

Module 26

Speech

Making Public Speeches (2) The speaker and his audience

Communication involves the speaker and his listeners or audience. The main concern of any speaker is to get his audience to pay attention to his speech and take away the message he wants to put across to them.

The way the speaker modulates his voice and the way he looks at his audience and gesticulates have great impact on the audience and lead to the success or otherwise of his speech.

When you talk to an audience, maintain strong eye contact with them. This will suggest that you have confidence in your ability and control of the whole situation. Avoid looking at objects instead of the people. When you start looking up and down and sideways, your audience would conclude that you are not confident in yourself and they will not take you serious.



Be attentive to your audience's movements. When they become restive, it indicates that they are getting tired or bored. Then it is time for you to start rounding off your speech. However, if you have not gone far in your speech, remain calm, and readjust your techniques till you gain control of the situation once more.

You should present your speech in a soft, smooth voice without shouting or screaming to be heard. Always use your natural voice. Do not imitate someone else. Do not speak too fast nor slow your words as your audience would find it difficult to understand you.

Exercise

Your teacher would direct you to take turns and present the speeches you wrote during your last speech lesson. Ensure that you apply the necessary speech techniques.

Structure

Sentence fragments and sentence sense

Read and study the following sentences:

My mother
bought many
fruits.

In addition to
the ones she
bought
yesterday.

The first sentence is complete. Without joining it to the second sentence, we will still have a complete sense of what is being said. We cannot say the same of the second sentence.

“In addition to
the ones she
bought
yesterday.”

This is not a sentence. To make the sentence complete, we have two options. a. We can merge it with the earlier one, thus:

My mother bought many fruits **in
addition to the ones she
bought yesterday.**

This gives us a complete sentence, with the second part depending on the first part. Alternatively, we can make complete the incomplete part, thus:

In addition to the ones she
bought yesterday,
my mother bought several
oranges.

Consider these other examples of fragments which are passed for complete sentences:

*After the rain,
the roof in the
yard. (No verb)

*The dog going with us.

*At the park, waiting for her mother to pick her.

Each of these is incomplete. As an exercise, form new sentences to make each of them complete.

Types of Sentences

Sentences can be classified on the basis of **purpose** and of **arrangement** (structure). The purpose of studying the various types of sentences is to encourage students to use a variety of sentence types in writing.

Classification According to Purpose

The purposes for which we make sentences and the types of sentences that arise include the following:

PURPOSES	TYPES
To ask questions	Interrogative or question sentences
To make a declaration	Declarative sentences
To give a command	Command sentences
To make an exclamation	Exclamatory sentences

Interrogative or Question Sentences

Interrogative or question sentences are used for asking questions, e.g.

1. Where are you going?
2. Has the strike been called off?
3. Did your father attend your graduation party?

Declarative Sentences

Declarative sentences state facts. Examples are:

1. It is a hot day.
2. My school is doing well in sports.
3. Fuel is very expensive.
4. Reading is profitable.

Command Sentences

Command sentences make commands or requests, e.g.:

1. Shut the door.
2. Come here.
3. Stand up.

4. Leave this room.

Exclamatory Sentences

Exclamatory sentences make exclamations. It is the type of situation that obtains when you are surprised or when you have to shout, e.g.:

1. Oh God!
2. Thank goodness!
3. She made it!

Exercise

A. Identify which of the following are sentences and which of them are not.

1. Possession of wealth is not possession of worth.
2. He is coming to my school.
3. Reach him.
4. Because I am involved.
5. Since you want to know the truth.

B. Classify the following sentences according to their purposes.

6. Get back!
7. Many unions are threatening to go on strike.
8. How pretty she is!
9. Did your son make it?
10. In October, the man will be 47.

C. Form ten sentences from this table.

While	you were here,	many things happened.
When	I was away,	the dog died.
During the time that	the man travelled,	the house collapsed. the inspector arrived.

Reading Comprehension

First, read and discuss the following points very carefully.

- ❖ Have you ever asked yourself why some countries are great while others remain unknown?
- ❖ Why do some organisations continue to move ahead while some others remain stagnant?

- ❶ Some people would tell you that it is by luck that someone who is great becomes so. But do you think that is really so?
- ❷ Think of two countries which are actually neighbours, with similar sizes and about the same number of people and with very similar resources. One is prosperous, with a thriving economy, while the other is very backward. What makes the difference?
- ❸ What matters in all cases is the type of leadership that an organisation or a country has. Ponder these points and discuss them thoroughly.

Now read the passage as fast as you can; time yourself.

Importance of Leadership

To appreciate the significance of the leadership quality in any society, two examples can be cited. Incidentally, each bears the name Lee. First is the first Prime Minister of Singapore, the well known Lee Kuan Yew, who from 1965 led his country from an insignificant fishing peninsula state to metamorphose into a giant industrial nation. Before the coming of Lee Kuan Yew, Singapore was an inconsequential island nation whose fishing populace were among the poorest in Asia. The tiny peninsula was a little more than an appendage of Malaysia and no leader of ordinary ilk would have envisioned that the fishing ports could be used for any other purpose. But Lee Kuan Yew was not of ordinary ilk. Known for his long-term planning, meritocracy and **zero tolerance for corruption**, he saw in the fishing ports the potential for large-scale marine activities, into which crude petroleum could be imported for refining and through which the finished petrochemical products could be exported to other countries.

Ships from all over the world were allowed into the free ports. In no time, soon, massive shipping business grew and industrialists from everywhere settled in to manufacture their products for export. One venture **wooed in** another; Singaporean manufacturing business grew in leaps and bounds. Meanwhile, this tiny nation without any mineral resources utilised the imported oil resources to turn giant turbines for electricity that is exported to several neighbouring countries, while the imported solid minerals were used to manufacture several electronic products. The bottom line is that, with honest, purposive leadership, everybody in the tiny nation could partake in the benefits of the development. Today, Singapore is an industrial giant, one of the richest in the world. That is the effect of leadership.

For our second Lee, we turn to John Haggaiâ€™s, *Lead On!* In the 1970s, Lee Iacocca was the aggressive, successful president of the Ford Motor Company. He had created the *Mustang*, a car that sold more units in its first year than any other automobile in history. He had led Ford to a \$1.8 billion profit for two years in a row. But he **lived in the**

shadow of Henry Ford II, a man Iacocca describes as capricious and spiteful. In 1978, Henry Ford fired him.

â€˜Less than four months later, Iacocca became president of Chrysler, an automobile company that had just announced a third-quarter loss of \$160,000 million, its worst deficit ever. Iacocca found that Chrysler was not managed well â€“ each of the thirty-one vice-presidents was working by himself rather than working with one another. The oil shortage of 1979 compounded Chryslerâ€™s problems as the price of petrol almost doubled, and sales of large cars plummeted. In 1980, Chrysler lost \$1.7 billion, the largest operating loss in the United States corporate history.

â€˜But Iacocca was turning his obstacles into opportunities. **He had been fired.** He had become president of a company most people would not touch with a long pole. But without these obstacles, Lee Iacocca would never have had a chance to prove himself. Union concessions, streamlining Chryslerâ€™s operations, development of new products, all contributed to Chryslerâ€™s recovery.

â€˜In 1982, Chrysler made a modest profit. In 1983, it made the best profit in its history. And in July of that year, Chrysler paid off its huge loan. Chrysler introduced several new cars that excited the American public and made profits **in leaps and bounds.** Most lovers of automobiles switched over from Ford models to Chrysler cars, and its investors made money. The Ford Motor Company was now in trouble as Chrysler had fully arrived.â€™ Thatâ€™s the result of leadership. (592 words)

(Adapted from Wikipedia and John Haggaiâ€™s *Lead On.*)

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. What is the point that the writer set out to prove in this passage?
 - A. That leaders are born and not made.
 - B. That leaders are made and not born.
 - C. That leadership makes the difference between success and failure.
 - D. That good leaders are not easy to come by.
2. Before the Lee Kuan Yew became prime minister, Singapore was
 - A. not a country at all.
 - B. a British colony.
 - C. a fishing port to another country.
 - D. virtually unknown outside its fishing ports.

3. What is spectacular about Singapore today is that
 - A. whereas its size is small, its population is vibrant.
 - B. while most people are illiterate, its economy is buoyant.
 - C. although it has no natural resources, it leads others industrially.
 - D. whereas it can't export any finished goods, it exports manpower.
4. We learn from the passage that under Lee Iacocca, the Ford Motors Company
 - A. was a struggling company.
 - B. had recovered from the doldrums.
 - C. was a thriving, vibrant company.
 - D. was going rapidly down the drain.
5. Chrysler had not been doing well, at least partly because
 - A. the officials there lacked technical know-how.
 - B. the economic climate everywhere then was unfavourable.
 - C. the officials were not coordinating their efforts.
 - D. large cars were not selling fast at that time.
6. One of Lee Iacocca's strategies for reviving Chrysler was
 - A. the introduction of several new cars.
 - B. paying off the company's huge debt.
 - C. making the independently minded vice-presidents to coordinate actions.
 - D. resolving industrial conflicts in the company.

Now get your attempt scored, and record your score. Then, calculate your reading efficiency indices and record your attempts in the appropriate place.

Read the passage again, and answer the following questions:

7. In what way would it be correct to say that Lee Kuan Yew had vision?
8. What have the achievements of Singapore proved with respect to nations' possession of natural resources?
9. What was the position of things in the Ford Motors Company when Lee Iacocca was in charge?
10. What was the position of things in the Chrysler Motors Company before and after Lee Iacocca took over?
11. Explain what each of the following terms means:
 - a. zero tolerance for corruption
 - b. wooed in
 - c. lived in the shadow of
 - d. He had been fired
 - e. in leaps and bounds

Summary Work

Identifying the main theme

To do a good summary, you should first be able to state the main idea or the theme of the passage. Notice that in the passage, there are two clearly identifiable sections: paragraphs 1 and 2 focusing on the wonders of Lee Kuan Yew, and the last four paragraphs discussing the wonders of Lee Iacocca. Even then, the two sections are focusing on one and the same point. What is that point (theme)?

Recognising how the minor details help develop the main theme

Ability to identify how the minor details help build the main theme is essential to do a good summary work. What are the minor details here? Consider the following:

- a. Lee Kuan Yew was not a leader of an ordinary ilk. (What points support these?)
- b. He took steps which other (ordinary) leaders would not have taken. (What actions did he take?)
- c. Consequently, Singapore progressed. (What specifically did she have that made it excel others?)
- d. Lee Iacocca presided over a highly successful Ford Motors Company. (Specifically what showed the company as successful?)
- e. When he moved over to Chrysler, that company was in a shambles. (What points show this?)
- f. When he took over, he was able to turn things around. (What points show this?)

Now tackle the following tasks:

1. In one sentence, sum up the actions taken by Lee Kuan Yew in Singapore.
2. In another sentence, summarise the actions taken by Lee Iacocca to turn Chrysler around.

Vocabulary Development

The interrogation and exclamation marks

The interrogation mark is also called question mark. It is used in asking questions. Notice that there are two types of questions. The direct and the indirect questions. The interrogation mark is used after direct questions. Let us consider the following:

- a. Why did you go there?
- b. Where are your books?
- c. When will you travel?
- d. How does he sing?

- e. What is your name?

However, the question mark must not be used when a question is indirect.

Examples:

- a. I asked her where he had gone.
- b. I asked my wife if she had prepared my lunch.
- c. I asked him where he had been.

The exclamation mark is used to express sudden emotion or surprise. It is also used to emphasize an order. This punctuation is represented by (!)

Examples:

a. Good Heavens!	b. Oh!
c. Help!	d. Go there now!
e. Stop there!	

Activity I

Insert question or exclamation marks where necessary.

- a. Where is your pencil
- b. How old are you
- c. Splendid We have won the match.
- d. Oh I am done for.
- e. Look That's a big snake.
- f. Leave there It is a lion.
- g. Do you know me
- h. When did you go there
- i. Is he a tall man
- j. Who is your teacher
- k. Hurray The result is out and I have five credits.

Continuous Writing

Writing an Expository Essay 3

You want your younger brother/sister to get interested in your favourite game. Explain carefully how the game is played and what rules are to be observed. You may consider the following outline:

- a. Introduction:

- The number of people needed to play the game
 - Place where the game is normally played
 - Equipment needed
- b. How the game normally opens
- What techniques are used
- How best to score points
- c. How scores are taken
- How the winner is decided
- Indicate if the game allows a draw; e.g. football allows it.
- d. Things forbidden in the game and penalties awarded
- e. Why you enjoyed the game, its effects on the body, the mind, the relationship between participants, etc.