

Module 23

Speech

Reading aloud confidently

There are occasions when one has to read aloud. This includes when you are asked by the teacher to read a comprehension passage aloud to the class. You could also be asked to read a letter or any other type of written material to an elderly person or to an audience.

In all these cases you are expected to read clearly, audibly and confidently. You are also required to note the main points or topic sentences of the passage you have read.

Now read the following passage aloud to the class. Take note of the main points raised in the passage as you read.

Slowly, she unwrapped the covering cloth from around her body. With a wide, long yawn she got up, switched on the light and stopped the alarm clock on the table. Slowly she folded her covering cloth neatly and placed it on the pillow. She then changed into the usual apparel a long khaki gown. That has become the emblem of what she was in the city: a house servant to a modern working family. She had two such dresses. One was always clearly kept and on reserve. She went about in the same khaki uniform to the market, to the nursery and primary school where she daily took madam's children, to anywhere she went on an errand. Indeed she had come to be known as the girl in khaki uniform.

Answers these questions:

- a. Was the girl described in the passage happy to wake up at this particular hour?
- b. Give reasons for your answer.
- c. What is so peculiar about the girl's dress?
- d. How did the girl manage to appear neat in spite of her ~numerous~ dresses?
- e. What is the girl's business in this family?

Grammatical Structure

Clauses

In *Functional English for SS Book 1*, we learnt about clauses. In this module, we want to revise what we learnt. A clause is a group of words which contains a verb and a subject and which can serve as a part of speech. Because a clause has these two important ingredients it looks

like a sentence. But a clause is not a sentence because it is part of a sentence.

- ⊗ A clause differs from a phrase in two significant ways.
- ⊗ A clause contains a verb, a phrase does not.
- ⊗ A clause has a subject, a phrase does not.

Whenever you look out for these pointers, you can be certain about the status of a group of words. Two main types of clauses are the main clause and the subordinate clause. Others refer to them as the dependent and independent clause. A clause is a main clause when it can exist on its own. A clause is a subordinate clause when it requires another clause to make it complete, e.g. some unfair means?

- a. We are educated; we do not have jobs.
- b. We are educated because we studied in a reputable university.

In sentence (a) if we simply put a full stop after educated both sentences will still be complete sentences.

- c. We are educated.
- d. We do not have jobs.

Sentences (c) and (d) are two complete sentences. But you can choose to place them in one sentence by placing a semicolon between them as has been done in sentence (a) or by placing a conjunction between them, thus:

- e. We are educated yet we do not have jobs.

Then the two sentences become a compound sentence.

The same cannot be said about sentence (b). If we place a full stop after *educated*, we shall have one full sentence and one incomplete sentence:

- f. We are educated.
- g. because we studied in a reputable university.

The first part of sentence "f", which forms the main clause in that sentence, surfaces as a full sentence (f) while the rest of sentence (b) shown again in (g) is known as the subordinate or dependent clause. The clause depends on another part of the sentence to make complete sense.

Subordinate clauses function as different parts of speech, e.g.

- h. I am surprised *that he is honest*.

The group of words *that he is honest* contains a subject *he* and a verb *is*. So *that he is honest* is a clause. Now what part of speech does it belong to? The clause

that he is honest

Can be replaced with one word *honesty*.

I am surprised at his *honesty*.

Note that *honesty* is a noun. The clause *that he is honest* is also playing the role of a noun. It is the object of the verb *surprised*. Nouns function

as objects of verbs. Therefore *that he is honest is* a noun clause.

- i. Her speech showed *how courageous Helen was*.

The group of words *how courageous Helen was* contains a verb, *was*, and a subject *Helen*. Therefore the group of words is a clause. What part of speech does this clause belong to? The group of words *how courageous Helen was* can be replaced with one word *courage*. Do you still remember our lesson on how adjectives change to nouns?

- j. Her speech showed *courage*.

Note that *courage* is a noun.

The clause *how courageous Helen was* serves as the object of the verb *showed*. Again nouns serve as objects of verbs. Therefore the clause *how courageous Helen was* is a noun clause.

Testing for phrases, clauses and sentences

Another way to confirm whether a group of words is a phrase, clause or sentence is to subject them to the questions below.

1. This is the house which was searched.

Does this group of words make complete sense? Yes. Therefore it is a sentence.

2. Which was searched?

Does this group of words make complete sense? No. Does it contain a verb? Yes. Then it is a clause.

3. Without even a glance at his wife.

Does this group of words make complete sense? No. Does it contain a verb? No. Therefore it is a phrase.

4. Where the accident occurred.

Does this group of words make complete sense? No. Does it contain a verb? Yes. Then it is a clause

5. As they approached.

Does this group of words make complete sense? No. Does it contain a verb? No. Therefore it is a phrase.

Below is a list of single words, phrases and clauses performing the same role in sentences.

Single word part of speech	Phrase	Clause	Type
1. Helen spoke <i>courageously</i> .	Helen spoke <i>with great courage</i> .	Helen's speech showed <i>how courageous she was</i> .	Adverbial
2. Soon he could not talk.	<i>During negotiations</i> , he could not talk.	<i>When negotiations began</i> , he could not talk.	Adverbial
3. The gateman was sacked for <i>laziness</i> .	The gateman was sacked <i>as a result of laziness</i> .	The gateman was sacked <i>because he was lazy</i> .	Adverbial
4. I was sad at his failure.	I was sad to hear <i>of his failure</i> .	I was sad to hear <i>that he failed</i> .	Noun
5. The Road Safety men recovered <i>survivors</i> .	The Road Safety men recovered <i>the survivors</i> .	The Road Safety men recovered <i>those that survived</i> .	Noun
6. The <i>icy</i> chicken is rotten.	The chicken <i>covered with ice</i> is rotten.	The chicken <i>that is covered with ice</i> is rotten.	Adjectival
7. The principal admitted her <i>error</i> .	The principal admitted <i>being wrong</i> .	The principal admitted <i>that she was Wrong</i> .	Noun
8. <i>Beauty</i> is no excuse.	<i>Being beautiful</i> is no excuse.	<i>That you are beautiful</i> is no excuse.	Noun
9. His <i>rudeness</i> worries me.	<i>Your being rude</i> worries me.	<i>That you are rude</i> worries me.	Noun

Exercise

- Identify which group of words is a phrase, clause or sentence. State the types of phrases or clause.
 - Most trees grow new leaves in the rainy season.
 - Early in the rainy season of every year.
 - Most people work.
 - Who were very frustrated.
 - Dogs with long hair and broad feet.
 - Through hard work.
 - That he is diligent.
 - Lions roar.
 - How wicked he was.
 - In a low position
- Form a sentence using the phrase or clause below:
 - at the airport.
 - because she missed her flight.
 - With one glance
 - Although she was very successful
 - whenever you can.
 - Because I am involved

- vii. unless you wake up early.
- viii. his punctuality.
- ix. That she was dishonest
- x leading to the village

3. Form 10 sentences from the following table:

The man	described	where the robbery took place.
The officer	explained	how the thugs struck.
The boy	recalled	what went wrong.
	recounted	how reliable she was.
		who committed the crime.

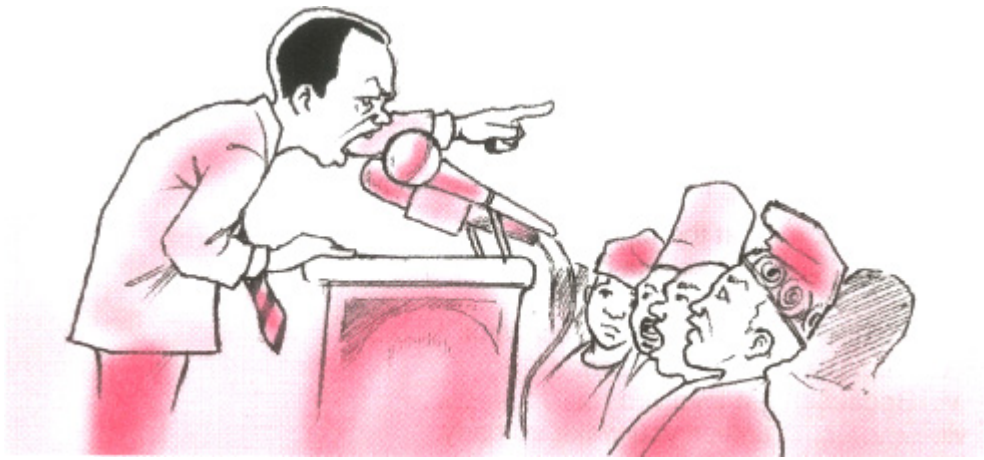
Reading Comprehension

Before reading the passage, discuss the following:

- ☼ You certainly must have wished you were rich.
- ☼ You must have admired some of the rich and powerful people around you.
- ☼ Among such are those who attained positions of power and riches through politics and governance.
- ☼ Would you still admire them if you learnt that they made their money through some unfair means?
- ☼ Would you still want to be like them if somebody calculates that 99 per cent of what they accumulate somewhere is going to end up wasted or lost?

The Professor's Guest Lecture

From the beginning, the professor spoke with passion. It was clear that he felt so strongly about the matter. Sometimes he raised his voice so loudly as if his audience filled a large stadium. Then suddenly he would speak so softly. *Sometimes he would look cherubic with a baby's smile, but most often his eyes were bloodshot as if he were a pilot whose plane was about to crash.* When he began with an analogy I thought we had come for a joke. But before long we realised that it was meant for a purpose. Here was the professor at his fiercest.



Each time I dwell on this issue, the picture painted in my mind is that of a man who has set before himself a molehill of pounded yam so large that some fifty adults can encircle it without their hands touching it and so high that you would need a good ladder to scale it. Imagine that along with this there are fifty stew pots, each of a hundred kilograms into which ten cows have gone. Finally imagine that this one individual with only one human-size stomach is not sharing the lot with any other. What do you think would become of the food? Of course, you get the picture of a terrible waste.

â€™You might think that this is unrealistic. But I assure you that this precisely is most applicable to our body politics. We are told that the helmsman in one state kept accounts in fifty-three different banks in London alone, with a minimum of two million dollars in each. This in a nation where the average per capita income is less than one dollar a day, and you might begin to imagine the amount involved. Yet, what he had in other banks in Continental Europe is much more than what he had in that one city.

â€™Several questions can be asked. From the purely economic standpoint, we should ask how he came about all that money. How could a single being amass such an amount of money which several manufacturing corporations working round the clock would find difficult to accumulate in perhaps several decades? And yet, that was a time when all the nationâ€™s universities were crying to the high heavens for adequate facilities, when our hospitals had become mere consulting clinics with no drugs or other necessary facilities to function as effective health institutions.

â€™Consider it from another angle. Assume that this individual could somehow live for more than a thousand years. Assume further that this mortal could somehow contrive a way of spending on a daily basis the equivalent of the total annual wages of a government director-general. This man would still have enough to squander for perhaps another thousand years. But the question still has to be tackled: how did he make the money?

â€™From mere wages, there is no way any human can accumulate even

a fraction of one per cent of the amount in question. His legitimate earnings cannot possibly explain the puzzle. All evidences point to one direction: that he has played the role of a super swindler, a treasury looter of first class calibre.

“Personally, I do not envy such a one: I have my pity and contempt. Here is someone with a self-created problem which is well articulated in my analogy” to have before you that quantity of food cannot possibly give you much joy. Rather the awareness that you do not have several stomachs in which to preserve the excess food, can only bring perpetual sorrow. Only a lunatic would create such a scenario for himself. I have my contempt because everybody around, young and old, poor and rich, regard him as a scoundrel who has snatched away the milk and honey meant for the starving millions but which he has thrown before more blessed, better fed citizens of another nation.”

Abruptly, the professor ended his speech. Most of us could not clap; rather, I personally felt like crying. (655 words)

Answer the following questions without going back to the passage.

1. The piece must have been the record of a
 - A. parliamentary procedure.
 - B. classroom lecture.
 - C. public lecture.
 - D. discussion among friends.
2. The analogy is likely to be particularly appropriate because
 - A. he was speaking among an audience who are familiar with that type of food.
 - B. the listeners were all people who love to eat pounded yam.
 - C. everybody in the audience loved to be great millionaires.
 - D. members of the audience knew the person he was referring to.
3. The professor referred to the average per capita income of the nation so as to
 - A. stress how poor our nation is.
 - B. show how blessed the nation is.
 - C. demonstrate how much everybody earns.
 - D. illustrate how great the amount stolen is.
4. When the professor referred to the manufacturing corporations, the universities and the hospitals, he was trying to
 - A. stress that these were yardsticks for measuring development.
 - B. demonstrate how bad the situation in the country was.
 - C. state that these were the only areas of problem in the country.
 - D. stress that people in these three sectors did not approve of the helmsman.
5. The professor stated that he pitied the helmsman because the

latter

- A. was known by everyone to be a thief.
- B. must have had very low intelligence.
- C. was an individual hated by all.
- D. had created an unsolvable problem for himself.

6. The reporter could not clap and felt like crying because he
- A. was not impressed by the speech.
 - B. did not anticipate the speech to end like that.
 - C. was gripped by sorrow for his country.
 - D. wanted the professor to go on speaking.

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

- 7. Why did the reporter feel he had come for a joke at the beginning of the speech?
- 8. What would you say the topic of the professor's talk was?
- 9. From the analogy at the beginning of the speech, what type of people do you think the professor was addressing?
- 10. In all, what type of image did the professor try to present about the helmsman?
- 11. What was the professor trying to stress in his reference to the milk and honey thrown before more blessed nations?
- 12. *Sometimes he would look cherubic with a baby's smile, but most often his eyes were bloodshot as if he was a pilot whose plane was about to crash.*
 - a. What grammatical name is given to this type of sentence?
 - b. Identify the main clause(s) and subordinate clause(s).
 - c. Identify the figurative expression contained in the sentence.
 - d. What type of figure of speech is this?

Summary Work

This is a narrative but the account is more than a simple story. Some technicalities are involved. So, you would need to be able to identify the main theme which in this case would serve as the purpose of the event. Besides, you should be able to put your finger on the specific details used to build up that main theme. The exercise in the table below should enable you get to grip with all that.

Tasks	Summaries (a sentence each)
a. The main theme of the passage.	

b. Account of the analogy used by the professor.	
c. Precisely what the state helmsman has done with his people's resources.	
d. Why the professor has his pity for the helmsman.	
e. Why the professor has his contempt for the helmsman.	
f. How the reporter felt at the end of the speech.	

Vocabulary Development

Use of "in-" to generate antonyms

The prefix "in-" is also used to form antonyms. It also means "not". In this module, we shall consider several examples of words that take the prefix "in-" to form antonyms. Study the following table:

Prefix	Root word	Antonyms	Derivates 1	Derivates 2
in-	adequate	Inadequate	Inadequately	Inadequacy
	appropriate	Inappropriate	Inappropriately	Inappropriateness
	accurate	Inaccurate	Inaccurately	Inaccuracy
	credible	Incredible	Incredibly	Incredulous
	correct	Incorrect	Incorrectly	
	convenient	Inconvenient	Inconveniently	Inconvenience
	corrupt	Incorrupt	Incorruptibly	Incorruptibility
	active	Inactive	Inactively	Inactivity
	dependent	Independent	Independently	Independency
	different	Indifferent	Indifferently	Indifference

Activity I

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

Activity II

Using your dictionary, find at least 10 more words that can take the prefix "in-".

Activity III

Write one sentence for each of the words you have found in the dictionary with the prefix "in-".

Continuous Writing

Speech writing for special purposes

Read the following:

The end of year planning committee in your school has invited you to give a speech on "Road Accidents in Nigeria" to both teachers and students. Write the speech you would deliver.

Road Accidents in Nigeria

Good afternoon, members of staff and my fellow students. I am highly delighted to stand before all of you this afternoon to talk on "Road Accidents in Nigeria".

The rate at which accidents occur in Nigeria is alarming. The mass media regularly report cases of road accidents. People are now seriously concerned. They are afraid to travel by road while some rely solely on their mobile phones, calling their friends and relations instead of travelling. The strong belief amongst many Nigerians is that the mobile phone has drastically reduced the rate at which people travel. If there is a friend or relation from Kano state, for instance, and one wants to find about his welfare, it would be better to phone such a person.

It is therefore necessary to examine some of the causes of road accidents in Nigeria. The first, of course, is ignorance. Some Nigerian drivers are illiterate. They cannot read road signs; neither do they understand a programme meant to educate them on radio or television. They do not know when to slow down, when to overtake or when to negotiate a bend.

Bad roads constitute another major factor. Many of our roads are in a terrible state of disrepair. The worst are those leading to villages, those known as feeder roads. They are completely neglected. Even in urban centres many roads are badly constructed, with some pot holes shortly after constructing them. Road users experience serious damage to their cars and often serious accidents. Some roads are so winding that they can hardly conveniently allow two vehicles to cross. Cases of head-on collisions are common. Many lives have been lost as a result of this.

Another major cause is drunkenness. This often results in over-speeding. When a driver is under the influence of alcohol he finds it very difficult to control the vehicle. He drives at a break-neck speed,

flagrantly ignoring road signs. He would overtake other vehicles anyhow, anywhere. This is exactly what some Nigerian drivers do and this has also caused many accidents. Many drivers discountenance the radio jingle that says, "If you drink don't drive, if you drive don't drink", thus causing fatal accidents.

Finally my teachers and fellow students, a very poor maintenance culture is common among Nigerian drivers. Many old vehicles are still plying our roads. Drivers are fond of managing parts of the vehicle that are due for replacement.

In conclusion, the government should ensure that drivers are well educated; only vehicles that are road-worthy should be plying our roads, while the government should thoroughly maintain the roads throughout the country.

*This essay has informed its readers. It has also explained a condition. It is EXPOSITORY in nature. Now write your own attempt on **The effects of incessant strikes on students.***