

# Module 24

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## Speech

Listen carefully as your teacher reads part of a short lecture. After that, you will be required to provide answers to the questions that will also be read to you by choosing the correct alternative from those provided below. Now, listen to the passage:

**The teacher now reads the passage for this lesson in the appendix.**

### Questions

1. This speech must have been part of a
  - A. welcome address.
  - B. public lecture.
  - C. religious event.
2. What does the speaker say about the various religions in the country?
  - A. That no religion condones corruption.
  - B. That nobody takes his religion seriously enough.
  - C. That some religions do not condemn corrupt practices.
3. From what the speaker said about patriotism, we can conclude that a patriotic person will
  - A. think first and foremost about his own welfare.
  - B. plan well for the nation as a whole.
  - C. think first and foremost of the nation.
4. According to the speaker, the mistake most corrupt people make is that they
  - A. plan to live in abject poverty while others around them live in opulence.
  - B. plan to live in opulence while others around them live in poverty.
  - C. create an atmosphere that attracts armed robbers.
5. The officer referred to as smiling when charged to court is meant to illustrate the fact that
  - A. some people are above the law.
  - B. nobody is above the law.
  - C. the officer didn't see himself as in any problem.

## Grammatical Structure

## Defining and non-defining clauses

In the previous module, we learnt about relative pronouns. Relative pronouns introduce defining and non-defining clauses. In *Functional English for SS Book 1*, we learnt about defining and non-defining clauses. These clauses are also called restrictive and non-restrictive clauses or essential and non-essential clauses. Whatever names they are called, these clauses are the same thing. Defining clauses are adjective clauses. Adjective clauses give us more information about nouns. The difference between the defining and non-defining clauses is that while the information provided by the defining clause is essential, the information provided by non-defining clauses is not crucial.

If the omission of the clause affects the sentence then the clause is defining or restrictive, but if the removal of the clause or phrase does not affect the sentence, then the clause is non-defining or non-restrictive, e.g.

- a. My father, who is a former senator of the Federal Republic of Nigeria, is 78 this year. The important part of the sentence is found in

My father is 78.

The clause who is a former senator of the Federal Republic of Nigeria, merely gives information which we can do without. Because the clause is non-essential it is enclosed within two commas. Now carefully read the sentence below and compare the roles played by the who and that clauses.

- b. My father, who is a former senator of the Federal Republic of Nigeria, is the only member of council that abstains from alcoholic drinks.

The clause, who is a former senator of the Federal Republic of Nigeria, can be dropped from the sentence without having a significant effect on the original sentence. So we have this:

- c. My father is the only member of council that abstains from alcoholic drinks.

On the other hand, if we delete the that clause, the sentence will lose very important information.

- d. My father is the only member of council.

There is a great difference between sentence (c) and (d).

The additional information in sentence (c) is essential to the meaning of the sentence; so the that clause is a defining, restrictive or essential clause.

- e. The girls who were trained in Catholic schools should assemble outside my office.

In sentence (d), the clause who were trained in Catholic schools defines the girls who are required to wait outside. This clause restricts the category of girls who should assemble. The clause is therefore a

defining clause or a restrictive clause. Because this clause is very important to the noun it is modifying, a comma should not separate it from the noun it is modifying. This is why defining or restrictive clauses do not take commas. If the defining clause is omitted from a sentence, much information is lost.

Compare the two sentences below, when the *who* clause is dropped.

f. The girls should assemble outside my office.

The next question that should follow this statement is “Which girls?”

g. The girls who were trained in catholic schools should assemble outside my office.

Applying this kind of test to your clauses will help you identify defining and non-defining clauses. More examples of defining and non defining clauses are:

h. The girls, who used to live in London, are coming tomorrow.

i. The girls are coming tomorrow.

When the additional information is removed the meaning of the sentence is intact. The main point is that the girls are coming tomorrow. Who used to live in London is additional information which can be kept out.

More examples of defining and non-defining clauses are:

- i. The men who desire to travel with the bus must be here at 7am.
- ii. The men, who were all drinking outside, laughed at the mad man.
- iii. The book which my baby tore cost ₦1000.00
- iv. The book, which was on the bestsellers list for months, was banned by government.
- v. The sheep which lost its tail was killed last night.
- vi. The sheep, which is a four-legged animal, is very gentle.
- vii. Do not select a young policeman like him who has no academic qualification.
- viii. A young policeman like him, who has no academic qualification, should not be selected.

## Exercise

1. Write 5 sentences requiring *which* before a non-defining clause and 5 sentences requiring *who* before a defining clause.
2. Identify which clauses are defining and which are non defining in these sentences.
  - i. The politician who braced himself to give his final argument took a deep breathe and gave a moving speech.
  - ii. The philosophy of “live and let live” which his father stood for remained his watchword.
  - iii. The mace is kept in the secret chamber which security

- men watch all day and night.
- iv. Leaders who steal public funds are enemies of progress.
  - v. The elections were cancelled which was rather unfortunate.
  - vi. He is the kind of worker that observes much but says very little.
  - vii. The student whom I offered to assist won a scholarship.
  - viii. The film which we watched last night was enjoyable.
  - ix. The house which has a damaged roof is being sold.
  - x. The girl who won the faculty prize is in 200 level.

3. Form 10 sentences from the box.

The girls The boys Those	who	came first read their books come from good homes control themselves	work hard. make it. succeed.
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## Reading Comprehension

- ⊗ Most people love the game of football even when they do not play it.
- ⊗ Though it started as purely a game for males, it is now played by females too.
- ⊗ Because of its international importance, it has become necessary to have a governing body at the international level.
- ⊗ That explains the role of the FIFA, of which most of us may have heard.
- ⊗ Do you know how FIFA originated?
- ⊗ Do you know how it relates to national associations like the Nigerian Football Association (NFA) and the continental bodies like the Confederation of African Football (CAF)?
- ⊗ But first study the logo below and discuss what you think it stands for.

### FIFA

Most people love the game of football. Most people also know that the highest governing body for the game is the FIFA. But most might not know that FIFA is the acronym for the **Federation Internationale de Football Association** (French for *International Federation of Association Football*). With its headquarters in Zurich, Switzerland, it is responsible for the organisation of football's major international tournaments, most notably the World Cup, held since 1930. FIFA's logo is an artistic representation of two footballs, with the map of the world engraved on them, and the motto of *For the Good of the Game*.

How did the FIFA originate? The need for a single body to administer the worldwide game was realised early in the twentieth century with the increasing popularity of international fixtures. The Football

Association organised many discussions on starting an international body, but was making little progress. It fell on seven other European countries to unite in forming this association. Thus on 21 May 1904, FIFA was founded in Paris. This explains the French name and acronym and even the fact that its first president was a French man, Robert Guerin.



FIFA held its first international competition in 1906 with very limited success. When the English man Daniel Burley Woolfall replaced Guerin and held the next major tournament staged within the 1908 London Olympics, the event was more successful.

FIFA membership expanded rapidly beyond Europe with the admission of South Africa in 1909, Argentina and Chile in 1912 and the United States in 1913. However, during the World War I, no competitions could be held and indeed many players were sent off to the battle ground rather than display their skill on the football pitch. During the post-war years, the presidency of Woolfall ended with his death and the Dutchman Carl Hirschmann took over. Hirschmann inherited a new problem with the withdrawal of the founding countries because they refused to participate in international competitions with their recent World War enemies.

FIFA also organises World Championships for players at under-17 and under-20 levels. Besides, it has introduced the Confederations Cup, a competition for the champions from each confederation (plus the hosts and World Cup Winners), every four years. Originally organised by and held in Saudi Arabia every two years as the King Fahd Cup, it now serves as a prelude to the World Cup, with the World Cup host *staging* the tournament as a test of facilities.

With the development of the women's game, FIFA introduced the Women's World Cup in 1991 and the Women's Under-20 World Championship in 2002 and U-17 women's championship from 2008. *The laws of football that govern the game are not solely the responsibility of FIFA; they are maintained by a body called the International Football Association Board (IFAB).* FIFA has four

representatives on its board; the other four are provided by England, Scotland, Wales, and Northern Ireland, in recognition of these countries'™ *unique* contribution to the creation and history of the game.

Every year, FIFA awards the title of FIFA World Player of the Year to the most prestigious player of that year, as part of its annual ceremony which also recognises team and international football achievements. As part of its centennial celebrations in 2004, FIFA organised a 'Match of the Century'™ between France and Brazil, the most successful national teams of the last decade. In addition, it commissioned *arguably* the most famous player ever, Pelé, to produce a list of the greatest players of all time. The list was originally planned to be just 100 players long but Pelé found it too hard to choose just 100 and so the list ended at 125 players. (612 words)

**Without going back to the passage, answer the following questions:**

1. The FIFA is a French acronym and the first President is French because
  - A. the game of football started in France.
  - B. a French man founded the game.
  - C. the organisation was first started in France.
  - D. the French team won the first World Cup competition.
2. The world map on the two footballs on the FIFA is supposed to show that
  - A. everybody loves the game of football.
  - B. the organisation belongs to all the world.
  - C. football is played in every country of the world.
  - D. competitions are held simultaneously in two countries.
3. The game suffered a major setback from 1914 to 1918 mainly because
  - A. the ongoing World War I prevented any game from being played.
  - B. most countries lost interest in the game of football.
  - C. most potential players were drafted into the battlefield.
  - D. there was conflict among the officiating countries.
4. The Confederations Cup competitions are organised for
  - A. the league leaders in each country of the world.
  - B. each of the six confederations that make up the FIFA.
  - C. the best players from each of the member countries.
  - D. the champion country from each of the six confederations.
5. From this account it is now clear that
  - A. football is mainly a game for males.
  - B. there is a female world cup just as there is a male world cup.
  - C. there are as many female players as there are male players.

D. There are several football competitions for females too.

**Read the passage again, then answer the following questions:**

6. What implications can one draw from the assumptions held by the writer in the opening sentences?
7. How would you explain the appropriateness of the FIFA motto?
8. Why does the IFAB have four of the eight governing members from the United Kingdom?
9. Why was Pelé commissioned to select the best 100 football players of all time?
10. *The laws of football that govern the game are not solely the responsibility of FIFA; they are maintained by a body called the International Football Association Board (IFAB).*
  - a. What is the grammatical name for this type of sentence?
  - b. Identify its main clause(s) and subordinate clause(s).
11. Replace with your own words each of the following words as used in the passage:
  - a. *engraved*
  - b. *originate*
  - c. *staging*
  - d. *unique*
  - e. *arguably*.

## Summary Work

- a. In one sentence, summarise how FIFA originated.
- b. In two related sentences, summarise the experiences of the organisation during the 20<sup>th</sup> century.
- c. In a final sentence, summarise the various competitions now organised regularly for males as well as for females.

## Vocabulary Development

### Use of 'im-' to generate antonyms

The prefix 'im-' is one of those that change words to which they are affixed to antonyms. In this module, we shall consider the different words which we can form with the use of 'im-'. Let us look at some of them in the following table:



Prefix	Root word	Antonyms	Derivates 1	Derivates 2
im-	polite	impolite	impolitely	impoliteness
	mature	immature	immaturely	immaturity
	moral	immoral	immorally	immorality
	patient	impatient	impatiently	impatience
	movable	immovable		immovability
	mortal	immortal		immortality
	possible	impossible		impossibility
	moderate	immoderate	immoderately	immoderation
	precise	imprecise	imprecisely	imprecision
	pertinent	impertinent	impertinently	impertinence

Notice that it is not in all cases that we can form adverbs from adjectives. However, in most cases, we can form the abstract nouns.

## Activity I

Use your dictionary to check the meanings of the words in the “antonym” column above.

## Activity II

Find at least ten more words to which you can affix “im-”, to arrive at the antonym.

## Activity III

Form correct sentences with the words you have so formed.

# Continuous Writing

## Report writing”1

You learnt about report writing in earlier classes. In this module, you will learn more about report writing. Meanwhile, in making an effective report of what happened in the past, you need to arm yourself with certain skills. Take note of the following useful hints:

### *Hints on report writing*

Some examples of the report topics/issues include cases of:

Political violence Exam malpractice Religious rallies Sports competitions	Armed robbery Motor accidents Political rallies Installation of chiefs	Interviews of prominent people Visits by eminent dignitaries Children’s day events Communities events
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Your choice of language matters a lot. Consider the following:

**Diction (choice of words):** Your choice of words matters much. Choose simpler, everyday words.

**Appropriate registers:** Use words normally associated with that field of activity.

**Good expressions:** Express yourself in very clear language, avoid slang terms.

**Correct spellings:** Use your dictionary to check up spellings of words, don't take them for granted.

As much as possible, avoid irrelevant preambles. Go straight to the point. The points should be presented in a logical sequence. The write-up should be coherent.

If you have mastered the tips very well, now write a detailed report on a case of a political or religious rally you once watched.