

Module 24

Speech

Consonants followed by the /j/ sound

We have studied in earlier modules the pronunciation of the /j/ sound as in *yam* and *yes*. Sometimes one or two consonants are pronounced in quick succession before the /j/ sound. Such consonants together with the /j/ sound are called consonant clusters. To produce the consonant clusters effectively, never insert a vowel sound in between them.

Read the following sounds aloud after your teacher,

Word	Pronunciation
curious	/kjuəriəs/
cure	/kjue/
cute	/kju:t/
few	/fju:/
human	/hju:mən
student	/stju:dənt/

Notice that in all cases, there is a glide from the first consonant sound to the vowel, with the semi-vowel /j/ softening the glide.

Read the following sentences aloud after your teacher.

- i. The **cure** for AIDS is still beyond **human** understanding.
- ii. **Curious youths** sometimes do **stupid** things.
- iii. **Few** people found the **humour** entertaining.
- iv. The **cute** little girl stained her dress with some **stew**.
- v. Parents danced to the **new tune** as if they were teenagers.
- vi. The **future** is always bright for the hardworking student.

Exercise 1

1. With the aid of a dictionary, find 10 other words in which the following consonants are followed by the /j/ sound: k, s, f, t.
2. Pronounce them aloud and make sentences with each of them.

Structure

Change in form: Conditional clauses

Read the following sentences carefully.

- a. If Nkechi **does** her homework, she **will** succeed.
- b. If Nkechi **did** her homework, she **would** succeed.
- c. If Nkechi **had done** her homework, she **would have** succeeded.

Sentence (a) implies that Nkechi will do her homework.

Sentence (b) implies that Nkechi is unlikely to do her homework.

Sentence (c) Implies that Nkechi did not do her homework.

Look again at the sentences. Take note of the verb patterns of **if-clauses**.

- i. **does.....will**
- ii. **did.....would**
- iii. **had done.....would have.**

Now, read the following passage.

If I **had** remained single after my graduation from the university, I would have gathered more experiences and qualifications than I have now. First I **would have** found myself a good job. Then I **would have** learnt how to cope with living alone and saving money. I **would have** also gone ahead to obtain a second and even a third degree.

If I **went** for higher degrees, I **would** study Education. Courses in education equip one to be a good teacher of English. But today if I go to a university, I **will** read law. As long as they are healthy, lawyers remain relevant and earn a living even at eighty.

Exercise 2

Pick out all the If-clauses from the passage above and place them in the correct columns.

If I... I will...	If I... I would ...	If I... I would have...
1.		
2.		
3.		
4.		
5.		

Exercise 3

Change the following sentences to the "If I... I will..." pattern.
One has been done for you.

1. If I studied hard, I would do well. = If I study hard, I will do well.

2. If I sold fuel, I would make money.
3. If we ate much, we would get fat.
4. If she did her exercises, she would keep fit.
5. If he disciplined himself, he would spend less.

Exercise 4

Change the following sentences to the "If I.....I would" pattern.

1. If I had married a rich man, I would have had my babies in Europe.
2. If everything had gone well, I would have retired.
3. If my husband had invited her, she would have come.
4. If the plan had succeeded, he would have poisoned her.
5. If money had changed hands, we would have complained.

Form ten examples of such sentences from the box below. Take care to use verbs from the corresponding rows each time. Take care to have correct statements.

If she	goes drives flies	to Lagos	I will be	pleased surprised satisfied happy impressed glad
	went drove flew		I would be	
	had gone had driven had flown		I would have been	

Exercise 5

From the words or group of words lettered A-D, choose the word or group of words that best complete each of the following sentences.

- i. If the weather had been finer, the match.....place.
A. take B. took C. would take D. would have taken.
- ii. If she cooks the meal you ...love it.
A will B. will have C. would D. would have.
- iii. If my father talked to her, she ...listen.
A. will B. will have C. would D. would have.
- iv. If I forget your name, Emeka ... remind me.
A. will B. will have C. would D. would have.
- v. If he were here, he ... do something.
A. will B. will have C. would D. would have

Reading Comprehension

Discuss the following first :

- 👉 *What do you know about HIV and AIDS?*
- 👉 *How can a person contract HIV?*
- 👉 *Of course, that should infer how can a person avoid contracting HIV?*
- 👉 *What are the early symptoms when HIV develops into AIDS?*
- 👉 *Do you think drugs can help a person overcome the disease?*

Now read the passage as fast as you can.

What You should Know about HIV/AIDS

The audience waited patiently for the guest speaker, a professor of medicine, who rushed in at exactly the minute the programme was to commence. Everyone clapped spontaneously and as soon as he was introduced, he began.

“Ladies and gentlemen, I’ve come to tell you what most of you already know: about HIV and AIDS. By now, you should be able to say, for instance, that AIDS stands for Acquired Immuno-Deficiency Syndrome, and that it is a disease that renders the body unable to fight off infectious diseases. Besides, most of us should know that AIDS develops from the HIV, that is, Human Immunodeficiency Virus.

“The first thing we need to know is the prospect for infants that contract the disease. Although there may be no immediate physical signs of HIV infection at birth, signs of the infection begin to appear a few months later. Children born with HIV can develop opportunistic infections, which are illnesses that surface when the immune system is weakened, such as pneumonia and tuberculosis. An HIV child may experience severe attack of several common childhood infections. In our country, tuberculosis has become a common problem and a great cause of death among people.

“What are the first symptoms of the disease among young people? Youths who catch HIV usually show no immediate symptoms. Indeed, it may take up to some ten years for symptoms to manifest. During this period, they can infect others with the virus without even knowing that they have it. Once the AIDS symptoms appear, they manifest rapid weight loss, intense fatigue, persistent diarrhoea, night sweats and pneumonia.

“Several people have asked how one can prevent HIV and AIDS. Despite much research, there is yet no vaccine that prevents HIV infection. The answer lies only in avoidance of risky behaviours. HIV transmission is known to be mostly the result of sexual contact with an infected person or sharing contaminated needles. Infection can thus be prevented by abstaining from sex and never sharing needles. For married couples, absolute fidelity to one’s spouse is the only

answer. When a non-infected man marries a non-infected lady, and they remain faithful to each other, there is no way they would contact HIV through sexual acts.

~I should again talk about that very vulnerable group: the unborn children and infants. The most effective means of preventing HIV/AIDS in infancy is to test all pregnant women for the virus. If the result is positive, treatment can immediately begin before the baby is born to prevent HIV transmission.

~What then are the outlooks? Well, there is no known cure for HIV or AIDS. Although current treatments can slow the progression of HIV disease, life expectancy is still significantly reduced. Children born with HIV develop AIDS sooner and tend to have more serious complications than adults with the virus. For now, few children infected with HIV at birth have survived into adulthood, though much progress is being made in AIDS research and treatment.

~Although people with HIV eventually become sick, recent medical advances have prolonged their survival. Drug treatments can allow people living with HIV to remain free of symptoms for long and can improve quality of life for people living with AIDS. The search goes on for an HIV vaccine. But the development of such a vaccine is likely to be far away. So prevention remains our best option today.™ (560 words)

A. Now, do the following:

- a. Write down the time taken to read through.
- b. Using the usual formula, calculate your reading speed.
- c. As usual, decide the category into which your reading rate falls.

B. Without going back to the passage, answer the following questions:

1. The first things the speaker dealt with were
 - A. what the disease was all about.
 - B. those things he had taught the audience before.
 - C. methods of preventing the disease.
 - D. what he expected the audience to have known.
2. From the first things that the speaker said, he expected the listeners to have known that
 - A. HIV develops from AIDS.
 - B. HIV and AIDS are used synonymously.
 - C. AIDS develops from HIV.
 - D. HIV and AIDS are two distinct diseases.
3. From what the speaker said, we can affirm that opportunistic diseases are those that
 - A. people who seize every opportunity can catch.
 - B. seize the opportunity of a body's weakened immunity to get

in.

- C. deprive one of the opportunity of normal development.
 - D. demand that one should seize the opportunity of early treatment.
4. From the speech, we can conclude that immediately one catches HIV,
- A. the first symptoms are weight loss and pneumonia.
 - B. one begins to show several signs of sickness.
 - C. a person shows symptoms of tuberculosis and pneumonia.
 - D. no symptoms may manifest until several years.
5. To enable unborn children to be free from HIV, the best measure to take is to
- A. stop the mother from sex outside marriage.
 - B. stop the father from having sex outside marriage.
 - C. vaccinate the children as soon as they are born.
 - D. test and treat the pregnant mothers before giving birth.
6. From the last paragraph in the passage, we can conclude that now there are several drugs for HIV patients,
- A. even then the HIV might sooner or later develop into full AIDS.
 - B. there is assurance that such patients will never develop the AIDS.
 - C. such patients cannot pass on the virus to others through sex.
 - D. there is assurance that such patients will live to old age.

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. Using the detail given by the guest speaker, describe how a healthy person can become an HIV carrier and then an AIDS patient.
- 8. What is the best way to prevent HIV infection in people from the unborn age to adulthood?
- 9. What is the view of the guest speaker on research and the production of a vaccine for HIV?
- 10. State the guest speaker's views on the place of extra-marital sex.

Summary Work

Discuss the following first:

- a. What is the main theme of the passage?
- b. Into how many parts would you divide the passage?
- c. What would you say is the main idea in each of these parts?
- d. For each of the main points, identify the minor details used by the

writer to arrive at the main point.

Now do the following:

In four connected sentences, one for each, summarise

- i. the relationship between HIV and AIDS.
- ii. the various ways in which a person can contact HIV.
- iii. the measures that can be taken to prevent HIV.
- iv. the prospects for a vaccine for HIV.

Vocabulary Development

Words associated with the stock exchange

In this module, we are considering words associated with the stock exchange; this is called **register of stock exchange**. The stock exchange is a place where shares in companies are bought and sold. It also involves several other business activities. Generally speaking, it has to do with money matters.

Some words associated with this are indicated in the table below:

stocker	stock holder	profit margin	stockiest
shares	stock pile	speculator	stocktaking
dividends	bankrupt	speculation	bankruptcy
deposit	receiver	loan	liquidation
stock broking	goods	stock company	funds

Activity I

Use your dictionary to find the meanings of the following words associated with stock exchange. The first two have been done for you.

Words	Meanings
Stockbroker	A person or an organisation that buys and sells shares for other people.
Stock holder	A person who holds stock and shares in a business.
Bankrupt	
Dividends	
Shares	
Stockbroking	
Stocktaking	

Liquidation	
Deposit	
Funds	
Stock list	
Profit margin	
Stockpile	
Goods	
Stock company	

Activity II

Now that you have known the meanings of the words indicated in the table above, form correct sentences with any 10 of the words.

Activity III

Make a list of other words associated with the stock exchange apart from those mentioned in this module.

Continuous Writing

Writing an expository essay 1

This kind of essay exposes to the reader what he does not know or may not have heard of. This therefore demands the explanation of the process in which something operates. It may call for an account of the way in which a person does something or would have done something.

Some useful hints on expository essay

â€¢ An expository essay writing calls for a clear understanding of things.

â€¢ It demands that students should be highly knowledgeable of different facts of life which can be acquired through the class lessons, copious reading of different types of books, journals and newspapers.

â€¢ This type of essay requires a good knowledge of the register of a particular field. For instance, in order to explain how a motor car works, you need to know such words as **tyre, steering wheel, accelerator, brake, clutch, radiator, carburettor, speedometer, windscreen, engine,** etc. It would be quite inappropriate if you do not know the name by which something is called, and if other words are substituted for

any of these.

â€¢ The use of language here needs to be sober and carefully chosen.

â€¢ Some examples of this type of essay are:

- a. You have been named the senior prefect of your school for the next academic year. In your first address to the students, outline your plans for ensuring a high standard of discipline in the school.
- b. Imagine that you were the principal of your school; show the process you would follow in preparing for the visit of the head of state of a neighbouring country who is being brought to your school by your own head of state. Explain in details what instructions you would give to the teachers, other members of staff, prefects and the students in general.

Exercise 6

You are in a foreign country and you want to enlighten your friends on the way your country is governed today. Explain in detail how you would do this, pointing out the virtues as well as what you consider the weaknesses in the way your country is governed.