# *Module 22*

## Speech
### Debate



Study the picture above. What do you think is going on in this picture?

What are those students standing before the class doing?

A debate is a form of discussion where different opinions are expressed on an issue. It involves using convincing logical arguments to persuade your listeners about your view point. Two parties or groups are normally involved in a debate. They are those proposing the motion and those opposing the motion?

**Points to note about debate:**

- For you to speak effectively and convincingly, you must have prepared your points very well.
- Apply the tips of public speeches which you have already learnt.
- Itemize your points on a small strip of paper.
- Talk straight to the audience.
- Avoid reading your points.
- Make use of relevant quotations.
- Avoid being too personal or abusive.
- Control your voice and speak in a normal tone.
- Avoid shouting at, or quarrelling with, your opponent.

**Outline of a debate**

A debate has the following special features: the introduction, the body

of the argument and the conclusion.

*The introduction*

The introduction will depend on the personalities present. In a normal school debate, you may have the following introduction as the chief speaker:

> â€˜Mr chairman, special guests, panel of judges, the time-keeper, fellow debaters and members of the audience, good afternoon. I am here to propose/oppose the motion ------------------------------------------------------------

*The body*

The body is the bulk of your ideas for the debate. Speak convincingly and fluently. Let your points come out clearly and in a logical order. It pays to introduce each point using suitable joining words, such as â€˜Firstly, Secondly, Thirdly,...â€™ In the first place, Moreover, Besides, Another issue worth considering is ...â€™ etc.

*The conclusion*

In this section you try to summarise your points briefly, and thank the audience for listening. The last speaker may conclude this way: â€˜In conclusion I wish to highlight once more the points I have mentioned earlier---------

## Practice

Your teacher will organise a mock debate. She will select a debate topic and appoint some members of your class as chief speaker, supporters, time-keeper and moderators /judges. Ensure that you apply the various debate techniques you have learnt so far.

# Grammatical Structure

## Relative pronouns

In module 21 of this book we learnt about the relative pronoun *that* and *which.* In this module, we shall study the relative pronouns *who, which, whose, whom.*

**Who** is used to refer to *persons, things* and *ideas. Who* is never used to refer to animals. Like *which, who* is used to introduce non-essential elements to a sentence, e.g.

    a. My grandmother lived in Kaduna. She hardly knew her ancestral home.
    b. My grandmother who lived in Kaduna hardly knew her ancestral home.

**Who as subject of clauses**

Relative pronouns like *who* and *that* are the subjects in the clauses where they appear. Sometimes it is difficult to decide whether to use *who* or *whom in* a sentence.

We said earlier that *who* serves as subject while *whom* serves as object. Let us consider the following examples:

> a. The principal slapped the man *who/whom came here.*

Step 1: In sentence (a), the subordinate clause is *who/whom came here.*

Step 2. In this clause, the relative pronoun *who/whom* is used as the subject of the verb *came here.*

As the subject, the pronoun should be in the subjective case. *Who* is the subjective case while *whom is the objective case.* Therefore *who* is the correct option.

The correct sentence is:

> The principal slapped the man who came here.

b. The new manager, who/whom has taken Mr Dickson's position, is from the north.

Step 1. The subordinate clause is

> who/whom has taken Mr Dickson's position

Step 2. In this clause, the relative pronoun is used as the subject of the verb *has taken.* According to the rule, *who* is the subjective case. The correct sentence is

> The new manager who has taken Mr Dickson's position is from the north.

c. Does anyone know who/whom the new landlord is?

Step 1 : The subordinate clause is

> who/whom the new landlord is?

Step 2. In the clause, *landlord* is the subject, *is* is the verb.

> The new landlord is?

Step 3. As a rule, the pronoun that follows the verb to be (is, are, am) must be in the subjective case. The subjective case is *who.* The correct sentence is

> Does anyone know who the landlord is?

d. The Road Safety officers stopped (whoever/whomever) has no fire extinguisher.

Step 1 : The subordinate clause is

Whoever/whomever has no fire extinguisher.

Step 2.The relative pronoun is the subject of the verb *has.*

Step 3: According the rule, the pronoun in the subjective case is *whoever.* So the correct sentences is

> The Road Safety officers stopped whoever has no fire extinguisher.

The prize will be given to (whoever/whomever) has written the best essay.

Step 1 : The subordinate clause is

whoever/ whomever has written the best essay.

Step 2: The relative pronoun is the subject of the verb *has written*

whoever/whomever has written the best essay

The relative pronoun in the subjective case is *whoever.* Therefore the correct sentence is

> The prize will be given to whoever has written the best essay.

## *Whom* as objects of clauses

The relative pronoun *whom* is the objective case of *who.* It must always be used as the object of a verb or the object of a preposition.

How do you know when to use *whom?* Your choice depends on the role the pronoun plays in the sentence. If the pronoun plays the role of object, we should choose *whom/whomever.* But if the pronoun plays the role of subject, then we should choose *who/whoever.*

Consider the following examples:
   a. The new manager, who/whom I greeted yesterday, is from the north.

Step 1 The subordinate clause is

*Who/whom I greeted yesterday*

Step 2: In this subordinate clause, the subject is *I,* the verb is *greeted,*

I greeted whom? The relative pronoun that should follow the verb should be the object of the verb. Therefore the correct sentence is

> The new manager, whom I greeted yesterday, is from the north

   b. I do not remember (who/whom) I gave the keys to.

Step 1: The subordinate clause is

*who/whom I gave the keys to*

Step 2.The subject of the clause is *I,* the verb is *gave.* I gave the keys to who/whom

Step 3. As a rule whatever follows the preposition *to* is the object of the preposition. *Whom* is the objective case. So the correct sentence is

I do not remember whom I gave the keys to.

    c. In Shakespeareâ€™s Macbeth, the two characters who/whom I remember are Macdoff and Banquo.

Step 1. The subordinate clause is
*who/whom I remember most*

Step 2.The subject of the clause is *I,* the verb is *remember.*

I remember who/whom?

Step 3. As a rule, the object of a verb is in the objective case. So the correct version of the sentence is

In Shakespeareâ€™s Macbeth, the two characters whom I remember are Macdoff and Banquo.

    d. Choose (whom/who) you will work with.

Step 1 : *Whom you will work with* is the subordinate clause.

Step 2. *You* is the subject of the clause, the verb is *will work.*

You will work with who/whom?

Step 3: As a rule whatever comes after a preposition should be in the objective case. *With* is a preposition. So the acceptable version of the sentence is: You will work with whom?

The correct sentence is:

Choose whom you will work with.

**Whose**

*Whose* is used to refer to persons, countries, towns, animals and things, singular or plural, e.g.

    a. This girl was hurt at the scene. I am using her comb.
    b. The girl *whose* comb I am using was hurt at the scene, *whose* refers to *girl.*
    c. The manâ€™s car crashed. The man attended the funeral.
    d. The man *whose* car crashed attended the funeral, *whose* refers to man
    e. The guest lecturer spoke about Ifeoma Okoye. I have started reading her novels.
    f. The guest lecturer spoke about Ifeoma Okoye, *whose* novels I have started reading.
    g. Father spoke about my sister. I donâ€™t know her whereabouts.
    h. Father spoke about my sister whose whereabouts I do not know.

## Exercise

1. Choose the correct word between the two paired up in each sentence.
   i. The headmaster asked whom/who he was seeking.
   ii. To (whom/Who) are you speaking?
   iii. If I had known who/whom he was, I would have been more pleasant.
   iv. For *(whom/Who)* are you waiting?
   v. Achebe was one of those who/whom the politicians could not influence.
   vi. No one has worked out to whom/who the media was referring.
   vii. Everyone in the field wondered who/whom the winner would be.
   viii. He is one of those students who/whom I believe will make us proud.
   ix. Margaret Ekpo is a woman who/whom I think we ought to remember.
   x. Funsho Williams was a man who/whom many politicians respected.

2. Connect the pairs of sentences with the appropriate relative clause.
   i. This is a beautiful evening gown. My father gave it to me on my birthday.
   ii. The school authorities gave me a cash price of ₦50,000. I needed the money badly.
   iii. This is the house. The owner was among those who won a visa lottery.
   iv. Here are the presents. Your husband asked me to give it to you.
   v. Mama keeps praising her relations. We never met them.
   vi. Rita wants a telephone. It must be completely waterproof.
   vii. The guest speaker kept mentioning persons. Nobody ever heard of them.
   viii. We ought to talk about the stinker. You sent it to me.
   ix. My friend is French. We borrowed her camera.
   x. I know most of the politicians. I am dealing with them.

3. Form 10 sentences from the following table:

| This is the man<br>That is the chief<br>I know the senator | whose | son won the election.<br>house was burnt.<br>wife bore triplets.<br>car was saved by the police. |
|---|---|---|

# Reading Comprehension

**First discuss the following points:**

- ❈ Have you ever wondered what a war really means?
- ❈ Apart from the killings at the war fronts several types of atrocities *can go on involving thousands* of civilians being killed with weapons other than the gun.
- ❈ During the World War II, perhaps as many civilians were rounded up and gassed to death as the number of soldiers killed at the war fronts.
- ❈ And what were their offences? Just because they were non-German, or that they did not really belong.
- ❈ In simple language we would say that hatred was at the root of the atrocities.



### The Holocaust

A most disgraceful phenomenon that has *baffled* mankind since the World War II is that of the holocaust. Since 1945, the holocaust has puzzled thoughtful people much more than the physical destruction has done. What was the holocaust? How did it happen? Who were the perpetrators? Perhaps the following brief account would provide some answers.

The holocaust is defined as â€˜a situation in which there is great destruction and a lot of people dieâ€™. In particular, the holocaust is described as â€˜the genocide killing of millions of Jews and other people by the Nazis during the Second World Warâ€™. We have two other words, *Nazis,* and *genocide,* worth studying further from these definitions. In simple language, the Nazis refer to the *dictatorial* government under Hitler from 1933 to 1945, while the term â€˜genocideâ€™ refers to the intentional killing off of a whole race or ethnic group.

The Nazi Holocaust was conducted efficiently and systematically on an industrial scale. People were assembled and killed in thousands, using all the resources and technology available. Germany was then a leading world power in terms of technology, industry, research, education and bureaucracy. All these were directed against the jews almost from the beginning of the war in 1939. Hitler regarded this as the â€˜final solutionâ€™ to the Jewish problem, since many people traditionally regarded the Jews as a problem in their communities.

In order to perfect their plans, by 1941, the Nazis used mental patients to practise. *Initially, they made them stand one behind the other and then shot, so that several people could be killed with one bullet; but that was too slow.* Next they tried dynamite, which killed some and left many maimed, so that the Germans had to finish them off with

machine guns. From October 1941, the Germans systematically used gassing as a technique to kill off hundreds of people assembled inside an enclosure. For this, carbon monoxide and some cyanide-based insecticide were used. With these, perfection was *achieved* and several hundreds of people were very quickly killed off with one attempt. But the disposal of large numbers of bodies presented another problem. To burn off dead bodies, the Nazis experimented with a combination of different fuels such as coke, wood and body fat. Multiple bodies were added to the furnaces to obtain *optimal* fuel efficiency and speed, particularly when the demand was higher?

The holocaust was geographically widespread covering virtually all the European countries. The mass killing was at its worst in central and eastern Europe. Those killed were estimated to be about six million Jews, two million Poles and two million others. In all about 10 million people were exterminated. Apart from these were German citizens considered undesirable: physically deformed, disabled, handicapped, or mental patients. Between 1939 and 1941 over 200,000 such Germans were killed, such being regarded as mercy killing, since it was thought to be for their own good.

Only a few people or groups tried to defend the victims. King Christain X of Denmark and his subjects saved most of the 7,500 Danish Jews by ferrying them to safety in Sweden on fishing boats. Also, the Portuguese diplomat Sousa Mendes issued about 30,000 visas to Jews and other persecuted minorities from Europe, thus saving numerous lives; but then in 1941, he was removed and died in poverty in 1954.

Why did most people connive to act against the Jews? Several factors have been advanced. However, of all explanation, the most fearful is that of religion: that most people would opt to kill others of different religions. This is indeed fearful since it stresses that one's religion often makes one hate others of different faiths and races to the point of wanting to be rid of them. (623 words)

**A. Attempt the following questions without going back to the passage.**

1. The term holocaust implies the
   A. general destruction of lives and properties in the battle fields.
   B. systematic and intentional wiping *off* of thousands of people.
   C. use of dangerous weapons in battle.
   D. planned or accidental mass destruction using nuclear bomb.

2. From the way it happened in the World War II, the holocaust is usually regarded as targeted against the
   A. Jews.
   B. Poles.
   C. Lunatic Germans.
   D. Jehovah's Witnesses.

3. In their attempts to perfect their techniques for mass killing, the

Germans first experimented with
A. gas on hundreds of people.
B. dynamite on thousands of people.
C. machine guns on insane people.
D. carbon monoxide on thousands of people.

4. The fact that as many as 10 million non-Germans were killed in the holocaust shows that
A. the Nazis were efficient soldiers.
B. they were people whose weakness the Germans could not tolerate.
C. the Nazis were intolerant of other races.
D. to win a war, an army should not spare those that do not belong.

5. Why did most other people who supported the Jews not help them out from being captured?
A. They most probably supported the Nazis.
B. They were afraid of the Nazis.
C. They wanted the Jews to be wiped out.
D. The Nazis were everywhere watching out.

**Now read the passage again and answer the following questions:**

6. In what ways would you say â€˜genocideâ€™ is not too far from â€˜holocaustâ€™?

7. Describe the various steps taken by the Germans to perfect their techniques for mass killing.

8. After thousands of people were killed in just one act, what logistic problem faced the killers? How was this solved?

9. Describe the activities of the two people in authority who helped to protect the persecuted people.

10. Why did the writer stress that the explanation of religious hatred was really fearful?

11. *Initially, they made them stand one behind the other and then shot,* so *that several people could be killed with one bullet; but that was too slow.*
   a. Give the grammatical name for this sentence.
   b. Identify the various clauses and state their functions.

12. Replace with your own words each of the following words as used in the passage:
   a. *baffled*
   b. *dictatorial*
   c. *achieved*
   d. *optimal*

e. *persecuted.*

# Summary Work

This is not a narrative. It is not a purely historical account as such. Rather it is a sort of review of a historical happening. As for all analyses of issues, it is necessary to carefully note the various specific facts and how they are used in the build-up. A successful summary work of a passage such as this demands that one is able to identify the main theme. At the same time, it is necessary to identify the purpose of the writer and how that purpose is addressed.

In the table below, you are required to provide the appropriate responses in the right column for each task demanded in the left column.

| Tasks | Your attempt (each in a sentence) |
|---|---|
| 1. The main theme in the write-up | |
| 2. What holocaust means in general terms as well as the World War II holocaust in specific terms. | |
| 3. The main victims of the Nazi holocaust and numbers of casualties. | |
| 4. The various practices mounted by the Nazis to perfect their methods of mass killings. | |
| 5. The few instances of protection for the victims. | |

# Vocabulary Development

## Use of 'il' or 'ill' to generate antonyms

Another important prefix used to generate words is 'il'. It is used to form antonyms. In this module, we shall consider various ways in which the prefix can be used to form antonyms. Let us consider some of the words in the following table:

| il- | legitimate | illegitimate | illegitimacy | illegitimately |
|-----|-----------|--------------|--------------|----------------|
|     | legal     | illegal      | illegally    | illegality     |
|     | logical   | illogical    | illogically  | illogicality   |
|     |           |              |              |                |

| literate | illiterate   |             | illiteracy    |
|----------|--------------|-------------|---------------|
| treat    | ill-treat    |             | ill-treatment |
| legible  | illegible    |             | illegibly     |
| licit    | illicit      |             | illicitly     |
| advise   | ill-advise   | ill-advised | ill-advisedly |
| get      | ill-gotten   |             |               |
| conceive | ill-conceived|             |               |

The antonym formed in each case indicates the opposite of what the root word stands for. Actually, there are not as many examples of this type of formation as we had for â€˜mis-â€™.

## Activity I

Use your dictionary to check the meanings of the antonyms of the words in the table above.

## Activity II

Form correct sentences with the antonyms in the table.

# Continuous Writing

## Speech writingâ€"1

Study the following tips on writing a speech for a special purpose.

It is a common practice nowadays that people are invited to deliver a speech or talk on any occasion.

A speech is like the ordinary essay that we have discussed, although there are some basic differences.

A speech may be narrative, descriptive, argumentative or expository in nature.

In speech writing or when making a speech, there may be an occasional reference to the audience. We therefore use such expressions as â€˜fellow students, ladies and gentlemenâ€™, etc.

You should be mindful of the language you use. The tense to use depends on the type you are making. For example, if you are making a narrative speech, then the use of past tense will be appropriate. The use of the present simple tense will be acceptable for a descriptive or expository speech.

The following are some relevant topics in speech writing /making:

You have been invited by the literary and debating society of your school to give a talk on 'Cultism'. As the senior prefect of your school, write your speech.

A new teacher of English has just been transferred to your school. The school authority is organising a welcome party for the teacher. As the senior prefect of your school, write your own speech.

Now write a speech on either of the topics above.