

Module 22

Speech

Listen to this conversation between two ladies.

Chioma: Your hair-do is very nice.↘

Titi: Oh! Thank you.↗

Chioma: How often do you go to the salon?↘

Titi: Everyday↘

Chioma: Did I hear you say everyday?↗

Titi: No,↘ I made a mistake.↘ I meant every week.↘

Chioma: Which cream do you use?↘

Titi: Are you talking about body or hair cream?↗

Chioma: Of course, I mean hair cream.↘

Titi: ↘Well, it is Supper Hair Sheen.↘

Chioma: Oh! The cream is just wonderful.↗

Titi: Which hair cream do you use?↘

Chioma: ↘Well, I don't really know the name.↘

Titi: Really.↗

Chioma: ↘Yes. In fact, it has no label.↘

Titi: I am surprised to hear ↘ that.↘ When next you buy any product ensure that it has a label.↘

Practice

Your teacher will direct the class on how to read the above conversation. Pay attention to the way the stresses and intonation patterns are used. Then, sit in pairs, take your turns and read the above dialogue imitating what you heard.

Structure: Clauses

Clauses are a group of words that contain subjects and predicates. A clause is a part of a sentence.

Types of clauses

English has two types of clauses: independent or main clauses, and dependent or subordinate clauses.

Independent clauses

As the name implies, independent clauses can stand on their own. Left

alone, they make complete sense. Here are some examples:

I missed the flight; I shall go by road.

If we simply say:

I missed the flight”

the sentence makes complete sense. The same thing is applicable to:

I shall go by road.

On their own, each could be a sentence. Therefore both **I missed the flight** and **I shall go by road** are independent clauses.

Dependent clause

Now consider the following sentences:

- a. I missed the flight **because I woke up late.**
- b. I shall go by road **since I missed my flight.**

Neither “because I woke up late”™ nor “since I woke up late”™ can stand alone as a full sentence: because neither makes complete sense. They are dependent clauses. They depend on the main clauses in order to make complete sense.

Dependent clauses can be of various types: noun clauses, adjective clauses, and adverb clauses.

Noun clause

Like phrases, noun clauses do the job of nouns. They function as subjects of sentences, objects of verbs and objects of prepositions.

The table below demonstrates the difference between single-word nouns and noun clauses, and shows you their functions.

Nouns	Noun Clauses
1. Hard work is essential.	That he works hard is essential. (subject)
2. We hardly know your office.	We hardly know where you work. (object of verb)
3. The news is sad.	That the minister was murdered is sad. (subject)
4. Give your documents to your friend.	Give the documents to whomever you trust. (object of preposition)
5. Here is a copy of my presentation.	Here is a copy of what I said. (object of preposition)
6. The winner will have many problems.	Whoever wins the election will have problems. (subject)

In sentence (i), **That he works hard** can replace **hard work**. The

clause contains a subject **he** and a verb **is**. Put together, the clause plays the role of a single part of speech.

In sentence (ii), **where you work** can easily replace **office**. Again the clause contains a subject **you** and a verb **work**.

In sentence (iii), **That the minister was murdered** is news in itself. The clause can fit into the same position as **news**.

Adverbial clause

Again like adverbs, adverbial clauses tell us more about verbs, adjectives and adverbs. Like adverbs they answer the question “how”, “when”, “where”, “why” and “under what condition”. Compare the single-word adverbs and adverbial clauses in the sentences in this table.

Adverbs	Adverbial clauses
i. Soon the rains will come.	When it is dark , the rains will come
ii. Fruits are grown there .	Fruits are grown where he lives .
iii. Park your car here .	Park your car where I trade .
iv. She plays hurriedly	She plays as though she were in a hurry .
v. He eats indoors .	He eats wherever he lodges .

All the single worded adverbs can be replaced by their equivalent adverbial clauses. This proves that they all belong to the same part of speech. Notice that **soon** and **when it gets dark** tell us about the time of the action. **There** and **where he lives** point to the place of action. **Here** and **where I trade** speak of place. **Hurriedly** and **as though she were in a hurry** speak of manner of action. Finally, **indoors** and **wherever he lodges** tell us about the place of action.

Adjective Clauses

Like adjectives, adjective clauses tell us more about nouns or pronouns. Now compare the following sentences and you will notice the difference between single word adjectives and adjective clauses.

Adjectives	Adjective clauses
1. Mother bought sweet oranges.	Mother bought oranges which are sweet .
2. Mike has intelligent roommates.	Mike has roommates who are intelligent .

3. Leaders need loyal friends.	Leaders need friends who are loyal .
4. The innocent priest fell ill yesterday.	The priest who is innocent fell ill yesterday.
5. My green shirt is dirty.	My shirt which is green is dirty.
6. I love clean surroundings.	I love surroundings which are clean .

Exercise

- Identify the independent and dependent clauses in the following sentences:
 - Sade did not go to school because she had not paid her school fees.
 - Many youths have left school and only a few have jobs.
 - I am not good in mathematics so I cannot study medicine.
 - Amina went to work on foot since she had no money.
 - Hospitals have refused to admit patients yet people are still going there.
- Form ten sentences from the following table:

The man,		lives over there,	arrived	when it was dark.
The lady,	who	works in that office,	came back	after we had slept.
The lawyer,	that	wants to be elected,	entered	before we left home.
The woman,		gave us some gifts,	stepped in	as soon as we called.

- Identify the types of clauses in the sentences you have formed.

Reading Comprehension

First, read the following points very carefully.

- 👉 Martin Luther King Jnr is famous for his "I have a dream" speech.
- 👉 Martin Luther King Jnr was the black American civil rights leader who led his people during the early 1960s to stage several peaceful rallies demanding for better deal from the white majority.
- 👉 He made this speech in 1964 at a time when the black people in America were grossly discriminated against.

- 👉 *He made the speech in Washington in front of Lincoln Memorial. In the first line below, he refers to Lincoln as the "great American, in whose symbolic shadow we stand today."*
- 👉 *Only the first part of the speech is produced here, unedited except for some changes in American spellings to English spellings.*
- 👉 *Read it, at first very fast, and then record your reading time as usual.*

Martin Luther King Jr.'s Famous Speech



Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon of hope to millions of Negro slaves, who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. But one hundred years later, the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacle of segregation and the chains of

discrimination.

One hundred years later, **the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.** One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatise a shameful condition.

In a sense we have come to our Nation's Capital to cash a cheque. When the architects of our great republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir.

This note was a promise that all men, yes, black men as well as white men, would be guaranteed to the inalienable rights of life, liberty and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of colour are concerned. Instead of honouring this sacred obligation, America has given the

Negro people a bad cheque, a cheque that has come back marked "insufficient funds".

But we refuse to believe that the bank of justice is bankrupt. We refuse

to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this cheque, a cheque that will give us upon demand the riches of freedom and security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is not time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism.

Now is the time to make real the promise of democracy.

Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice.

Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood.

Now is the time to make justice a reality to all of God's children.

It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of its coloured citizens. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual.

There will be neither rest nor tranquillity in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges. (547 words)

A. Now do the following:

- a. Write down the time taken to read 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. The Emancipation Proclamation cited by Martin Luther King Jnr is actually a law that
 - A. freed all the black slaves.
 - B. allowed black people to remain in America.
 - C. provided education rights for all Americans.
 - D. brought the American Civil War to an end.
2. The main message in the second paragraph is that the black people in America were
 - A. still slaves
 - B. illegal immigrants.
 - C. very poor.

- D. denied the vote.
3. When Martin Luther King Jnr referred to a cheque, he meant that black people were
- A. given a bank cheque which has not been paid.
 - B. given assurance of freedom which was still denied them.
 - C. made to pay for services they did not enjoy.
 - D. denied the opportunity to call themselves Americans.
4. When Martin Luther King Jnr said, "We refuse to believe that the bank of justice is bankrupt," he was stressing that
- A. there should be no more deceit from the government.
 - B. black people would seize their own freedom.
 - C. justice must be done.
 - D. what the bank was doing cannot be accepted.
5. The last part of the segment quoted seems to warn that
- A. the patience of the black people was running out.
 - B. black people would storm the courts of law soon.
 - C. black people might overthrow the government.
 - D. America might have to be divided between the two races.

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:

6. How would you describe the position of the black people in America before this speech was made?
7. Why do you think Martin Luther King Jnr. had to make all references to the historic incident of "five score years" ago?
8. What, according to the speaker, had the black people come to the nation's capital to do?
9. What, in essence, were the black people asking for?
10. ... **the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.**
- a. What type of figurative expression is this?
 - b. What, in direct language, does it mean?
11. From the second paragraph through the next two paragraphs, there is a sustained metaphor. Identify it, and discuss what it really means.

Summary Work

- a. This being a speech, there are several instances of repetitions, most of them indirect. For a good summary work, repetitions should be avoided. Spot the various instances of repetitions.

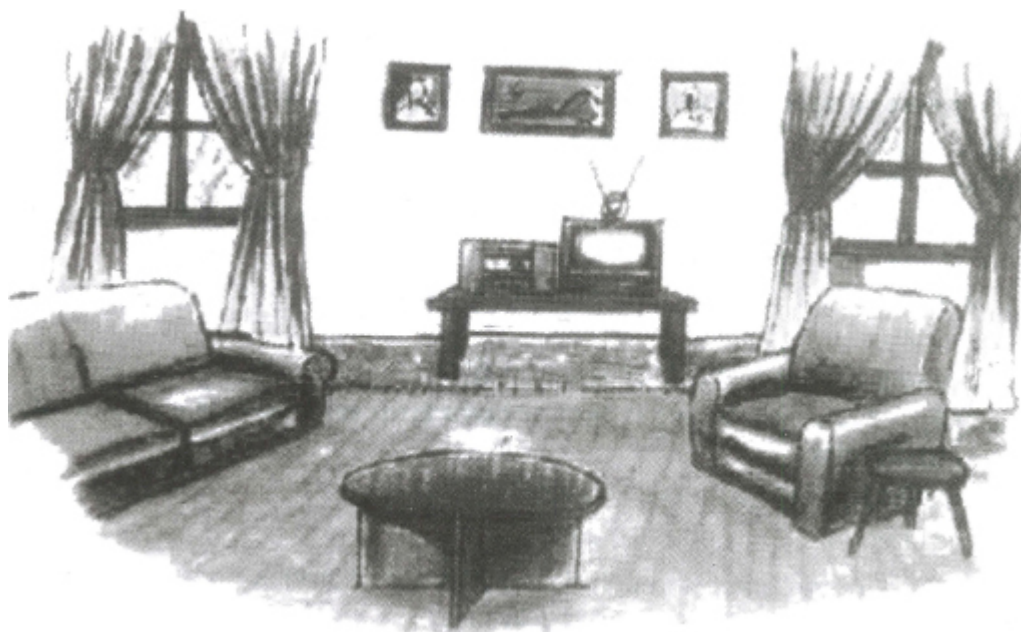
- b. The speech basically is presenting the grievances of a people. In presenting these grievances, the speaker buttressed the case with references to the past. Identify these references and how they are used to advantage.
- c. In three sentences, one for each, summarise:
 - i. what the speaker and his audience had gone to the capital city to do.
 - ii. what had been promised the blacks in the past, and what had become of the promise.
 - iii. what the speaker said might happen if their case was not attended to.

Vocabulary Development

Words associated with things in the home

We considered in the previous module words associated with family relations. In this module, we shall be examining the words associated with things in the home. You will now study the words in the table below in order to learn more about the register of things at home.

Domestic chores	Veranda	Television set	Gas cooker
Kitchenware	Foyer	Video set	Store Wardrobe
Hearth utensils	Bedroom	Sitting room	Balcony
Pantry	Lobby	Garage	



Look up the meanings of the following words in the dictionary. The first two have been done for you.

Activity I

Words	Meanings
Veranda	A platform with an open front and a roof built onto the side of a house.
Garage	Building for keeping one or more cars or other vehicles in a house or an office.
Pantry	
Store	
Wardrobe	
Domestic chores	
Foyer	
Bedroom	
Television	
Video	
Lobby	
Balcony	
Gas cooker	
Kitchenware	

Activity II

Make a list of other words associated with things at home in the following table:

Words	
1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

Activity III

Now that you have known the meaning of the words listed in activity I,

form correct sentences with any 10 of the words.

Continuous Writing

Writing a Speech 2

Your old teacher of English has been transferred and a new one appointed in his place. You have been selected to make a speech welcoming the new one. Write out the speech.