

Module 27

Speech: Making Public Speeches (3)

The speaker's choice of words

Note the following points:

When writing your speech, consider the level of your audience in terms of academic qualifications and maturity and adjust your diction accordingly.

Do not try to show off your brilliance by using high sounding words. Avoid deliberately using such words that would make your point difficult to understand by way of trying to impress your audience. This will, ironically, put off your audience.

Be concise in your language by avoiding winding sentences. Use a few words instead of many; use short sentences that are clear and understandable. If possible, itemise your points.

Avoid the over-use of such redundant catch words: 'as it were', 'and so', 'I know what happened', 'I know what', 'to be perfectly honest', 'I believe you all are aware', 'I think'.

Exercise

Continue with the presentation of the speeches you wrote in the last module using appropriate techniques. Your teacher will ensure that each member of the class participates.

Structure: More about Sentences

We have seen how sentences can be classified according to purposes. In this module, we shall see how sentences are classified according to structure. According to structure, sentences can be classified as simple, double, compound, complex, compound-complex. Let us consider each more closely.

Simple sentences

A simple sentence can be defined as an independent clause. It has no subordinate clause. It cannot be further divided into clauses. Again, a simple sentence has only one finite verb. It makes only one assertion, e.g.

- i. Character building lasts for a life time.

- ii. The head teacher bought pens, pencils and erasers.
- iii. Buy this loaf of bread.

Let us see the breakdown of sentence (i)

Parts of the sentence	Parts of speech to which it belongs
Character building	noun phrase
lasts	verb
for	preposition
a	article
life	adjective
time	noun

Notice the following:

- a. The sentence has a subject = character building
- b. It contains only one verb = lasts
- c. The other words after the verb form the complement.

Thus, since there is only one subject and one verb, there is only one idea present. This is an essential ingredient of a simple sentence.

Double Sentence (or Compound Sentence)

A double sentence is made up of two independent clauses. It has no subordinate clause. The two clauses are of equal grammatical rank. Some refer to double sentences as compound sentences. Examples of double sentences include the following:

- i. Character building lasts a lifetime and it is a painful experience.
- ii. I am tired but I shall be silent.
- iii. She is weak yet she is teaching.

Sentence (i) can be divided into two equal parts:

Character building lasts for a lifetime. and It is a painful experience.

Each of them can stand on its own. Each can survive as a full sentence. When they are placed in one sentence, they are called main clauses. They have an equal grammatical status. Double sentences are joined together by co-ordinating conjunction such as **and, but, nor, or, for, and, yet, or, by.**

Also used are conjunctive adverbs like: **consequently, moreover, therefore, otherwise, nevertheless** and **however.**

Study the following examples:

- iv. He has apologised; however, I am reluctant to trust him.
- v. She is a very slow worker; nevertheless, she will finish the job.
- vi. I have invested a lot in my son; consequently, I expect a lot from him.

As with sentences i–iii, the parts of sentences iv–vi are grammatically equal. Each part is a main clause, e.g.

He has apologised.

I am reluctant to trust him.

Conjunctive adverbs like **however**, **nevertheless**, and **consequently** have been used to join them together.

Exercise

A. Identify which of the following sentences are simple and which ones are double.

1. She knew she was dying yet she had great peace.
2. Our deepest need is friendship, not money.
3. Effective listening involves listening to words and to the heart.
4. Mama bought yams, beans and pepper today.
5. I am tired so I am going home.

B. Form ten sentences from the following table:

She lived	a long life,	yet	she remained humble.
The old lady lived	like a queen,	even then	she was never proud.
Mrs Oputa lived	a life of opulence, in a mansion,	although	she respected everybody. nobody liked her.

Reading Comprehension

First, read the following points very carefully and discuss them with your classmates.

👉 *If you are a Nigerian, you definitely should know what cassava is.*

- ☞ *Most likely, you have eaten some types of food made from cassava.*
- ☞ *Perhaps, you have planted cassava, or at least seen a cassava farm.*
- ☞ *But then, do you know the various uses of this crop?*
- ☞ *Stop and try to enumerate the different food types made from it. In all likelihood, you are not likely to count all.*
- ☞ *So, find out from this passage the various uses we make of cassava plant.*

Read, at first very rapidly, timing yourself.

Cassava



One of the most useful crops in the world is cassava. Several decades ago, the major product from the cassava root was the *garri*, a staple food in several parts of Nigeria. Mashed cassava root, when fermented for a few days, was fried into the sawdust-like flour that we call garri. It could then be taken in its dry flour form, or soaked in water, or prepared with boiling water and taken with stew just like any other food such as pounded yam. For long, that was about all that it was used for until some other ingenious men found a way of draining the starch paste from it and preparing it into *foofoo*.

Today, *foofoo* is a staple food that is almost as popular as pounded yam because it indeed looks like pounded yam. But yet another major food variety is prepared by fermenting the peeled cassava root in water for several days until it turns into very succulent paste. By then, most of the starch has been drained off, and the paste can be squeezed by hand and spread on a large dry concrete surface to dry. It is then ground into very fine flour, rather than the grains that garri is. The very fine powdery flour is the ingredient for *amala* or *lafun*, among the Yorubas. It is taken, like *foofoo*, with stew.

Thus far, we have concentrated on the root, which is unsafe to consume raw, since it contains cyanide. Cassava varieties are often categorised as either “sweet”™ or “bitter”™, signifying the

absence or presence of toxic levels of cyanide. The so-called "sweet"™ has more cyanide than the bitter variety.

The brown skin peeled from the root is not processed into human food. Only large domestic animals take it. But that may soon end as some ingenious people are experimenting with its conversion into some form of flour. Certainly something should come out of this and humans too could have some delicacies from it.

For some smaller-rooted "sweet"™ varieties, cooking is sufficient to eliminate the toxic cyanide. The larger-rooted "bitter"™ varieties used for production of flour or starch must be processed to remove the cyanides. The large roots are peeled and then crushed into flour, which is then soaked in water, squeezed dry several times, and toasted. The starch grains that float to the surface during the soaking process are also used in cooking. The flour is used throughout the Caribbean countries. This is a food variety unknown in West Africa.

New uses continue to be found for cassava. Today, the cassava pellets are made into a type of flour which is used in baking bread, biscuits, cake, etc. In Nigeria, by law, it is mandatory that every loaf of bread must contain at least 10 per cent cassava flour and at most 90 per cent of wheat flour. Ten per cent of the bread loaf on your table is thus cassava.

Besides, cassava leaves are used as vegetables and experts say that they constitute a rich source of protein. As a source of medicine, the root of the bitter variety is used to treat diarrhoea and malaria, while the leaves of virtually all cassava species are used to treat hypertension, headache, and pain.

Apart from its uses for food and medicine, cassava is being processed into fuel. Just as sugar cane is processed into vehicular fuel in Brazil, so can motor spirits be processed from cassava to drive car engines. Today, it is a novelty, but in future, when petroleum would have virtually been exhausted, this might become the major source of fuel for our cars. (595 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. Decide the category into which your reading rate falls.

B. Without going back to the passage, answer the following questions:

1. The first most popular use made of cassava was
 - A. *foofoo*
 - B. *garri*
 - C. cassava flour
 - D. *amala* or *lafun*.
2. From the passage one could conclude that the greatest appeal of

- cassava is
- A. the ease with which it can be grown.
 - B. the fact that it can be obtained almost anywhere.
 - C. that so many products can be made from it.
 - D. the fact that its products can be preserved for a long time.
3. The third paragraph tells us that some varieties of cassava could be
- A. poisonous
 - B. inedible
 - C. too sugary
 - D. tasteless.
4. From the passage, it can be deduced that
- A. we have now found enough uses for cassava.
 - B. every human being depends on cassava.
 - C. cassava is a universal source of food.
 - D. no part of the cassava is really useless.
5. That cassava can be used for fuel should suggest that
- A. it might be dangerous to health.
 - B. we should stop growing it for food.
 - C. we should grow it more for food than for fuel.
 - D. it is more useful for development than we had realised.
6. The passage makes it clear that cassava is useful
- A. for food, medicine and fuel.
 - B. for animal feed, industrial uses and fuels.
 - C. more for industrial than for domestic uses.
 - D. more for medicinal than for industrial uses.

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.

- 7. List the various food uses that can be made of cassava.
- 8. To what extent could it be true to say that cassava is the crop of the present and of the future?
- 9. What are the industrial potential of cassava?
- 10. Compared with other food crops you know, how would you rate the usefulness of cassava? Give reasons for your answer.

Summary Work

An effective summary work is a result mainly of an ability to determine **the author's main purpose**. Sometimes, there could be more than one.

In the present passage, what are the purposes of the writer? Let us find out:

- a. to stress the various food uses made of cassava;
- b. to highlight the industrial uses made of cassava (for medicine and for fuel);

Of course, there are some other points, e.g. the Nigerian law that 10 per cent of the flour must come from cassava, etc. But these are mostly details, which might not be needed for summary work.

Now, do the following:

- 1. In one sentence, summarise the various food types that can be made from cassava.
- 2. In another sentence, summarise the industrial uses of cassava.

Vocabulary Development: Agriculture

Words associated with by-products of crops

Quickly read the by-products of some crops in the following table:

Crops	By-products
Cassava	Garri, Foofoo, Cassava flower
Yam	Yam flower, Pounded yam
Palm tree	Broom, Palm-oil, Palm kernel, Palm kernel oil
Maize	Corn flakes, Maize flower, Corn porridge, <i>ogi</i>
Beans	Bean flower, Bean cake (<i>akara</i>), Bean soup, <i>Moinmoin</i>
Rice	<i>Tuwo</i>
Cocoa	Beverages, Chocolate
Wheat	Flour, Bread, Buns, Doughnut, Cake, etc.

Activity I

Indicate the crops from which the following by-products are derived:

By-products	Crops
<i>Foo foo</i>	
<i>Garrã</i>	

Bournvita	
<i>Tuwo</i>	
Palm oil	
Broom	
Yam flour	
Palm kernel	
Bean cake	
Corn flakes	

Continuous Writing

Writing an article in a newspaper 1

You have learnt about writing a speech. It was pointed out that speeches could be descriptive, expository or narrative in nature. Articles also have this and other characteristics spelt out under "Writing a Speech". In the senior school certificate examination, you may be asked to write an article, i.e. presenting your essay in the form of an article. An article may be addressed to a general or definite audience. Articles that appear in newspapers address a general audience while those that appear in the school magazine address a definite audience.

Useful Hints on Article Writing

1. Write the title of your article very clearly, and may be in block letters.
2. Write the article with a particular audience in mind (a definite or a general audience).
3. The language and tone you use should be very appropriate.
4. Your ideas and points should be well organised logically.
5. Your name and address should be clearly written on the article.

You will now write an article for publication in your school magazine on "A general decline in the level of discipline and morality in your society". You may use the following outline:

a. Introduction:

What constitutes discipline (ability to check oneself from engaging in undesirable acts)

b. The acts among youths showing a general low level of discipline.

many are sexually loose;

â€¢ many engage in examination malpractices;

â€¢ many display act of indecency, e.g. urinating in open places, etc.

(develop each point in a paragraph)

c. Suggest remedies / solutions; all tied up in a paragraph.