

- a. My house is the only house that was torched by ruffians.

and

- c. My house is the only house.

Much meaning is lost in sentence (b) because the clause **â€˜that** was ...â€™ has been left out. What **that** introduces is therefore essential to the meaning of the sentence. The sentence cannot do without the clause. Therefore, **that** is the correct relative pronoun to use in that sentence.

- e. A woman that serves her husband should be praised.

If we delete the clause beginning with **that**, the sentence will become

- f. A woman should be praised.

If you compare sentences (e) and (f) you will discover that sentence (f) loses its full meaning when the **thatâ€“** clause is removed.

Because the **thatâ€“** clause is essential to the meaning of the sentence, **that** is the correct relative pronoun to use in the sentence. Read other examples of clauses introduced by the **that** clause.

1. I know the politicians *that I am dealing with.*
2. The lecturer uses many words *that are strange to his students.*
3. Chief is the sort of person *that snobs his wife whenever he is angry.*
4. The thug *that burnt our house* has been imprisoned.
5. This is the kind of man *that I can live with.*
6. The problem *that caused the dissolution of the marriage* has not been mentioned.

Which

Which is a relative pronoun that is used to refer to animals, things or

ideas. **Which** is never used to refer to persons. **Which** is also used to refer to statements which describe or explain. Such descriptions and explanations are often not essential to the meaning of the sentence. Because they are not essential to the meaning of the sentence, they can be done without. Whenever a non-essential clause appears in the middle of the sentence, that “ clause is usually marked off by two commas. Whatever is enclosed within two commas can be done without.

Whenever the **which** “clause appears at the end of the sentence, the sentence takes only one comma. Study the examples below.

- a. The reason which he gave did not make sense.
- b. The reason did not make sense.

Sentence (b) does not lose much when the **which** clause is omitted. This is because the clause **which he gave** merely adds information to the sentence. The information is nonessential.

- c. My blender which my mother gave me on my wedding day is doing well.

The essential information is

My blender is doing well.

The sentence loses nothing by dropping the **which** clause. Since the clause *which my mother bought on my wedding day* can be omitted without seriously affecting the sentence, it is marked off by two commas.

- d. My house was not torched by the ruffians, which is very fortunate.

The important point in the sentence is

My house was untouched by fire.

The clause *which is very fortunate* is the speaker’s personal comment. It can be left out without affecting the meaning of the sentence. Because it appears at the end of the sentence only one comma is used to mark it off.

- e. The man is here. I told you about him.

*The man which I told you about is here

This sentence is unacceptable because **which** is not usually used to refer to persons. Let us study other sentences containing the relative clause **which**.

- a. I bought a pair of shoes.
They are tight. The pair of shoes which I bought is tight.
- b. We witnessed an accident. It was fatal.

The accident which we witnessed was fatal.

c. My mother bought me wrappers.

They are very expensive. My mother bought me wrappers which are very expensive.

d. The supermarket is near my house. It was burnt down.

The supermarket, which is near my house was burnt down.

e. My favourite candidate lost the election. This is very sad.

My favourite candidate lost the election which is very sad.

f. This house was built several years ago. The house is occupied only by students.

This house which was built several years ago is occupied only by students.

Exercise

1. Write 5 sentences each containing the relative pronouns *which* and *that*.
2. Complete the following sentences with the suitable relative pronoun.
 - i. I watched a beautiful play. It was directed by Esiabe Irobi.
 - ii. Daddy collected his car license, I.D card and international passport. He needed them for his trip.
 - iii. Luckily, my daddy had tried to reach us by telephone. He had the good sense to send us his driver.
 - iv. She has great quiet and peace. They only come from a content heart.
 - v. This is a business school. It combines theory with practice.
 - vi. The streets of Enugu were empty and lonely during the elections. The streets are busy again.
 - vii. I remembered the stories. My mother told me stories under the moonlight.
 - viii. The old man was greatly angered by the sermon. The old man returned to talk things over with the pastor.
 - ix. The governor has a lady's voice. The governor lost out during the election.
 - x. My grandmother lived all alone in her big apartment. My grandmother cooked for herself until she was 90.
3. Form 10 sentences from the table below.

He is the kind of man	that	beats his wife I can live with. uses big words. can fight in public. respects himself
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Mummy taught
me lessons

which

are difficult to forget.
can stand the test of
time.
are invaluable.

Reading Comprehension

- Ⓐ The world has witnessed two seriously devastating World Wars, the first from 1914 to 1918, and the second from 1939 to 1945.
- Ⓑ Each claimed millions of lives.
- Ⓒ The major European countries were involved.
- Ⓓ During the World I War, Britain had a Prime Minister, Winston Churchill, who stood firm in his resolve against Hitlerâ€™s Germany.
- Ⓔ Apart from several other factors, he was known for his landmark speeches which greatly built up his menâ€™s fighting spirit.
- Ⓕ The most famous was the â€˜We Shall Fightâ€™ speech, given the House of Commons on 4 June 1940, part of which appears below.

Sir Winston Churchill



... May it not also be that the cause of civilisation itself will be defended by the skill and devotion of a few thousand airmen? There never has been, I suppose, in all the world, in all the history of war, such an opportunity for youth. The Knights of the Round Table, the Crusaders, all fall back into the pastâ€“not only distant but prosaic; these young men, going forth every morn to guard their native land and all that we stand for, holding in their hands these instruments of colossal and shattering power, of whom it may be said that

Every morn brought forth a noble chance

And every chance brought forth a noble knight,

deserve our *gratitude*, as do all the brave men who, in so many ways and on so many occasions, are ready, and continue (to be) ready to

give life and all for their native land.

I return to the Army. In the long series of very fierce battles, now on this front, now on that, fighting on three fronts at once, battles fought by two or three divisions against an equal or somewhat larger number of the enemy, and fought fierce on some of the old grounds that so many of us knew so wellâ€”in these battles our losses in men have exceeded 30, 000 killed, wounded and missing ... I take occasion to express the sympathy of the House to all who have suffered bereavement or who are still anxious. Against this loss of over 30,000 men, we can set a far heavier loss certainly inflicted upon the enemy. But our losses in material are enormous. We have perhaps lost one-third of the men we lost in the opening days of the battles of 21st March 1918, but we have lost nearly as many guns, nearly one thousandâ€”and all our transport, all our transport, all the armoured vehicles that were with the Army in the north. This loss will impose a further delay on the expansion of our military strength. That expansion had not been proceeding as far as we had hoped ...

I have, myself, full confidence that if all do their duty, if nothing is neglected, and if the best arrangements are made, as they are being made, we shall prove ourselves once again able to defend our Island home, to ride out the storm of war, and to outlive the menace of tyranny, if necessary for years, if necessary alone ...

The British Empire and the French Republic, linked together in their cause and in their need, will defend to the death their native soil, aiding each other like good comrades to the utmost of their strength.

Even though large tracts of Europe and many old and famous States have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail.

We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were *subjugated* and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until, in Godâ€™s good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old. (621 words)

Without referring to the passage answer the following questions:

1. In the first part of the extract, Churchill is praising the
 - A. Airforce men.
 - B. British people in general.
 - C. British soldiers.

- D. Navy men.
2. The quotation by Churchill is supposed to imply that
 - A. young men should create opportunities of greatness for themselves.
 - B. there is every day a chance for young men to become great.
 - C. every day brings forth an opportunity for young men to prove themselves.
 - D. young men who have proved themselves are needed to serve the country.
 3. With reference to the military action, Churchill inferred that
 - A. British forces suffered more serious losses than the enemy did.
 - B. British forces suffered serious losses but not as serious as the enemy.
 - C. the losses on both sides were far more than during the World War I.
 - D. the army could not cope with the battles on several fronts.
 4. Churchill maintained that the war would be won by Britain if ...
 - A. the soldiers did their work very well.
 - B. there were sufficient weapons available.
 - C. all people did their work very well.
 - D. there were more volunteers for the army.
 5. From the speech we can infer that by the time of this speech,
 - A. the enemy was winning at all fronts.
 - B. the British forces were winning in all fronts.
 - C. Britain was fighting alone, with no ally to face the enemy.
 - D. the enemy had already occupied large areas of Europe.
 6. In the final paragraph, which is only one sentence, Churchill
 - A. betrayed the fears which most English men at that time had for Germany.
 - B. displayed the courage and determination with which he faced the war.
 - C. showed that there were enough forces to fight the war for many years.
 - D. meant to weaken the morale of the Germans whom they were fighting.

Now read the extract once again more carefully and answer the following questions:

7. What is the antecedent to which Churchill was referring in the first part of this extract?
8. In simpler language, what is the quotation from the short poem supposed to mean?
9. What point was Churchill trying to make in the reference to the World War I (cited by Churchill as 1918)?

10. To what or to whom was Churchill referring when he mentioned the Gestapo and the Nazi rule?
11. In brief, what did Churchill have to say about the British airmen and soldiers?
12. What did Churchill say would happen even if the British islands were to be subjugated and occupied?
13. The last paragraph of the extract is just one long sentence.
 - a. What type of sentence is this?
 - b. How many main clauses does it have?
 - c. In brief, what does this sentence really mean?
14. Replace each of the following words with another word/phrase:
 - a. *defended*
 - b. *gratitude*
 - c. *exceeded*
 - d. *tyranny*
 - e. *subjugated*.

Summary Work

This is an extract from a long speech, a speech made during the course of a bitter war. The main purpose was to brief the British parliament about the goings-on in the fronts. Apparently, the picture was not too bright, but Churchill meant to stiffen the resolve of the people and build up their courage (and that was the main purpose of the speech). This background should enable you to tackle the following summary exercise:

- a. In one sentence, summarise Churchill's reference to the opportunities offered the young men fighting in the war.
- b. In one sentence, summarise the conditions in the various fronts.
- c. In two sentences, summarise Churchill's resolve to fight in various places.

Vocabulary Development

Use of prefix ~mis-~ to generate antonyms

It is easy to guess the meaning of a word if you know what its prefix stands for. In the previous module, we examined ~un~ as a prefix to generate antonyms. In this module, the prefix ~mis~ means *bad* or *wrong* or *badly* or *wrongly*. Study the following table carefully:

Prefix	Root word	Antonyms	Derivates 1	Derivates 2
mis-	spell	<i>mispell</i>	misspelled	—
	pronounce	<i>mispronounce</i>	mispronounced	<i>mispronunciation</i>
	understand	<i>misunderstand</i>	misunderstood	<i>misunderstanding</i>
	appropriate	<i>misappropriate</i>	misappropriated	<i>misappropriation</i>
	behave	<i>misbehave</i>	misbehaved	<i>misbehaviour</i>
	carry	<i>miscarry</i>	miscarried	<i>miscarriage</i>
	treat	<i>mistreat</i>	mistreated	<i>mistreatment</i>
	lead	<i>mislead</i>	misled	<i>misleading</i>
	interpret	<i>misinterpret</i>	misinterpreted	<i>misinterpretation</i>
	represent	<i>misrepresent</i>	misrepresented	<i>misrepresentation</i>

Can you think of other words you can form using “mis-”?

Activity I

Fill the gaps in the following table with appropriate words. The first one has been done for you.

Prefix	Root word	Antonyms	Derivates 1	Derivates 2
mis-	quote	<i>misquote</i>	misquoted	<i>misquotation</i>
	manage			
	judge			
	guide			
	conceive			
	govern			
	behave			
	direct			
	trust			
	direct			

Activity II

Write the prefixes of the words listed in column A below and use your dictionary to give their meanings. The first one is done for you.

Prefix	Root word	Antonyms	Meanings
mis-	quote	misquote	To quote what a person says wrongly.
	manage		
	judge		
	guide		
	conceive		
	govern		
	behave		
	direct		
	lead		
	direct		

Activity III

Form correct sentences with the antonyms formed above.

Continuous Writing

Writing poems

Writing your own poem

Read the following poem carefully:

New Year's Eve Midnight

Now the bells are tolling
A year is dead
And my heart is slowly
beating the Nunc Dimities
5 to all my hopes and mute
Yearnings of a year
and ghost hover round
dream beyond dream
Dream beyond dream
10 mingling with the dying
bell sounds fading
into memories
like rain drops
falling into a river.
15 And now the bells are chiming
A year is born
And my heart bell is ringing in a dawn
But it's shrouded things I see
20 dimly stride
On heart-canopied paths
to a riverside
Gabriel I. Okara

This is a poem written by Gabriel Okara, one of the most significant and serious early Nigerian poets. The poem is talking about a year just ending and also reflecting upon the new one. He makes use of simple words and short lines throughout.

Write your own poem on any natural phenomenon in Nigeria.