

Module 25

Speech

Making Public Speeches (1)



Preparing the Text of the Speech

Learn the following points about speech making.

Preparation is very important before any speech delivery. Take time to write out the speech. Don't try to write down everything you know about the topic. You have to be conscious of time allotted to the speech. Read your written text over several times and cut out any section or paragraph that is not very important.

Make sure you are knowledgeable about the given topic. If you have insufficient information about the topic, change it in good time or decline the invitation to speak.

Ensure that you organise your material well. Write the topic sentence in capital letters. Remember you are making a speech and not reading a speech, so reduce the whole written text to few lines and learn them off hand.

Practise presenting the final draft in front of a mirror, or in front of your friends. By so doing you will be in a position to evaluate and correct any error in the techniques you are using.

Ensure that the pages of your text are properly numbered and arranged before you stand on your feet to speak.

Practice

Write the final sketchy draft of a speech you will present during the send-off programme of one of your teachers. Show it to your teacher.

Structure

Sentences

In the previous modules, we studied single-words parts of speech like nouns, articles and prepositions. We also looked at larger units like phrases and clauses. In this module, we shall look at the most complete unit of expression which is the sentence.

What is a sentence? A sentence is a grammatically arranged group of words which has a subject and verb and which makes complete sense. The difference between a clause and a sentence is that a clause is a part of a whole (sentence) while the sentence is the whole.

For an understanding of what a sentence is, we need to look at the basic parts of a sentence, we should look at the broader divisions that make up a sentence.

Basic Parts of a Sentence

A sentence is broadly divided into two parts: a subject and a predicate. Study the sentences in the box below.

Subject	Predicate
i. The markets	are locked up.
ii. The old markets	have been renovated.
iii. The old dirty markets	are to be rebuilt.
iv. The old dirty markets, which are located behind the stadium,	were flooded during the rain.

You can see that some of the sentences are short, while some are long. The subject could be made up of just one word, or a very long clause. So no matter how long a sentence is, it is divided into two.

Subject

We learned about subjects in Module 1. The subject of a sentence is what the sentence is talking about. If you want to find the subject of a sentence you must first find the verb. The verbs in the sentences are **are locked**, **have been**, **are**, **were**. Once you can identify the verb, you can then ask a question regarding the verb.

Question: What are locked up?

Answer: The markets.

Therefore, **The markets** is the subject of the sentence.

Sometimes the subject of a sentence can be made up of more than two, three, four or even six words as in sentence (iv). Whether a subject is long or short, a sentence must have a core subject. The core

subject is the most important part of the subject. The core subject is important because it determines whether a sentence will take a singular or plural verb. This means that if the core subject is singular, the verb of the sentence will be singular, and if the core subject is plural, the verb of the sentence will be plural. We saw this in our study of agreement in the JSS Book 3 of these series. It is therefore important that we learn how to correctly **identify the core subject**. To find the core subject correctly, you must note the following:

- i. The core subject is always one word.
- ii. The core subject is always a noun.
- iii. The core subject never comes after a preposition.

In the examples above, the core subject in each of the four sentences is "the market". How did we arrive at that? First ask a question regarding the verb. What are closed down? What have been renovated? etc. The answer in each case is:

The market (either old, or old dirty, etc)

Remember that the core subject is one word. The core subject is also a noun, or a noun equivalent. So we must select only one of the three words.

There is an article, which is not part of the core subject. Again, **old** and **dirty** in the sentence are adjectives, so they cannot be the core subject. We are left with **market**.

Consider another example:

v. A large manufacturing **plant** in constant use requires servicing every week.

To find the core subject ask a question on the verb: What requires servicing every week?

The answer is: **A large manufacturing plant in constant use.**

Which of these words is the core subject?

Large and **manufacturing** in the sentence are adjectives. They are therefore not the core subjects. So we are left with **plant**, **constant** and **use**. In the sentence, *constant* serves as an adjective so it cannot be the core subject. **Use** cannot be the core subject because it comes after the preposition **in**. The only word left is plant. Therefore **plant** is the core subject.

Sometimes the subject does not appear first in the sentence. For example:

- vi. Here is my kettle.
- vii. At the end of the test, the best students will be chosen.

"**Here**" and "**there**" are not the subjects of sentences. They are adverbs.

For the second sentence, we can apply the formula:

The verb is **will be**

Who or what will be chosen? **the best students**. Therefore, the subject of the sentence is **the best students**. Which is the core subject? **The** is an article so it is not the core subject. In the sentence **best** is an adjective. So the core subject is **students**.

Other examples include:

- viii. The scarce **time** required for planting is wasted.
- ix. The developmental **projects** executed by the politicians will stand the test of time.
- x. The **rate** of deaths from motor accidents is alarming.

Predicate

A predicate is what is said about the subject. Now let us go back to our original sentences:

Markets are locked up.

The old markets are locked up.

The old markets are to be rebuilt.

What are the sentences talking about? They are all talking about markets. What are they saying about markets? In other words, what are the messages?

These are that the markets

are locked up.
are to be rebuilt.
were flooded
during the rain.

Therefore the words in the box constitute the predicate of each of the sentences.

While the core subject is the lifewire of the subject, the verb is the heart of the predicate. The verb can be two words as we have in sentences i-iv and vii. The verb may also be one word as you will see in sentences viii-x. The relationship between the subject and the predicate is so strong. What happens in the subject affects the predicate. Thus, if the core subject is singular; the verb will be singular and if the core subject is plural, the verb will equally be plural.

Exercise

- A. In the following sentences, underline the subject once and the predicate twice.
- i. Your weight, according to experts, is too much.

- ii. You should drop red meat from your diet.
 - iii. Your ability to succeed as a leader depends on your willingness to serve.
 - iv. The change-over to pre-paid billing system of power supply will take about ten years to complete.
 - v. Here go Pamela and Susan.
 - vi. There is a lot of tension about the forthcoming election.
- B. Underline the core subject in the following subjects.
- i. The death of three members...
 - ii. The effect of pests...
 - iii. The influence of male votes in the area...
 - iv. A knowledge of Physics...
 - v. A number of graduates...
 - vi. An analysis of the situation...
 - vii. The fall in standards...
 - viii. Advances in technology...
 - ix. A period often years...
 - x. A rough data...

Reading Comprehension

Before you read go through and discuss the following points very carefully.

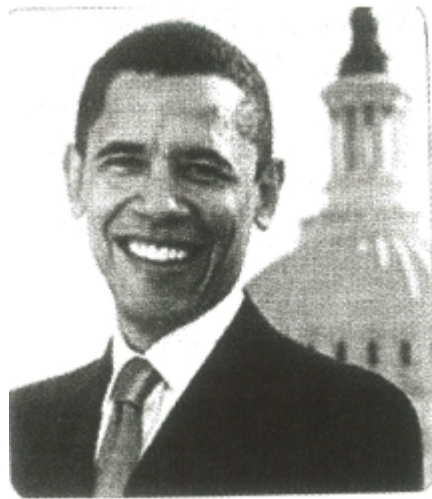
- 👉 *Do you want to be a leader of men?*
- 👉 *What are your chances of ever leading your organisation, your group, your people?*
- 👉 *Can you really do anything to improve your chances of becoming a leader?*
- 👉 *What types of leaders are there?*
- 👉 *Questions such as these should matter to you with the wide expanse of life before you.*

Study the pictures below, think of what they try to say, and then read the passage, first as rapidly as you can, timing yourself.



Pope John Paul II

Four Routes to Leadership



President Obama of the USA

How then are leaders made? How do people emerge as leaders? Generally, four routes (some would say three) to the attainment of leadership are usually recognised. First, one could be born into a leadership position. This is how kings and princes are selected. A commoner cannot hope to be enthroned the king of England, or *Oba* of Ile-Ife, Oyo, or Benin City. To a large extent, leadership through blood lineage is imposed on one. The next king of England hardly has a choice in his succession, a role for which his birth as the first issue of a ruling monarch has imposed on him. Related to this, though on a less pronounced basis, is leadership within the confines of a family. An adult male, generally, graduates into the role of fatherhood and thus the leadership of that small unit known as the family. A father or husband is not voted into that office or selected by the family members; he assumes the role as imposed on him by nature.

Then there are leaders elected or selected by the people through the simple process of voting. From the president of a nation down to other elected politicians and other holders of elective positions even if it is as humble as that of a class prefect, all are examples of elective leaders. Unique in this genre of leaders is its temporariness. A president is there for a fixed length of time, and so are all those in elective or selective positions of authority. Indeed, an elected or selected leader could be removed midstream, before the end of his constitutional tenure. Whoever puts you in office can equally remove you if your style of leadership is offensive.

Next, and often regarded as a branch of the last, there is leadership stemming from one's professional competence and usually through the process of promotion. That school principal did not get into office by birth, he rose through the ranks over the years; the bursar of a university was once an accountant who climbed up the ladder of the bursary division of his institution over the years. That football coach is a seasoned professional who learnt and mastered the game such that he could lead others in its skill acquisition. This, as a result, is the type of leadership that is acquired of disciplined mastery of the ropes and

years of mental, moral and physical exertion. And this is one reason why it can be asserted that the leader of a professional organisation is invariably a sound professional who knows his onions through and through.

Finally, there is the charismatic leader. He is not elected or selected, he is not born into the position, nor does he necessarily get into a position because of his professional experience. Rather, among his equals, he is that individual to whom others usually defer on many issues because of some liking for him. He is usually the person who, while in a group, takes the initiative to get things done, expresses opinions and views that turn out to be correct and helpful, inspires others to get things done, and maintains a healthy and happy relationship with all. Gradually, without an election or favour from above, without a drop of royal blood running through his veins, others defer to him on virtually all issues and recognise him for what he is – a natural leader of men. (558 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. 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 writer says that a person has no choice in his selection as a king because
 - A. one does not decide on one's own to be born into a royal family.
 - B. once one is born by a king, one must become a king.
 - C. every prince must become a king.
 - D. people have no option but to choose any prince to become a king.
2. A king and a father are in similar roles because
 - A. both require that a man be born into a particular family.
 - B. just as a father heads a family, the king heads a kingdom.
 - C. neither a king nor a father has a choice in his selection.
 - D. each of them has to prepare for a long period before assuming the position.
3. The writer of this passage affirms that leaders who are selected or elected by the people through the voting process
 - A. are more popular than those selected on the basis of birth.
 - B. are more in number than those selected on the basis of birth.
 - C. have a choice in the role for which they are selected.
 - D. are usually behind their own selection so they have prepared for long.
4. In one's profession or place of work, one can attain the role of

- leadership by the process of
- A. blood lineage.
 - B. promotion.
 - C. favour from the electorate.
 - D. age and length of service.
5. The charismatic leader is one who
- A. is the popular choice of the people at an election.
 - B. is known by, and who knows, everybody in the organisation.
 - C. has made significant contributions to the organisation.
 - D. is loved and respected by everybody.
6. In summary, we can say that there are leaders on the basis of
- A. natural selection, popular election, professionalism, and charisma.
 - B. royalty, paternity, promotion, and popular choice.
 - C. celebrity, popular acceptability, technical know-how, and love.
 - D. fatherhood, blood relationship, educational attainment, and charisma.

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. How would you classify the leadership roles of the principal of a school?
- 8. Which would you say is the most difficult, and which is the easiest, route to leadership? Give reasons for your answer.
- 9. Think of the method of selecting a king on the basis of royal lineage. Do you think it is fair to select an idiot who happens to be the first son of a reigning king to head a kingdom? Give reasons.
- 10. To what extent do you think accumulated experience and sound knowledge count in making a person become a leader?
- 11. Which type of leadership position do you prefer to attain? Give reasons.

D. Summary Work

Discuss the following first:

- a. What is the main theme of the passage?
- b. What are the main ideas presented by the writer?
- c. What are the minor ideas used to support the main points?
- d. Study the first sentence of each paragraph. To what extent does each one form the topic sentence of that paragraph?
- e. To what extent would you say that the topic sentences could combine to form a good summary of the passage?

Now do the following:

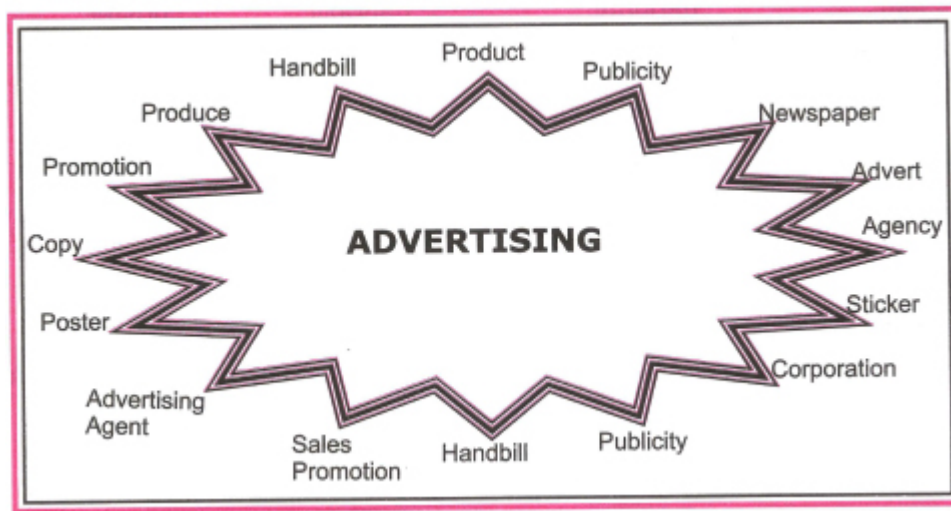
In four well connected sentences, summarize the various routes towards leadership discussed in the passage.

Vocabulary Development

Professions

Words associated with advertising

In this module the words associated with advertising shall be our focus. We are interested here in **The Register of Advertising**. Study the following diagram containing some words associated with advertising:



Note that advertising has to do with the activity and industry of advertising things to people in newspaper, on television, etc.

Activity I

Use your dictionary to look up the meanings of the words indicated in the diagram above.

Activity II

In the box below the following passage, there are some words associated with advertising. Now go through the reading passage and choose from the words in the box to fill the blank spaces in the passage. Discuss your answer with your teacher.

In Nigeria today, advertising has become a very big company or business. If a new _____1_____ is not well _____2_____ either on _____3_____ or in _____4_____ the possibility is there for it to fail in the market. In large cities like Lagos, Abuja, Onitsha and Kano, large boards that are called _____5_____ are installed along the streets. The products which are being advertised are drawn boldly on the board in order to _____6_____ the _____7_____ of the products.

In small towns and villages, a _____8_____ is produced and displayed in conspicuous places for people to see. Big companies or

corporate bodies opt
for _____ 9 _____ on _____ 10 _____, _____ 11 _____ and _____ 12 _____.

1. product	material	produce	output
2. publicize	pronounced	advertised	announced
3. television	wire	internet	radiophone
4. books	journals	novels	newspapers
5. advert agency	suggestion box	notice boards	bulletin boards
6. cancel	repeat	promote	announce
7. production	sales	sellers	buyers
8. sheet	handout	handbill	poster
9. announcement	promotion	advertisement	publicity
10. radio	plane	sea	road
11. video	television	computer	satellite
12. newspaper	handbills	circulars	bulletin

Continuous Writing

Exposition

Writing an expository essay 2

Akin is writing his autobiography, and the second chapter is about his JSS days. Quickly read this part of his life.

My Junior Secondary School Days

I gained admission into International School, University of Ibadan in the 2002 / 2003 academic session. The entrance examination was so tough that I was perspiring profusely after the two papers, English and mathematics. But for my sound background at the Staff School, University of Ibadan, I would not have been able to cope with the exam. I was at last admitted. The school resumed in September 2002, and things were so strange to me that I felt like withdrawing. I was allocated to JSS 1 A.

My first observation was that there were big boys in JS 2, JS 3 and SS classes. Naturally I have a very short stature. The big boys in the school often used this as an opportunity to send me on errands. Some of them had beard; some talked like elderly men, with a broken voice. Each time I felt reluctant to

run an errand, they would beat me up. There was a day one of them asked me to use my pocket money to buy a bottle of coke for him. I felt so sad. This big boy always exposed his chest. He had a hairy chest. I reported him to the principal, and immediately he was sent for. He was seriously punished.

By the time I got into JS 2, I was no longer "Johnny Just Come"™ (J J C). I had understood all the tricks of my senior students, and I was no more a fresher. The one that was punished after reporting him, decided to like me. Our teachers then were very hard working. Initially, I found it difficult to cope with the rigorous assignment in JS 2 and 3. I realised that those assignments had seriously groomed me such that when I first got to SS 1, I found things very easy.

I passed all my subjects throughout my JSS days but Introductory Technology proved a bit difficult. This was because I was poor at drawing. Some of my friends used to assist me and I also devoted more time to it. My final JS examinations were pleasantly written. I did not fail any subject; my highest score was in mathematics. All the three science subjects were also good.

Now, you are also writing your autobiography and the first chapter is on what you can remember of your pre-school days. Write a brief account of this part of your life.