

Module 23

Speech

Consonants followed by the /kw/ sound

The consonant cluster /kw/ is produced in quick succession without allowing any vowel come in between.

Say these words aloud after your teacher.

Words	Pronunciation
quiet	kwaɪət
question	kwestʃən
queen	kwi:n
quench	kwentʃ
queer	kwiə
quell	kwel

Read the following sentences aloud.

- i. The police were unable to **quell** the riot.
- ii. The village stream is often **quiet** on Sundays.
- iii. A glass of water is not enough to **quench** my thirst.
- iv. The new housekeeper is a very **queer** man.
- v. I am **quite** sure that I will pass the **quiz**.

Exercise

1. Pronounce the following words and make sentences with them:
quote, quota, quiver, quip and quit
2. Choose from the options grouped A–D the one that has the same vowel sound as the one represented by the underlined letters.

A	B	C	D	
i. <u>yawn</u>	odious	odd	orange	onions
ii. <u>h</u> ens	seal	hence	sins	sink
iii. <u>m</u> easure	show	pension	vision	machine
iv. <u>t</u> hree	Thames	Anthony	thin	Timothy
v. <u>d</u> octor	another	word	worth	saboteur
vi. <u>s</u> mooth	mother	brother	teacher	worth
vii. <u>b</u> itten	ten	garden	dean	ton

viii. <u>obey</u>	above	am	arm	ought
ix. <u>kettle</u>	kitten	key	king	multiple
x. <u>quiet</u>	know	knelt	queue	quick

Structure

Defining and non-defining clauses

We have learnt about adjectival clauses, and found that they do the work of adjectives, i.e. they tell us more about some nouns. In this module, we will learn more about adjectival clauses and the various ways in which they feature in sentences.

One of the first things we should learn about adjectival clauses is that they could be classified as defining and non-defining. What does this mean? Now read the following sentences carefully.

- a. The teacher **who taught mathematics last year** has left.
- b. The soup **which Mama made** has turned sour.
- c. The dress **which she bought in January** is already torn.

The clauses in bold type the sentences are defining clauses. They are defining clauses because they tell us **who** and **what** the noun is.

For example:

Which teacher? â€“ **who taught mathematics last year**

Which soup? â€“ **which Mama made**

Which dress? â€“ **which she bought in January**

If they are omitted, essential parts of the sentences have been removed as you can see when you compare these pairs of sentences.

The teacher who taught mathematics last year has left.	The teacher has left.
The soup which Mama made has turned sour.	The soup has turned sour.
The dress which she bought in January is already torn.	The dress is already torn.

Non-defining clauses

The words in bold type in the following sentences are non-defining.

- d. The professor, **who is now eighty years old**, lost his father.

- e. The soup, **which is very tasty**, was eaten last night.
- f. The dress, **which is made of cheap cotton**, is now very common.

The words in bold type in these sentences do not define the noun. The clause contains information. But the information in each case is not essential to the meaning of the sentences. If the information is omitted, each sentence does not lose much. Compare the following pairs of sentences:

- i. The professor, who is now eighty years old, lost his father.
- ii. **The professor lost his father.**
- iii. The soup, which is very tasty, was eaten yesterday.
- iv. **The soup was eaten yesterday.**
- v. The dress, which is made of cheap cotton, is now very common.
- vi. **The dress is now very common.**

You must have discovered that the second sentences did not lose much by the removal of the clause. Therefore, the clauses are non-defining.

Exercise

1. Identify which clauses are defining and which are non-defining.
 - i. The family which spends time together remains together.
 - ii. The family, which is a small unit of society, must be protected.
 - iii. The court, which is the last hope of the poor, must be protected at all cost.
 - iv. The court which dispenses justice speedily is the pride of the judiciary.
 - v. Graduates who have writing deficiencies find it difficult to find gainful employment.
 - vi. Fresh graduates, who are leaving for their NYSC programme, were invited to the party.
 - vii. The family, which had triplets, won the raffle draw.
2. Form 10 defining sentences and 10 non-defining sentences using the following introductory words: who, that, whom, which, whose.

Reading Comprehension

Go through the following points very carefully.

- ↳ You should have heard of accountants and what they do; but do you really know the precise nature of their profession?
- ↳ What is the difference between bookkeeping and accountancy?

Are they really one and the same thing?

- ↳ *If you want to be an accountant, what would you do?*
- ↳ *What are your prospects as an accountant?*
- ↳ *Where can you work if you are an accountant?*

Discuss these and similar issues with your mates before you read through.

Now, read the interview quickly and then answer the questions that follow.

The principal of Community Secondary School, Finetown, invited a chartered accountant to enlighten the students about his profession. This involved facing a panel made up of selected teachers and students while the students body watched. Here are the questions and responses.

What do Accountants Do?

Question: **Sir, what is accountancy or what do accountants do?**

Accountant: Accountancy is the profession or work of keeping or checking financial accounts, calculating taxes, keeping a tab on the incomes and expenses of a corporate organisation, so as to be able to give advice on the financial activities of the organisation.

Question: **What is bookkeeping and in what way is it different from accountancy? Or are they the same and one thing?**

Accountant: Bookkeeping is the job or activity of recording the financial accounts of an organisation. In actual fact, bookkeeping is just an aspect of accountancy. If you like, you might say that bookkeeping is the first gate towards real accountancy. But that is putting the matter rather simply and loosely.

Question: **What can a student like me do to qualify as an accountant?**

Accountant: I assume that you are studying mathematics very seriously; that is the first step towards the profession. With a very good pass in mathematics at the School Certificate examination, you should seek an admission into a polytechnic or a university. There you enrol to study accountancy and emerge with your National Diploma and later the Higher National Diploma, or in the case of a university student, a degree in accountancy.

Question: **Do we assume that once a person qualifies from the university or polytechnic he will become an accountant?**

Accountant: Ah, no! That is just the first step. A person may possess his higher national diploma or degree and never be called an accountant. After the paper qualification, you still have to practise in a firm of accountants, enrol with the Institute of Chartered Accountants of Nigeria with which you will have to take a series of examinations over a number of years. Your success in these professional examinations, coupled with certification from the firm that you have been engaged in serious accounting activities over the years would eventually pave the way to your being made a chartered accountant.

Question: **Are you saying that someone employed straight from the university to work as a secondary school accountant can never be made a chartered accountant?**

Accountant: If he stays in the secondary school, just keeping financial accounts, it would be difficult. However, if over the years, he allies himself with a firm, working closely with it, and that firm audits the records of the school, and then he enrolls for the professional examinations I have earlier mentioned, then he might finally attain the status of a chartered accountant.

Question: **Is it true that an accountant can provide professional advice to a company?**

Accountant: Of course yes. Let me remind you that accountancy is actually a branch of economics and you cannot do accountancy meaningfully without taking some courses in economics. So, a true accountant should not only be good in auditing accounts, but also in providing sound advice to firms.

Question: **Thank you so much. Questions from individual students can now follow.**

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. For what purpose was the chartered accountant invited to the school?
 - A. To get the students interested in accountancy profession.
 - B. To enable students to perform very well in the subject.
 - C. To audit the accounts of the school.

- D. It was part of the enlightenment drive for different professions.
2. Who were the ones fielding the questions to the accountant?
- The members of school staff.
 - A panel made up of teachers and students.
 - The school prefects and some selected teachers.
 - The principal and some of his teachers.
3. What, in brief, does the accountant explain accountants do?
- That they audit accounts of organisations.
 - That they investigate financial misdeeds by government officials.
 - That they provide professional advice on the finances of organisations.
 - That they keep and check financial accounts.
4. From the explanation given, we can conclude that bookkeeping and accountancies are
- poles apart from each other.
 - one and the same thing.
 - cousins, with one dovetailing into another.
 - on opposite ends of a wide profession.
5. From what the expert said, we can say that to become a good accountant, a student should
- first get seriously interested in accountancy.
 - should be very good in mathematics.
 - should work closely with an accounting firm.
 - first be admitted into a polytechnic or a university.
6. Before one can be made a chartered accountant, one should
- qualify from a polytechnic or a university.
 - first enrol with an institute of chartered accountants.
 - update one's qualification with courses in a chartered institute.
 - update one's course in a chartered institute with university qualification.
7. From the interview, we can conclude that every organisation that wants to make financial progress should
- employ a chartered accountant on its staff.
 - have its accounts audited by a chartered accountant.
 - let a chartered accountant head it.
 - avail itself of professional advice from a chartered accountant.

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:**

8. From the interview, try to itemise the various activities carried out by accountants.
9. What would you say is the true relationship between bookkeeping and accountancy?
10. Why is it possible for a person to study accountancy in a higher institution and never be called a chartered accountant?
11. What aspect of an accountant's training would enable him provide sound financial/economic advice to an organisation?
12. From the explanations given, do you think someone without tertiary level education can hope to become a chartered accountant?
13. In your view, what is the real relationship between accountancy and economics?

Summary Work

It is not usual for students to be required to provide a summary of a dialogue or discussion such as this. However, just for practice, you are advised to read the following and try the exercise.

First, try to identify the various stages in the process of the discussion/interview. How many stages can you identify? Do you think that each question actually introduces a new stage? Do you think there was any unnecessary repetition? If so, identify it.

Second, for each stage, try to identify the key sentence from the answers provided by the chartered accountant.

Third, for each stage in the interview, write just one sentence that sums up the issue discussed. Blend the various sentences together, and you should get a good summary.

Vocabulary Development

Words associated with activities within the family

There are certain activities within the home / family. Certain words are associated with these activities. You will learn more about this kind of register in this module.

Look at the words listed in the table below:

courtship	birth	birthday	naming ceremony
marriage	death	cooking	christening
engagement	divorce	praying	wedding
house-warming	burial	betrothal	parenting
introduction	naming	baby-sitting	sweeping

Activity I

Look up in your dictionary the meanings of the words in the table above. The first one has been done for you.

Words	Meanings
Courtship	The time when two people have a romantic relationship before they get married
Marriage	
Divorce	
Burial	
Engagement	
Naming	
House-warming	
Birthday	
Introduction	
Cooking	
Cleaning	
Praying	
Betrothal	
Baby-sitting	
Naming ceremony	
Christening	
Wedding	
Parenting	
Sweeping	

Activity II

Form correct sentences with any 10 of the words you have defined above.

Activity III

Now write out the following passage carefully and fill the blank spaces with the appropriate words from A–D column below:

Tongbe and Chinyere had a short _____ 1 _____ before their _____ 2 _____. The _____ 3 _____ of the two families was the first activity that came up before _____ 4 _____. All these activities were performed according to the tradition and to avoid an unnecessary _____ 5 _____. About two years after their wedding, the couple completed their bungalow building. Before they packed into the house, a general _____ 6 _____ of all the rooms was done. This was followed by _____ 7 _____ which cost them a handsome sum of money. The pastor in their church subjected those who were in attendance to a fervent _____ 8 _____ of about thirty minutes over the building. This kind of prayer was also said during Tongbeâ€™s 30th _____ 9 _____ anniversary and the _____ 10 _____ ceremony of his late father. It is hoped that the same kind of prayer will be said during the _____ 11 _____ ceremony of their first child. In these ceremonies, _____ 12 _____ was done by the church members and the guest enjoyed the food.

A	B	C	D
1. discussion	friendship	courtship	romance
2. graduation	marriage	agreement	admission
3. introduction	merging	fusion	amalgamation
4. alliance	divorce	dancing	engagement
5. fight	rift	divorce	misunderstanding
6. cleaning	digging	shaking	marking
7. painting	party	celebration	house warming
8. prayer	walk	dancing	discussion
9. graduation	birthday	naming	convocation
10. coronation	naming	burial	retirement
11. birth	admission	introduction	naming
12. boiling	cooking	frying	burning

Continuous Writing

Writing a Speech 3

Imagine that you are the patron of the Patriotic Peopleâ€™s Movement branch in your school. During the year that is ending, the movement has achieved a lot. Set out your speech to the members in their end-of-year meeting.

You may follow the outline suggested below:

- a. Introduction
 - â€¢ Purpose of the gathering
 - â€¢ Welcome to all members, many of whom are former students of the school
- b. Brief history of the movement
- c. Praises for the movementâ€™s contribution to the school (building of an incinerator, donation of money to help inmates of an orphanage, organisation of many social activities, etc.)
- d. Appeal to members not to rest on their oars.
- e. Assurance to members that all students appreciate their efforts and expect more from them.
- f. Conclusion