

'A' - ONE ENGLISH

A Complete SSCE/GCE Text



with

WAEC & NECO

*Past Questions and Analysed Answers
from 1980 to Date*

DELE ASHADE



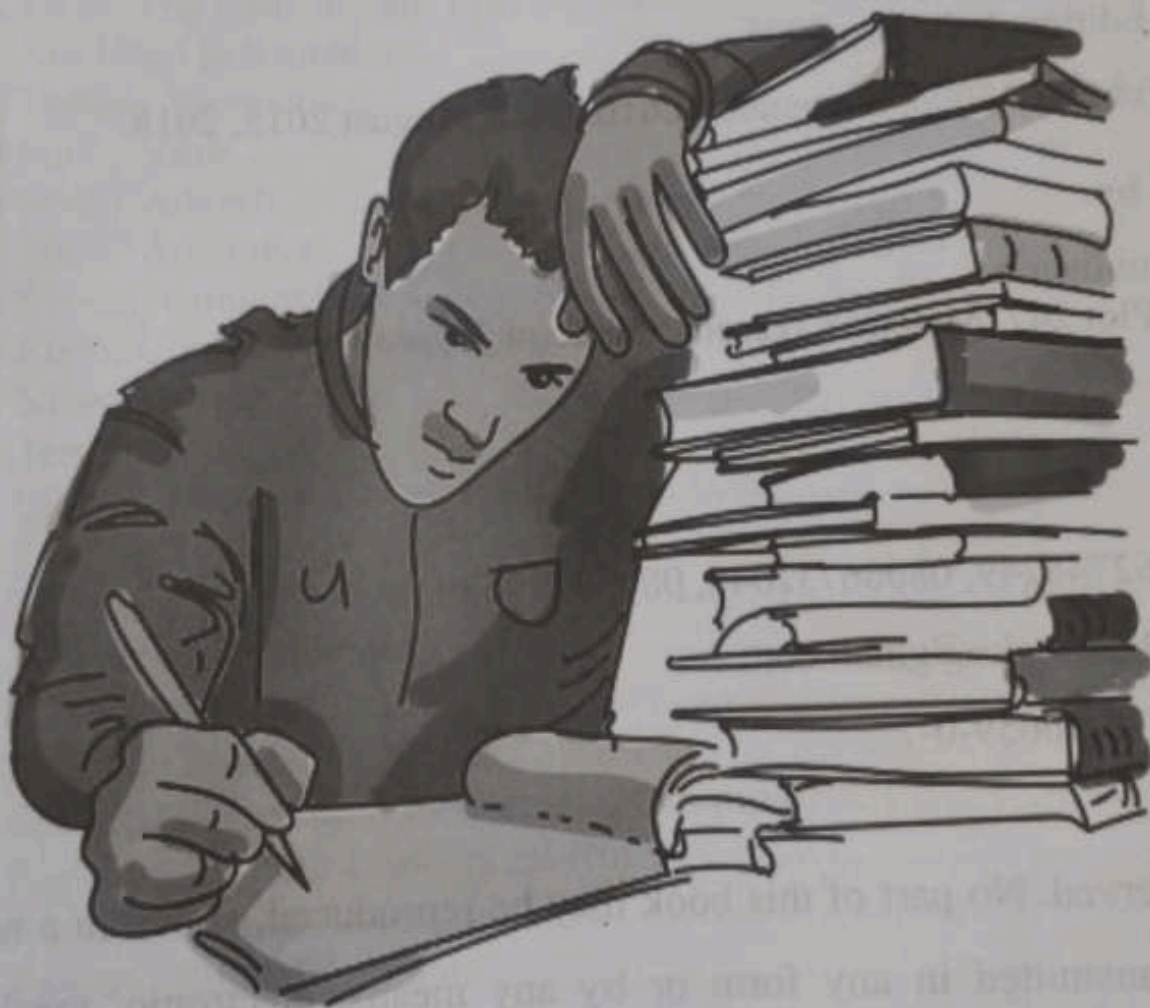
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'A'-ONE ENGLISH

A COMPLETE GCE / SSCE TEXT

Africa's most success-oriented English Language Teaching Text



DELE ASHADE

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COMMENTS FROM 'A'-ONE ENGLISH READERS

The "A'-One English is something I can't do without. Even when I'm travelling, I always take it along. Sir, thank you for revealing such secrets in a single book; I passed my 2015 WAEC & NECO because of this book; thanks for contributing to my education"

---Aikabor Abdul Fatai, Mixed Secondary School,, Warrake, Edo State, Nigeria.

'A' - ONE ENGLISH is "... suitable for the SSCE ...it is my candid opinion that the book can be useful to any reader who is learning to speak, write or improve upon his language (English)... I recommend it for use in our schools..."

---Mrs. Dorothy Konadu, Ghana Education Service, Fed. Ministry of Education, Accra, Ghana.

"I am compelled to say that **'A'-ONE ENGLISH** is the greatest of all English teaching texts ever published in Africa. In over twenty years of teaching before joining the bar, I did not read such a wonderful text"

---Lawyer Akin Oke, Oke Chambers, 60, Aderemi Road, Ile-Ife, Nigeria

'A'-ONE ENGLISH: A Complete SSCE Text... has been reviewed by subject specialists in the State and found suitable for use ..."

---Hon. Commissioner for Education, Osun State, Nigeria.

"Our people in Ghana are dying to get more copies of **'A'-ONE ENGLISH**. Candidates here prefer it to any other book."

---Kwashi Mesah, Volta - Region, Ghana.

"An Internet Café attendant slapped me heavily for shouting at the top of my voice, in surprise. I did not expect it but I had just seen "A1" in front of my NECO result. You are the one I will thank. God bless you sir, for this book, "A1", which I read for 2 months after many failures"

Ajayi Caleb Gbadebo, Isinkan Road, Akure, Ondo State.

"Sir, 'A'-One English is a magic book for me. I've recommended it for many..."

---Mr Rowland 07038767623

"... My daughter, Funke has finally passed. She had failed three times. She borrowed **'A'-ONE ENGLISH** from her friend; read it for 18 days then scored C4. Let me ask: what's the magic in the book; what's the secret...?"

---Mrs. T. Y. Aderibigbe, Fatimoh Street, Odo Ona, Ibadan, Nigeria.

PREFACE TO THE 2018 EDITION

Performing creditably in the English language paper at the Senior Secondary School (classes I-III); at the Senior School Certificate Examination (SSCE) and the General Certificate Examination (GCE) is very crucial. Most unfortunately, many more students and candidates continue to fail the English language paper of the final SSCE and the GCE every year.

The WAEC Chief Examiner's reports (on English)---since year 2003 have been hitting on many lapses of candidates. These lapses result in their failure. There is therefore the need to demonstrate to candidates and students the current and most appropriate way of answering questions. The 2018 edition is the answer to this request. Accordingly, all lapses of candidates, as mentioned by the Chief Examiner for Nigeria are well addressed in this 2018 edition.

In addition to this, the pattern of questions for the National Examination Council (NECO) is worth demonstrating for candidates sitting for that examination to see, study and master.

In this edition therefore, past questions on English Language of WAEC and NECO up to the present year have been featured and answered, while comments are made on them so that candidates' fear will melt away. Working through the questions and answers, candidates, students and users of this book will find that all the seeming difficult questions are actually very simple and easy to pass. They only demand technical answers.

Buyers of this book are advised to steer clear of buying fake / pirated copies of the book. I am certain that, like others who had bought and used this book before you, the 'A1' grade in English Language, believe it or not, is waiting for you.

I wish you bright success.

Dele Ashade.

August, 2018.

**To the Power of the
PARACLETE**

HOW TO ACHIEVE THE 'A'1 GRADE

You may have no one to guide you through your school or final WASSCE / NECO / GCE examination but there is an unseen teacher in this book, who will surely lead you to success.

WAEC/NECO ENGLISH: What Every Senior-Class Student and Exam Candidate Should Know
GET READY...

(1) GET A GOOD DICTIONARY

A good distinction grade awaits you, but first, get the following ready: Get and place a copy of the **Oxford Advanced Learner's Dictionary of Current English** on your desk. You need to know hundreds of English words for the purpose of your examination.



Find the **MUWISP** of words:

M = **Meaning** (of the word)

U = **Usage** (how to use it in a sentence)

W = **Word Class**: is it a *noun* / *pronoun* / *verb* etc.?

I = **Interaction** with other words

S = **Spelling** e.g. manoeuvre / diarrhoea

P = **Pronunciation** e.g. how the word is pronounced.

GET READY...

(2) GET NOTEBOOKS FOR ENGLISH PRACTICE

If possible, get one notebook for each of the following:

- (i) Letter writing and Essay
- (ii) Comprehension
- (iii) Summary
- (iv) New words / good expressions that you like / Oral English



Use separate notebooks for all your practice and exercises found in this book.

(3) BE CONSISTENT; BE DISCIPLINED!

You have got the major tools you need for tackling the examination. It is very important to note that you need to set about two hours aside for studying this book every day. Do not miss it. Do not skip it. Do not postpone it. Tell your mind to obey it; be disciplined; be determined.

On the next page, find out about how to read this book and get the best out of it.

DO YOU TRULY WANT A1 (DISTINCTION) AS YOUR GRADE?
If so, do the following 4 things:

(i) Attempt All Exercises in this Book



*Less play, less partying, less chatting and less net-surfing, but more work:
Properly channelled hard work results in success; work on exercises...*

Each of the 20 Grammar sections in this book contains many exercises. Answer all of them. After studying each section, attempt the exercises under the section. Crosscheck your answers by looking at the answer section towards the end of this book.

DO YOU TRULY WANT A1 (DISTINCTION) AS YOUR RESULT?
If so, do the following 4 things:

(ii) Study Grammar Rules

No candidate can pass English without a good knowledge of Grammar. For example, which is right?

1. (a) He have gone (b) He has gone.
2. (a) This girls are my friends (b) These girls are my friends.



English grammar is simple...just like bread and butter: learn it in this book!

DO YOU TRULY WANT A1 (DISTINCTION) AS YOUR GRADE?

If so, do the following 4 things:

(iii) Produce What you Learn

My dear, it is certainly good that you should do some written exercises that come under each section in this book. However, this is useless—completely useless if you do not produce what you have learned. By 'Produce', we mean, you should create or look for opportunities to use the newly learned grammar rules in REAL-LIFE SITUATIONS., for example, you will learn in this book that:

1. I **cannot** do anything yesterday is *not* correct, but:
2. I **could not** do anything yesterday is correct

Now, to ensure that the knowledge of the new grammar rule does not go away from you, you may face your friend—perhaps at home—and pretend to mean it as you say to him or her:

Oh, Mike / Mercy, you see, I **can** work *now* but I **could not** do anything *yesterday*.

By doing this with all grammar rules that you learn, the rules will become a part of you and you will easily remember them while writing essays / letters / comprehension or summary answers—or when dealing with objective test questions in the examination hall

. Do you understand—I mean, truly understand?

Check the "50 commandments" in this book and learn all the simple, 50 rules.

DO YOU TRULY WANT A1 (DISTINCTION) AS YOUR GRADE?

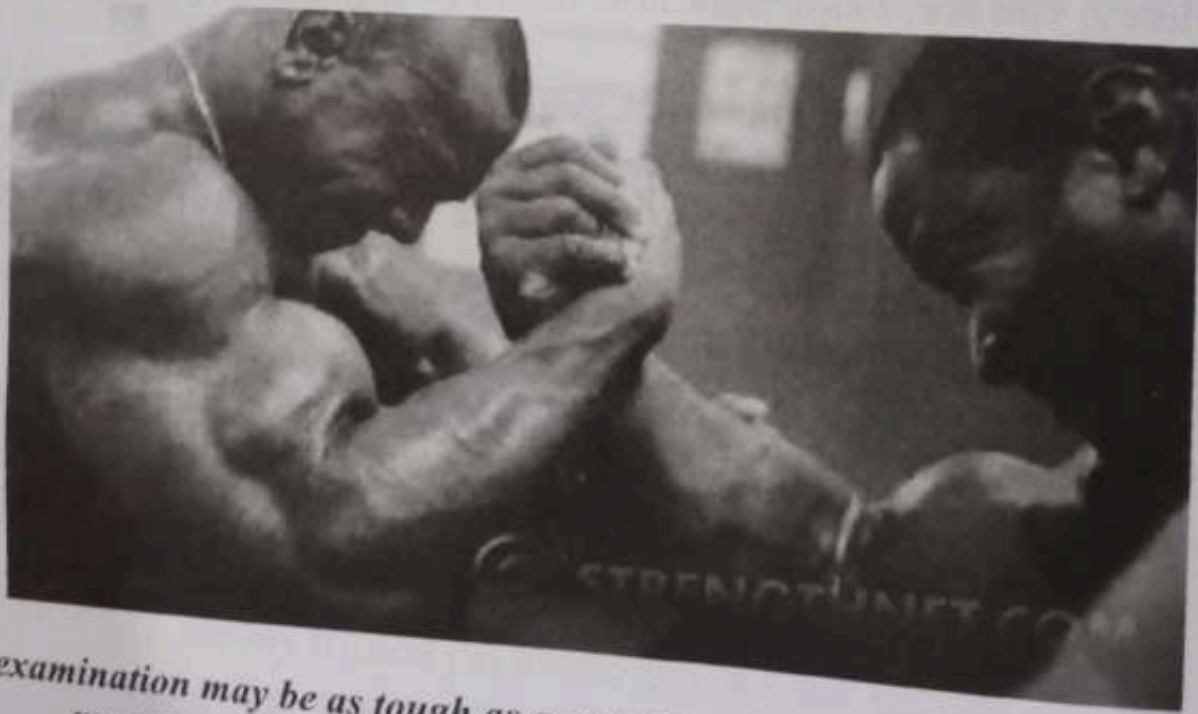
If so, do the following 4 things:

(iv) Work with Past Questions

You are expected to treat at least 10 past questions for different years, as a way of familiarising yourself with the patterns of the WAEC / NECO English examination. Do exercises on all aspects (papers I & II) of the examination.

This should be done after you have finished reading all of Section 1 (Grammar); Section 2 (Letter-Writing); Section 3 (Essay Writing); Section 4 (Comprehension); Section 5 (Summary Writing) and Section 6 (Oral English), all in this book.

Luckily for you, there are many examples of WAEC / NECO Past Questions already carefully answered and explained in this book, for your guide. For some students and examination candidates, English is a bitter pill and a difficult subject to understand or to pass, just as wrestling is. However, if you would work with past questions and answers in this book, English will be for you, the easiest subject to pass and you would come off in flying colours.



The examination may be as tough as a wrestling bout, but when you work through many past questions in this book...it results in the "A1" grade.

GRAMMAR:

Part One

FORMING CORRECT SENTENCES IN ENGLISH: THE METHOD

FORMING CORRECT SENTENCES IN ENGLISH: THE METHOD

IS it possible to write completely correct sentences in English each time we speak or write? Yes, it is! What must be done to achieve this? In this section, we would look at how to form simple and correct sentences at all times. For a start we need to know what the English language *alphabet* is. You should also know *Structure*? These are quite simple! Structure refers to the different levels of communicating with words. Five of these will be described now:

(i) The Alphabet: Letter

There are twenty-six letters we use in communicating in English. We form words by joining these letters together. All these letters as one group are known as the English Language alphabet. You already know them... **A B C D E F G**... up to Z don't you? Can you read from A to Z? Are you sure? Okay, read them now without looking in this book: A, B, C ... yes, continue. Good; you are correct! They are all twenty-six. Five of these letters are called *vowels*. They are:

A, E, I, O, U.

If you remove five from twenty-six, what is left? Correct! Twenty-one! These twenty-one letters that are left are called *consonant letters*, and they are:

B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z.

Is this clear? Great!

(ii) WORD

These individual letters are joined together in sensible ways to form words. We can have:

T + E + A + M	= TEAM or
M + E + A + T	= MEAT

M is a letter, *E* is a letter, *A* is a letter and *T* is a letter but **MEAT** is a word. Do you agree with me that **TEAM** is also a Word, just like **MEAT**? Yes!!

Also, we can have:

G	+	U	+	M	=	GUM
M	+	U	+	G	=	MUG

G is a *letter*, U is a *letter*, M is a *letter*, but GUM is a *word*. MUG is a word as well. I think you understand. But you need to be careful when you are joining letters together to form words. When one or two letters are joined together, as MEAT, TEAM, MUG or GUM (above), each of the four is called a *Word*. Is this clear?

(iii) PHRASE

Sometimes we have two or more words arranged together in a way that what is written is not completely sensible.

We refer to this as a **phrase**.

Here is an example:

A girl

Five handsome boys

The bicycle

In the garden

A single word like DOG or TAP is not a phrase. So, note that a phrase contains more than one word but it does not have a verb (word of action).

(iv) CLAUSE

You see, dear, when you have more than one word which you have combined and one of those words you have combined is a verb, that is, a word that shows an action or an event, the whole words are referred to as *clause*, for example,

I know him. (Here, *know* is a verb).

She likes oranges. (Here, *likes* is a verb).

The table is large. (Here, *is* is a verb).

Every meaningful speech you make whenever you open your mouth contains a clause. When you speak, you are likely to talk about the action which somebody or your friend or some people perform. So anytime you speak, you make a clause.

(v) SENTENCE

A clause is a simple sentence. Once you know how to form a simple sentence, you will know how to form a bigger sentence for example,

He saw me. (Clause 1).

He ran away. (Clause 2).

Together now:

(c) When he saw me, he ran away. (one sentence)

So, we can summarise our discussion like this:

To form a word the formula is:

Letter + Letter

= **WORD**

Word + Word minus (-) Verb

= **PHRASE**

Word + Word + Verb (word containing a verb or action word)

= **CLAUSE**

Clause + Clause

= **SENTENCE**

EXERCISE ONE

A. Choose one of the following to fill each of the spaces below. Do not use an option twice.

J, teacher, a, garden, sits

1. Lemmy told his sister that is a consonant letter.
2. Our teacher always says that "in the" is a phrase.
3. I know that is a vowel letter.
4. "He quietly in the garden everyday" is a clause.
5. is a word.

B. Answer the following questions by choosing the correct option from (a) to (e)

1. There are ----- letters in the English Language Alphabet.
(a) twenty - four (b) five (c) twenty - one
(d) twenty - six (e) ten
2. Which of these is a consonant letter?
(a) th (b) S (c) i (d) ea (e) speak
3. One of the following is not a letter in the English Alphabet.
(a) K (b) man (c) J (d) A (e) S
4. One of these is a clause in English (a) B (b) on the table
(c) I know him (d) woman (e) friend
5. Which of the following is a word in English?
(a) C (b) in the class (c) My name is Joyce (d) nation
(e) go and come
6. Only one of the following is a letter. Which is the one?
(a) Gb (b) ie (c) word (d) Z (e) a big dress
7. Pick out the vowel letter from the following
(a) ei (b) j (c) u (d) au (e) K
8. There are ----- vowel letters in English
(a) twenty - six (b) seven (c) five (d) twenty - one (e) ten

9. **Teacher** is an example of (a) a letter in English (b) a phrase (c) a clause (d) a word (e) an alphabet.

10. Which of the following are all vowel letters?
(a) a, c, d, k, f (b) b, t, f, s, m (c) n, j, l, n, p (d) a, o, u, e, i

C. Write true or false in front of each of the following
“When the policeman arrived” is a phrase: true / false

1. “I will study grammar well” is a clause
2. “J, m, o, n, z” are all consonant letters
3. ‘Under the table’ is a clause
4. “We sat under the table” is a phrase

D. Fill in the blank spaces with the appropriate letters.

1. _ o _ _ c _ m _ n (a security officer)
2. _ _ ie _ (no noise)
3. t _ _ _ h _ r (gives us knowledge)
4. _ a _ _ e _ _ r (has no wife)
5. s _ i _ s _ er (has no husband)

SECTION TWO

THE PARTS OF MR. SPEECH: WHAT THEY ARE, AND HOW THEY ARE USED IN SENTENCES

We now want to regard the speech that comes from our mouth as a human being that has different parts. You must know how to use these **parts of speech** in sentence formation, so that your speech will be correct. Here are the parts:

NOUN, PRONOUN, VERB, ADVERB, ADJECTIVE, CONJUNCTION, INTERJECTION and PREPOSITION



Mr. Speech

Now, you are unable to make correct sentences because you cannot use the **parts of Mr. Speech** well. You know, if a human being uses his or her leg to walk it is not correct, or, he or she uses the head to walk, it is not correct. In the same way, if you are making a clause (speech) and you use a noun where it should be used, or the adjective where you should have used the verb, then your clause is incorrect. How then, can you know the functions of each part of Mr. Speech that you will use a particular part for the appropriate function when writing a clause?

Explanation of the Parts of Speech

1. NOUN

- (a) When you mention a **person's** name e.g. Teacher, Jane or Johnson, name is a noun.
- (b) Also when you mention a **place**, e.g.

market, post-office, school, London, hospital, etc. it is a noun.

- (c) Again when you mention the name of an **animal**, e.g. dog, goat, cat, have mentioned a noun
- (d) Finally, when you mention a **thing**, you have mentioned a noun.

There are two types of things that I will describe:

- i. Things that **can be seen or touched**, e.g. table, ruler, house, bag, etc. They are called **Concrete Nouns**.
- ii. Things that **cannot be seen or touched**, but which you know exist, e.g. happiness, sadness, knowledge, etc. You know these things exist but you cannot see or touch them. They are called **Abstract Nouns**. Do you understand me? Okay.

If you do not understand the two types of **things**, please read it over again.

EXERCISE TWO

- A. *Answer the following questions by choosing the appropriate correct option from (a) to (e)*
- 1. One of these is not a noun in English
(a) Walk (b) television (c) dog (d) church (e) Giraffe
 - 2. Fill in the gaps, to make noun words. One of the words is not a noun. Which is the one?
(a) T — cher (b) te — ch (c) c — ain (d) Li — n (e) — ch — ol
 - 3. One of the following categories does not qualify to be a noun
(a) name of an animal (b) name of a place
(c) the quality of a person or thing (d) Our teacher's identity
(e) Any concrete object
 - 4. One of the following is not an abstract noun:
(a) snail (b) experience (c) promotion (d) happiness (e) faith
 - 5. Which of the following is an example of concrete nouns?
(a) power (b) refrigerator (c) decision (d) name
(e) disappointment
 - 6. Identify the odd noun in the following:

- (a) Johnson (b) love (c) Janet (d) Rebecca (e) Mrs Jobad
7. Which of the following nouns is different from the others?
 (a) instrument (b) America (c) zoo (d) pen (e) key
8. Add letter **a** or **e** to each of the following. One of them is a noun.
 (a) br - ve (b) g-t (c) m - ny (d) sk - te (e) b - ll
9. Re - order the following words and tick the noun among them
 (a) l t a e b (b) s u b y (c) o m s e d n a h (d) d e r a (e) e s h
10. One of these is not a noun
 (a) bold (b) bowl (c) basin (d) bell (e) ball

B. Write down the plural forms of these nouns.

- | | | | |
|------------|-------|---------------|-------|
| 1. Tomato | ..... | 11. woman | ..... |
| 2. Lady | ..... | 12. foot | ..... |
| 3. mouse | ..... | 13. thief | ..... |
| 4. chair | ..... | 14. tooth | ..... |
| 5. child | ..... | 15. knife | ..... |
| 6. bus | ..... | 16. Church | ..... |
| 7. box | ..... | 17. Dozen | ..... |
| 8. stadium | ..... | 18. Monkey | ..... |
| 9. leaf | ..... | 19. furniture | ..... |
| 10. goose | ..... | 20. Sheep | ..... |

C. Underline the correct noun in the following.

- Many of bread were baked yesterday (loafs / loaves).
- Some are difficult to deal with (mother - in - laws / mothers-in-law)
- About ten were killed in the kitchen last night (flys / flies)
- How many does your father have? (wifes / wives)
- The of the houses are leaking (rooves / roofs)

D. Choose the appropriate option.

1. A sews clothes (beautician / seamstress / model)
2. A is a doctor that cares for the health of children
(gynaecologist / paediatrician / surgeon)
3. A is a person between 70 and 79 years
(old man / septuagenarian / nonagenarian)
4. A is the wife of a King (duchess / queen / kingess)
5. A has lost his wife (widow / bachelor / widower)

SECTION THREE

PRONOUN

Pronouns are those words you use in place of nouns. Example: *He, She, it, I, they*, etc.

Noun or Noun Phrase	Pronoun or Subject pronoun	Object pronoun
the boy / John	He	Him
the girl / Mary	She	Her
the table	It	It
the students (excluding me)	They	Them
the students (including me)	We	Us
addressing somebody	You	You
referring to myself	I	Me

Note:

a) The pronouns: 'he', 'she', and 'it' are **singular**.
Are you following?

b) The remaining four: 'They', 'we', 'you' and 'I' are **plural**.

Some students usually observe that 'I' refers to one person and therefore should be singular. This is not so. In terms of the function of 'I' in a sentence, it can be categorised with 'They', 'We', and 'You' which are plural.

So, functionally, 'I' is plural: **They have, we have, I have**, but **He has**.

All of *they, we* and *I* attract 'have', but **he** attracts **has**, so **they, we** and **I** are all plural (in function). That is why they all attract **have**, which is plural. Okay? There are some other pronouns but if you understand these few ones, you will understand sentence formation.

(c) An object pronoun cannot start a sentence, e.g. **Us** are here (**X** wrong).

Look at the table above. Only nouns or subject pronouns can start a sentence, + verb; not an object pronoun.

TYPES OF PRONOUNS

❖ Personal Pronouns

- I, me, you, he, him, she, her, we, it, us, they, them
- *As a subject:* I, he, she, it, we, you, they
- *As an object:* me, him, her, it, us, you, them
- I saw *him*. He saw *me*. She has a gown. It belongs to *her*.

❖ Possessive Pronouns

- *Mine, yours, his, hers, ours, theirs, its* (Note that *yours, theirs* and *its* do not take an apostrophe before or after s, e.g: That house is *theirs*.)

❖ Relative Pronouns

- Who, which, that, whose. These are used
- To connect clauses in a sentence. They are used to introduce relative clauses
- The woman that I saw is beautiful

❖ Reflexive Pronouns: These are known by **self** or **selves**.

- *Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*. Note that, we cannot have **themselves** or **ourselves**
- I saw *myself* in the mirror yesterday.

EXERCISE THREE

A. Answer the following questions by choosing the appropriate option from (a) to (e)

1. One of the following is not a pronoun
(a) Her (b) He (c) They (d) I (e) speak
2. He saw ----- during the inter-house sports
(a) we (b) they (c) his (d) their (e) us
3. ----- knows all of us
(a) His (b) Him (c) Them (d) She (e) Herself
4. ----- am here, waiting for Joana
(a) she (b) we (c) me (d) They (e) I
5. My friends and ----- go to cinema once in a week
(a) me (b) I (c) myself (d) us (e) her
6. ----- have bought all books recommended for the new year
(a) I / He / we / me (b) we / you / they / I (c) He / she / it / we
(d) her / him / we / you (e) I / he / she / them

7. ----- has spoken to the principal about the books
(a) we (b) I (c) They (d) She (e) Her
8. ----- see the teachers on their way home, everyday
(a) He (b) them (c) She (d) Him (e) They
9. ----- teachers and ----- children are all to attend the party
(a) us/them (b) our/them (c) we/their (d) our/their (e) Them / them
10. ----- do not know what has happened to them
(a) Theirself (b) I (c) he (d) it (e) Him

B. Fill in the spaces with either me or I.

1. John and are friends.
2. My paper was given to Lee and
3. Who stole the money? It is either you or
4. She loves Andy and
5. Sherry and are going to the party

C. Choose one of the following to fill in the spaces below:

He / She / it / I / we / you / they

1. The shoes belong to me; own them.
2. The students like Mrs. Chulalong; teaches well.
3. Many chairs have collapsed; are not strong.
4. Come, let me show my new pyjamas.
5. The desk is newly bought; costs a fortune.
6. My family are getting ready; are all travelling to Canada.
7. Mr. Graham is old now; is almost 80.

D. Fill in each of the spaces with one of the following:

him / her / it / me / us / you / them.

1. The teacher knows the problems of Students.
2. They bought the car; it belongs to
3. I saw David and gave the letter.
4. Christy changed name to Barbara. Imagine!

SECTION FOUR VERB

In sentence-making (speech), the verb is the most important word. It stands for action and condition of things.

Now, look at all the actions you have performed today: 'dance', 'speak', 'write', 'wash', 'sleep', 'pray', etc. are all words that show action. I will describe about four types of verb.

(a) Lexical Verb

This is a verb which shows real action, e.g. 'speak', 'write', 'dance', 'smoke'. you can see the action practically or you imagine it.

A lexical verb can be singular or plural.

- i. It is **singular** if it carries 's' after it e.g. takes, writes, sings. **Formula = Lexical Verb + 's'**.
- ii. It is **plural** if it does not carry 's' after it e.g. take, sing, etc. **Formula = Lexical Verb minus 's' = LV - s**

(b) Anomalous Verb

The set includes: **has, have** and **had**.

Now, dear, note that:

- i. **Has** is singular.
- ii. **Have** is plural.
- iii. **Had** is the past tense of both 'has' and 'have', just the same way 'went' is the past tense of 'go'.
He **has** a car **now**.
He **had** a car last year.
We all **have** our cars.

had above shows that what is described is past and so we use 'last year'.

Noun/Noun phrase	Pronoun	Singular	Plura	Past
Bill	He			
Milly	She	has		had
London	It			
James and John	They			
Tim, Jim and myself	We			
(Addressing) other people	You			
Self	I		Have	had

So from the table above, we can conclude that it is wrong to say:

'He **have**' or 'They **has**', because in front of 'he', 'she', 'it', we have **has** and in front of 'they', 'we', 'you', 'I', we have, **have**.

But we can say 'he', 'she', 'it' + **had**.

Or 'they', 'we', 'you', 'I' + **had**. So 'had' can be used with both a singular noun and plural nouns.

Had is the past tense of 'has' and 'have', provided that what we are talking about is already past.

Is it clear up to this level? If you are not sure, please go over it again.

Now can you use 'has' and 'have', in different sentences to show their difference?

Yes. Go ahead. Good!

(c) **Modal Auxiliary Verb**

This is the third set of verbs that I will describe.

They include the following:

Present	Past
Can	Could
May	Might
Shall	Should
Will	Would
Ought to	* Had to
Must	* Had to
Need	Need
Dare	Dared

Note: ***Had to** is not a modal auxiliary; it is the past form of **must** and **ought to**.

Example: He **could** not drive a car *before* (past) but he **can** drive *now* ✓ (correct)

Not: he **cannot** drive before... (X)

(d) **Primary Auxiliary Verb**

This is the fourth and last set of verbs that you must know. They include: 'be', 'being', 'is', 'was', 'are', 'were' and 'am'.

NOUN (PHRASE)	PRONOUN	PRESENT TENSE (NOW)	PAST TENSE (YESTERDAY)
Singular			
Andy	He	is	was
Susan	She		
The table	It		
Self	I		
Plural			
Andy and Joe	They	are	Were
Betty and I	We		
Other people	You		

Functions of Primary Auxiliaries

IS

This is used when we refer to only one thing, person or place, if what we are talking about is still present.

e.g.: He / She / it – **is** here **now**
(**now** shows present moment).

WAS

This is the past form of **is** just the way **went** is the past form of **go**. It is also used only one thing, person or place, if what we are talking about is already past. See look at the difference:

He **is** here **now**.

He **was** here **yesterday**.

Please always watch out and be careful. Consider when the action you are talking about takes place – is it in the present time or in the past? Then, choose between **was** and **is**.

ARE

Are is used for at least, two people, things or places if what we are talking about is still in the present. For example,

We / they / you + **are** here **now**.

Now shows it is still present.

WERE

Were is used when we refer to at least two things, places or people, if the action we describe is already past. In other words, **were** is the past form of **are** and they are both used when there are two or more nouns or if the pronoun is plural, for example

We were there last year

last year shows past time, **we**, shows plurality.

but,

We **are** here **now**. (**Now** shows present time).

AM

Is used to refer to yourself only, if what we are talking about is still in the present tense for example,

I **am** dancing **now**

The past form of **am** is **was**. For example,

I **am** here **now**. I **was** here **yesterday**.

Yesterday shows past time. I think you now understand!

A little trick will teach you for using primary auxiliaries or verbs in general is, whenever you make any statement, do indicate the time of action at the end of the sentence. For example,

I **know** him **now**.

I **knew** him **yesterday**.

I **will** see him **tomorrow**.

Doing this will enable you correct yourself if you have used a wrong verb. Now, under verbs, the four categories of verbs you can have are, again:

Lexical, anomalous, modal auxiliary and primary auxiliary verbs.

Please learn all of them properly

EXERCISE FOUR

A. *Answer the following questions by choosing the correct option from (a) to (e)*

1. My classmates or I ----- here in the dormitory, now.
(a) are (b) is (c) am (d) was (e) were
2. Unknown to Lim's parents, she ----- cigarettes in secret everyday
(a) smoke (b) is smoke (c) was smoke (d) smokes (e) will be smoke
3. We ----- written all our outstanding Social Studies notes
(a) has (b) are (c) have (d) were (e) can
4. Some of my friends ----- sausage for breakfast
(a) hit (b) heat (c) eat (d) eats (e) heats

5. Biliaminu ----- finished the examination
(a) has (b) have (c) was (d) were (e) are
6. They ----- all outside their house yesterday evening
(a) are (b) have being (c) was (d) were (e) where
7. Mr. Sunmondere ----- a car before
(a) has (b) have (c) had (d) get (e) buys
8. We-----not see anybody at school last week because there ----a holiday
(a) can / is (b) could / is (c) can / was (d) could / was
(e) could / were
9. Mr. Marshall ----- us if Fang Ming ----- us a fortnight ago.
(a) asks / saw (b) asked / see (c) asked / saw
(d) asks / sees (e) asks / saw
10. You ----- expecting your parents in the school now, aren't you?
(a) were (b) was (c) where (d) are (e) are being

B. Rewrite the following sentences into plural forms by changing the noun phrases.

e.g. The woman dreams every night
The women dream every night

1. The lady knows what she wants
2. Aduloju's child speaks good English
3. The lion eats only human flesh
4. The stranger likes the music
5. My friend reads like a Professor
6. The woman cooks good food
7. The teacher teaches well
8. The man cries daily
9. The prisoner works hard every morning
10. The student studies diligently

C. Fill in the blank spaces with the appropriate verb.

1. I there when the man slapped John (am / were / was)
2. Now, we writing our homework (were / are / have)
3. I mature now, unlike what I was seven years ago (was / am / have)
4. Last year, my friend and I musicians (are / were / is)
5. She the one we want to see now (was / were / is)

D. Underline the auxiliary verbs in the following sentences
e.g. She is my friend

1. We are now serious students
2. She is not my sister, but we live together
3. How will you do it?
4. Dende can command money to appear from nowhere
5. They have been arrested
6. He must not go out; that is his father's order
7. You ought to do things better than he does
8. We were talking when he walked in
9. I shall see you next week
10. They are waiting outside, now

SECTION FIVE

ADVERB

An adverb is a word which tells us more about an action. It is the word which tells us:

Where, when, why, how, how often, to what degree, a verb is performed. In other words, it tells us about the circumstances surrounding a verb. So we have:

S P C A

He eats rice <i>quickly</i> (how?)	- (MANNER)
He eats rice <i>everyday</i> (how often?)	- (FREQUENCY)
He eats rice <i>because</i> he likes it (why?)	- (REASON)
He eats rice <i>very</i> quickly (what degree?)	- (DEGREE)
He eats rice <i>at five o'clock</i> (when?)	- (TIME)
He eats rice <i>everywhere</i> he goes (where?)	- (PLACE)

In other words, we can have:

Adverb of manner (how), **Adverb of frequency** (how often), **Adverb of reason** (why), **Adverb of time** (when), **Adverb of degree** (to what degree), **Adverb of place** (where), etc.

We will discuss this better when we come to sentence formation. So, in summary, an adverb (one word) or adverbial phrase/clause (more than one word) tells us **when, why, to what degree, how frequently, where, on what condition** or **how** any action is performed.

EXERCISE FIVE

- A. Answer the following questions by choosing the appropriate option from (a) to (e)
- 1a. The senior prefect eats his breakfast ----- everyday
(a) slow (b) slowly (c) with slowness (d) slowed (e) slows
 - 1b. With what grammatical name will you describe your answer?
 2. Our Headmaster acts ----- at times of emergency
(a) sharp-sharp (b) in fastness (c) fast-fast (d) quickly (e) faster
 - 2b. With what grammatical name will you describe your answer?
 3. Angelina refuses to go to school -----
(a) every days (b) day-to-day (c) everyday (d) every daily
(e) every times

- b. With what grammatical name will you describe your answer?
Our teacher gives us English Language tests -----
(a) weekend-by-weekend (b) fortnightly (c) every weeks
(d) fortnightly (e) every weekly
- 4b. With what grammatical name will you describe your answer?
Adamson is -----foolish that it has landed him in trouble, many times
(a) either (b) too (c) so (d) also (e) again
- 5b. With what grammatical name will you describe your answer?
5. The thieves searched ----- in the house
(a) somebody (b) everywhere (c) everywheres (d) anywhere
(e) everythings
- 6b. With what grammatical name will you describe your answer?
7. Their uncle arrived from America -----
(a) last week (b) In Tuesday (c) for two days ago (d) On June
(e) On last week
- 7b. With what grammatical name will you describe your answer?
8. The meeting will start -----
(a) in five o'clock (b) at the morning (c) in next week
(d) on Friday (e) everyday
- 8b. With what grammatical name will you describe your answer?
9. Her elder brother failed his examination -----
(a) instead of studying (b) in account of not studying (c) so bad
(d) because he did not study (e) though he did not study
- 9b. With what grammatical name will you describe your answer?
10. One of the following is NOT an adverb / adverbial
(a) in the morning (b) because of his laziness (c) yesterday
(d) slowly (e) brilliant
- 10b. What grammatical name is given to : **because of his laziness** in English
(a) reason (b) excuse (c) adverbial phrase of reason
(d) adverb of manner (e) explanation of reason
3. *Pick out and underline the adverbs or adverbials in the following sentence*
Michael passed his examinations brilliantly.
Expertly, he dodged all his opponent's blows.
I have an examination tomorrow.
James cries every day.
When did you arrive there?
She always complains about one thing or the other.
'Shut up', She ordered the student angrily.

8. They tactfully ignored the reporter's questions.
9. We can sleep anywhere.
10. She is very upset
11. Bintu arrived school early
12. We met him yesterday
13. She left where she was kept
14. I will do the work at my own time
15. They failed the examination because they were careless
16. Come back immediately!
17. I saw him run across the road like lightning.
18. His parents are rich although he cannot get them to pay his school fees
19. Cowards die many times before their death
20. If I catch you, I will spank you.

C. Form adverbs from the following words

- | | |
|--------------|-------------|
| 1. quick | 6. slow |
| 2. fast | 7. regular |
| 3. reluctant | 8. complete |
| 4. easy | 9. cruel |
| 5. ready | 10. Bitter |

D. Fill in the blank spaces with appropriate adverbs that match the sentence

1. Yemmy, run down here now.
2. The door is fragile; please open it
3. She passed her examination
4. It is not good manners to talk in public
5. Since you are sick, please, sit here

E. Categorise the following adverbs into their different types: manner, place, time, degree.

	Place	Time	degree	manner
e.g.	there	yesterday	very	quickly

- | | |
|-------------|-----------------|
| 1. suddenly | 7. too |
| 2. monthly | 8. here |
| 3. tomorrow | 9. badly |
| 4. eagerly | 10. fortnightly |
| 5. late | |
| 6. much | |

SECTION SIX

ADJECTIVE

An adjective is a word which tells us the qualities of a noun (thing, place, person, animal). For example:

The **girl** (noun) is **beautiful**. So, **beautiful** is the adjective.

Flat table. Table is a noun and **flat** is how we can describe the table.

So, look around you, touch anything you see and try to tell your friends the qualities of that thing. More examples:

Strong ruler, **tall** man, **short** girl,
troublesome boy, **white** house, **old** woman, etc.

Note: The words written in bold are adjectives.

EXERCISE SIX

A. *Answer the following questions by choosing the correct option from (a) to (e)*

- Our principal is -----
(a) handsome (b) handsomeness (c) handsomely
(d) being handsome (e) in handsomeness
- Lagos is ----- (a) large (b) heavy (c) strong (d) honest (e) sad
- When finally caught, the armed robbers were -----
(a) clean (b) bright (c) clear (d) loud (e) sad
- One of the following is not an adjective -----
(a) busy (b) careful (c) humble (d) cowardly (e) slowly
- The candle light was -----
(a) strong (b) thick (c) fat (d) bright (e) slow
- The ----- woman may die; the doctors said so
(a) happy (b) injury (c) beautiful (d) injured (e) nice
- God expects every child to be ----- to elders
(a) brilliant (b) respectful (c) rich (d) strong (e) neat
- fill in the gaps and tick the adjective
(a) gl - d (b) g - ld (c) cr - me (d) sp - ak (e) qu - etly
- These questions are rather -----
(a) blissful (b) large (c) honest (d) difficulty (e) tough

10. The children in the compound are -----
(a) live (b) large (c) lively (d) easy (e) easily

B. Find a suitable adjective for each of the following

wild / beautiful / diligent / faithful / sharp / handsome / brilliant / oval / long / young.

1. a house
2. a animal
3. a man
4. a knife
5. an ball
6. a worker
7. a student
8. a dog
9. a baby
10. a woman

C. Underline the adjectives in the following sentences

1. Mrs. Biggs is a wicked woman
2. Men are strong beings
3. The wrestler became fearful when he saw his opponent
4. Dark streets should be avoided at night
5. Mr. Katekanok can be interesting; he jokes a lot
6. Men who are generous are easily attracted to young girls
7. Old women nag their gentle husbands
8. I love cold weather especially when I am on holiday
9. We ate different types of food and drank, too
10. There is nothing special about the news

D. Choose and underline the correct adjective

1. boys are my friends (this / those / that)
2. woman knows me (those / that / these)
3. man here slapped me (that / these / this)
4. No one knows children (that / this / these)
5. woman over there loves fighting (this / that / these)

E. Complete these sentences with the appropriate form of the adjectives in brackets

1. Mama is than Papa (fat)
2. Daisy is the of the six girls (beautiful)
3. I am this year than I was last year (tall)
4. Who is the of the triplets? (pretty)

5. I am his brother (old)
6. It means, I am than my brother (old)
7. Khao is than Agnes (brilliant)
8. Since is as as Jones (fast)
9. My grammar is than anyone else's (good)
10. She was ill yesterday but has got today (well)
11. He is the of the boys (little)
12. Jariya is the girl in town (ugly)
13. My school uniform is adjudged than yours (clean)
14. "This is my album" said the musician (late)
15. Her character is than I thought (bad)
16. In fact, she is the behaved girl in this school (bad)
17. She is really (bad)
18. Please be; you have truly waited for long (patient)
19. My chair is than the teacher's (comfortable)
20. This room is the in this house (dark)

F. *Fill in the blank spaces with the appropriate adjectives in each of the sentences below.*

1. The man is **ill**. His wife is
2. Hanna is **beautiful**. Ada is more beautiful but Yoyoh is the
3. Of the twins, Kenny is the (tall)
4. My arm is **fleshy** but yours is
5. The Principal said you are **foolish**. In that case, Preeda must be
He has failed four times.

6. In order to be successful one must be hardworking ----- prayerful; these
the two things necessary
(a) or (b) but (c) yet (d) although (e) and
7. The principal does not want any of us to fail ----- withdraw from school
says we must all graduate
(a) while (b) but (c) even (d) or (e) still
8. ----- Wattana eats a lot, he has a small stature
(a) Even (b) Still (c) but (d) even though (e) yet
9. She was punished for coming late to school last week, ----- she came
again yesterday
(a) or (b) yet (c) still yet (d) but (e) and
10. No one told me about the incident ----- I knew about it
(a) or (b) still yet (c) yet (d) and (e) even

B. *Underline the conjunctions in the following sentences*

1. I did not see him but he saw me
2. Which do you want: this or that?
3. I greeted him and he reciprocated
4. Not only did he fail, but also lost the price
5. He promised to come back although someone told me he would not
6. He preaches honesty whereas he is successful liar
7. You and I are destined for great heights
8. Neither Pornima nor Ellen knows the girl
9. I will either eat rice or fry eggs
10. He waited while I dressed up
11. They cannot only dance but also sing
12. I can eat both rice and beans

C. *Fill the blank spaces with one of these options:* while / although / but / neither / and / or / still / both / but also / not only.

1. Wantari nor Sikiruh will go
2. We love swimming and visiting friends
3. I can wait you eat
4. Kaniteni Bello are Muslims
5. You should study hard you become a houseboy later
6. She failed her examinations she is very brilliant
7. I looked for my keys did not find it

SECTION EIGHT

CORRELATIVE CONJUNCTIONS

They usually have two parts unlike the first type which has only one. Correlative conjunctions include the following:

(i) **Both... and**

Example:

Both the boy (item 1) **and** the girl (item 2) are here

Note: when 'both' is used, only two items are permitted; not more than two.

(ii) **Either... or**

Either... or is used as correlatives when there are two things or people to be discussed, e.g.

Either the boy (item 1) **or** the girl (item 2) is here now. I.e. (one of the two is here). *Note:* **either** attracts **or**.

(iii) **Neither ... nor**

Neither ... nor is used as correlatives when there are two things or people to be discussed.

Note: however, that when **neither ... nor** is used, **none of the two** items mentioned has performed the action mentioned in the sentence where it appears.

For example,

Neither the boy **nor** the girl is here, i.e. (none of the two is here).

Note: **neither** attracts **nor**.

(iv) **Not only ... but also**

He knows **not only** the boy **but also** the girl.
(i.e. he knows the two of them).

(v) **Can not only ... but also** e.g.

He **can not only** dance **but also** sing.

This means that he can dance and sing.

Note that **can not** is written separately as *can not* when it is used in the sense of correlative conjunction, as used here. However, when **cannot** is written together, it becomes the negative form of **can**, and it means, '**not possible**'.

Note: **either** attracts **or**.

(iii) **Neither ... nor**

Neither ... nor is used as correlatives when there are two things or people to be discussed.

Note: however, that when **neither ... nor** is used, **none of the two** items mentioned has performed the action mentioned in the sentence where it appears.

For example,

Neither the boy nor the girl is here, i.e. (none of the two is here).

Note: **neither** attracts **nor**.

(iv) **Not only ... but also**

He knows **not only** the boy **but also** the girl.
(i.e. he knows the two of them).

(v) **Can not only ... but also** e.g.

He **can not only** dance **but also** sing.

This means that he can dance and sing.

Do not forget that **can not** is written together like '**can not**' when it is used in the sense of correlative conjunction as used here. When **cannot** is written together it becomes the negative form of **can**.

EXERCISE EIGHT

A. *Answer the following questions by choosing the appropriate option from (a) to (e)*

1. She ----- sing ----- dance

- (a) can not only / but also (b) neither / or (c) either / nor
(d) cannot only / but also (e) both / but also

2. ----- **Mathematics and Physics** are scientific subjects

- (a) neither (b) both (c) either (d) Also (e) Plus

3. ----- **Mr. Billy Doerner** ----- his wife will come to our school; the two of them have no time to come; they are busy in their offices

- (a) either / or (b) either / nor (c) neither / nor (d) both / or
(e) either / and

4. ----- **Mr. Jimmy** ----- his wife will come to our school; they can have the chance to do so

- (a) either / nor (b) neither / or (c) neither / nor (d) either / or
(e) both / and

5. We saw ----- **James** ----- **Irene** at the midnight party

- (a) both / or (b) either / but also (c) both / both (d) first / and
(e) not only / but also

6. **Juliet can not only run but also jump. This means that:**
(a) Juliet cannot run; she cannot jump
(b) Juliet cannot run but she can jump
(c) Juliet can run but cannot jump
(d) Juliet can run and she can jump
(e) Juliet can run, jump, swim and do other sports
7. **Both Pattaya and Chiang Rai are big Thailand cities. This means that:**
(a) Pattaya is a big city but Chiang Rai is not
(b) Chiang Rai is a big city; Pattaya is not
(c) Pattaya is a big city; Chiang Rai is a big city
(d) Pattaya is not a big city; Chiang Rai is not a big city
(e) Pattaya is of the same size as Chiang Rai
8. **It is either I go to Canada or work in Chon Buri This means that:**
(a) I will be happy to go to Canada and occasionally go to Chon Buri
(b) Once I go to Canada, I will not work in Chon Buri
(c) Going to Canada and working in Chon Buri are two things I will do
(d) Going to Canada or working in Chon Buri means nothing to me
(e) Once I work in Canada, I will not go to Chon Buri.
9. ----- **listening to music but also shuffling his legs make him happy**
(a) Not (b) both (c) he cannot be (d) Not only (e) either
10. ----- **our teachers nor the principal knows me**
(a) if only (b) not only (c) both (d) either (e) neither
- B. Choose the appropriate option from the list below to fill in the gaps:**
1. Tawah and Daniel are intelligent. [neither/both/all]
2. No sooner had I gone he started shouting [when/than/since]
3. you or I am wrong [both/either/neither]
4. Neither they she is right [or/nor/but]
5. We draw but also paint [cannot/can not only/both]
6.Cambodia nor Sri Lanka is comfortable to live in [either/both/neither]
7. Either Calgary Vancouver has the coldest weather in Canada [or/nor/but]
8. Both Bhuddists Christians have religious beliefs [or/and/with]
9. Hardly had he spoken the lights went off [before/when/than]

10. No sooner had he spoken the lights went off [before/when/than]

C. *With which conjunction would you join the following statements?*

e.g. I called him. He did not answer

I called him **but** he did not answer

1. John loves Rebecca. Rebecca loves John

2. Study hard. You may fail.

3. James did not pass. Sophie did not pass

4. Sarah failed. Abraham failed

5. She did not study hard. She passed

6. He studied hard. He passed

7. He tried every method under the sun. He did not arrive at the Mathematics answer

8. Agatha is ugly. Oraya is pretty

9. I looked back. Some thieves snatched my purse

10. We are happy. You are sad.

SECTION NINE

INTERJECTION

An interjection is a statement we make because of the way we feel at any particular time. For example, If you feel happy, you say: eh, hurrah!

When you are surprised, you say: Ah!

Angry, you say: Oh!

Statements (not only words) which are made largely because we feel happy, sad, angry, surprised, pleased, etc. are statements of interjection.

EXERCISE NINE

- A. *Answer the following questions by choosing the appropriate option from (a) to (e)*
1. "-----", he said, crying
(a) Yeah! (b) Great! (c) Oh! (d) eh! (e) My!
 2. "Hurrah!", he shouted -----
(a) sadly (b) angrily (c) joyfully (d) gloomily (e) fearfully
 3. "-----", he said, with his mouth wide open in surprise
(a) hurrah! (b) Great! (c) Eh! (d) Oh! (e) Great
 4. **With which of the following will you express sadness**
(a) hurrah! (b) Ah! (c) eh! (d) My! (e) Uh!
 5. **With which of these will you express disappointment?**
(a) hurrah! (b) My! (c) Yes! (d) Oh! (e) Yeah!
 6. **With which of these will you express pleasant satisfaction**
(a) Oh no! (b) whoa! (c) Ah! (d) Eh! (e) Oh!
 7. **'Hurrah, -----', he said**
(a) What's this (b) I'm sorry for you (c) I made it at last
(d) Why did you do this to me? (e) I'll try again
 8. **'Yeah! -----' she shouted**
(a) who put this book here? (b) everything is now set
(c) I can't do this work (d) It's not possible
(e) I don't have time for you now
 9. "Oh Yes -----", he said, with a glint of satisfaction in his eyes

- (a) don't come near me (b) you're doing quite well
(c) I don't know what to say (d) where do we start from
(e) why are you crying?

10. "-----", he exclaimed fearfully

- (a) Whoa! (b) Eh! (c) My! (d) hurrah (e) Hurrah!

B. *Write appropriate sentences in front of these interjections.*

1. Hi!
2. My!
3. Eh!
4. Ah!
5. Hurrah

SECTION TEN

PREPOSITION

A preposition is a word which shows the relationship between one person and another; one place and another; or one thing and another. You, look around you. Anything you find does not stand alone. If you find a book where is it?

Yes! **On** the table.

If you find your shoes, where are they? Correct!

Under the locker.

If you find a boy, where is he? Good! You are getting it: **In** the class.

So, you see the relationship between book and table – **on**; between shoes and locker – **under**; between boy and class – **in**.

So now, you find that nothing exists alone. Therefore, **on**, **under**, **in**, are all prepositions. Prepositions include the following:

about	down	unlike	unto
above	during	up	like
across	except	with	near
after	for	without	for
against	from	within	opposite
along	in	apart	though
amid	of	among	till
before	over	as at	toward
behind	on	at	until
below	per	by	concerning
beneath	regarding	but	considering
beside	round	under	underneath
between	since	despite	beyond

It must be noted that prepositions are very delicate words which attract different verbs to themselves, meaning different things.

EXERCISE TEN

A. *Answer the following questions by choosing the correct option from (a) to (e)*

1. She was charged ----- murder
(a) for (b) with (c) by (d) on (e) against
2. We should learn to conform ----- societal regulations
(a) to (b) together with (c) with (d) into (e) on

3. Johnson agreed ----- my suggestion but vowed never to agree ----- the teacher
(a) with / with (b) to / to (c) to / with (d) with / to (e) on / with
4. "You can abide ----- me for a few days", Clement told Ruth
(a) by (b) into (c) on (d) with (e) together with
5. Larry is good ----- Mathematics
(a) for (b) about (c) at (d) in (e) on
6. The traders deal ----- foodstuffs
(a) on (b) in (c) with (d) inside (e) for
7. She was dressed ----- a traditional attire and jewelry
(a) with (b) by (c) through (d) in (e) on
8. "Please, do not write ----- ink", the art teacher warned the students (a) with
(b) in (c) by (d) through (e) at
9. The cook was obviously indignant ----- the labourer
(a) at (b) against (c) for (d) on (e) with

B. Pretend that you are a teacher. Correct the following wrongly used prepositions.

1. My answer is different to yours
2. He died to what he believed in
3. He agreed at in my suggestion
4. We blamed him from the accident
5. He suffered headache in one year
6. He has not replied into my letter
7. White is opposite about black
8. My school is superior against yours
9. She rejoiced inside her success
10. We congratulated them for their success
11. She is angry from your behaviour
12. They prefer rice than bread
13. Lee went to school with foot
14. The students interfered on our discussion
15. The merchant deals on chemicals
16. I will travel with my car next week
17. He will write at you soon
18. She has replied against your letter
19. "We are guilty about the robbery", the criminal said

20. Thank you; we are satisfied to the work you did

C. Pick the correct preposition from the options below

1. Antiseptic lotions protect children germs (to / against)
2. Do not point the blind man (for / at)
3. She disappointed us the money she promised (for / of)
4. He is confident himself (in / of)
5. He has confidence me (in / on)
6. They were accused murder (for / of)
7. His sister is charged assault (on / with)
8. He was indignant us (at / with)
9. Are you sure your facts? (for / of)
10. Everybody was pleased our performance (on / with)
11. He blamed his failure ill health (over / on)
12. The young nurse is waiting the injured man, taking good care of him (for / upon)
13. The students succeeded implicating the principal (for / in)
14. He was absorbed reading when I saw him (for / in)
15. She suspected her husband a secret love affair (for / of)
16. Who accused them murder (over / of)
17. Don't worry. I agree your suggestion (on / to)
18. Lizards feed insects (with / on)
19. He is interested the drawing (in / at)
20. Ben is trembling cold (with / for)

SECTION ELEVEN

MATTERS ARISING FROM PREPOSITIONS

You can **write to** a person but **write something** e.g. poems, note, etc.

You can **agree to** a suggestion or something but **agree with** somebody.

One can **die of** a disease, illness or a condition of difficulty-he **died of** asthma.

One is **confident of** oneself or others but have **confidence** in oneself or others.

Find here, some verbs and the prepositions that go with them

Popular with means loved by e.g. He is **popular with** girls. This means that, he loved by girls. It does not mean that he has popularity among them.

One can **write with** a writing material, e.g. pen, pencil.

One can write **in** ink or paint.

One can **die for** a cause or what one believes in e.g. Stephen **died for** Christ.

One can **die on** a guillotine

One can **live on** / **feed on** food or money or a means of livelihood e.g.

The old man **lives on** his monthly pension dues.

(he survives by spending his monthly pension dues).

Good at means showing proficiency or expertise in something, e.g.

He is **good at** games.

One can **abide by** a regulation means keep a law or regulation e.g.

Everyone should **abide by** our country's laws.

But one can **abide with** a person means live or stay with, e.g.

If I go to London, I will **abide with** friends.

Okay dear, you have seen the eight parts which Mr. Speech has. There are different ways in which each of the parts could be used. So, do not just use them the way you want as from now. They may all not appear in a speech at a time.

EXERCISE ELEVEN

A. *Answer the following questions by choosing the correct option from (a) to (e)*

1. The labor leader died ----- increase in wages of workers
(a) on (b) in (c) for (d) through (e) by

2. The prisoners died ----- suffocation
(a) for (b) of (c) on (d) with (e) under

3. Last year, we travelled ----- my father's jeep
(a) with (b) on (c) inside (d) in (e) through
4. Nurses are good ----- old people
(a) with (b) on (c) by (d) at (e) together with
5. How many citizens of Nigeria abide ----- the laws of the country?
(a) with (b) on (c) by (d) to (e) for
6. The retired Railway worker lives ----- government financial support
(a) through (b) by (c) on (d) with
7. I have great confidence ----- my English Language teacher
(a) for (b) on (c) in (d) of (e) by
8. Sherry is confident ----- herself
(a) for (b) on (c) in (d) from (e) of
9. President Castro is popular ----- Cuban people
(a) by (b) on (c) in (d) with (e) through
10. The Secretary ----- the chairman on the issue
(a) wrote (b) wrote for (c) wrote to (d) wrote about (e) wrote on

B. Choose the appropriate preposition for each of the blank spaces.

1. We are holiday (in / on)
2. Yewande is good table – tennis (in / at)
3. In London, he abided his friend for three weeks (with / by)
4. As good citizens, we should abide the laws of our country (with/by)
5. Milk is good growing children (for / at)
6. The politician died his beliefs (for / on)
7. Some saints died the guillotine (through / on)
8. I can write any black ink (with / in)
9. Enyolar usually writes her golden pen (with / in)
10. We wrote him; he did not reply (to / for)

FORMING CORRECT SENTENCES: PRACTICAL STEPS

These parts of speech help you to form correct sentences. To have a correct sentence, the following elements should be present:

1. SUBJECT (S)

Note: The symbol for SUBJECT is S.

Subject is the person who performs an action. It may also be the person, thing, place which we are talking about, e.g.

(a) Larry killed the goat. (The person who performs the action 'killed' **Larry** so, he is the subject).

(b) The table is large. What is the subject here?
No, not large. It is ... eh? Yes? The **table**.

Although the table does not perform any action, it is the thing we are talking about. Do you understand that? Good! The parts of speech that come under the subject are noun and pronoun.

So, to form subject, you could use a noun or a pronoun like these:

(a) **Noun / Pronoun:**

Tyson or **he**.

The boy or **he**.

Christine or **she**.

The girls or **they**.

My friends or **we**.

The water or **it**.

The chair or **it**, etc.

So, learn them. I will still ask you to name a subject, later.

2. PREDICATOR (P)

The second element of clause you must have is the predicator. To put it simply this refers to **verbs**.

I think you still remember the four types of verbs that I described. If there is no verb in a sentence, the sentence will be meaningless, senseless and useless. But if the **only** word that makes a sentence is a verb, it is a very sensible sentence. So you see how very important the verb is.

I have described four types of verbs; they follow the following patterns if you want to make a correct sentence.

Now, after giving the subject, for example,

He / She / It / We / They / You / I

The boy / The girls / The table, etc.

The next thing is the verb (predicator), okay?

EXERCISE TWELVE

A. *Underline the subject in the following sentences*

1. Jummy loves ice - cream
2. My friend and I know Mr. Pam
3. The stubborn student was beaten by the teacher
4. Some water has been spilled by the careless steward
5. They know me quite well

B. *Fill in the gaps with the appropriate noun or pronoun*

1. ----- knows his name and that of his younger sister
(a) They (b) We (c) His (d) Him (e) He
2. Miss Christine and ----- brother are extremely busy
(a) she (b) his (c) he (d) her (e) him
3. ----- speak English fluently
(a) she (b) Them (c) He (d) They (e) Us
4. ----- go together
(a) swim and eat (b) disappointment and failure (c) pray and work
(d) beautiful and ugly (e) disappointed and failed
5. ----- said to herself: "take things easy"
(a) The man (b) some women (c) Mister Gregor (d) The woman
(e) A few ladies

C. *Pick out the subjects in the following sentences.*

1. Some people ignore good manners
2. The English language teacher praised Pamela
3. Pamela greeted the English teacher's son
4. A Judge sentenced a Lawyer to death last week.
5. A word is enough for the wise

6. Anybody can become the president
7. Everywhere looks dark
8. The police found a boy
9. Preachers are people of integrity
10. The door is too low
11. They sold many old clothes
12. Andy and Osama are classmates
13. You are a wonderful learner
14. Certain men beat their wives
15. Having greeted me, Ismail entered the room
16. Before I knew what happened he had run out
17. Whenever he comes here again, I will arrest him
18. For the second time, Chima failed his papers
19. Soccer is very interesting
20. All Nigerian citizens want peace now

D. *Find appropriate subjects for the following predicates* (The subjects must be noun / pronoun or noun phrase)

1. are here in my class
2. has got the answer
3. have seen the teacher
4. were there yesterday
5. lives near the school
6. live near the church
7. is very intelligent
8. has eaten already
9. have not eaten at all
10. know all the students

SECTION THIRTEEN

VERB PATTERNING

It has been discovered that learners of English face much difficulty in assembling the verbs at the predicator level. Up to this level, in this book, you have known that to form a clause, you must start with the subject (s) – either a noun or pronoun. After this, you must write out the predicator. What you will put under predicator are verbs. But the problem is that learners do not seem to know the different arrangements of the different types of verbs. For example, is it possible to write:

S	P	C	A
The boys	go will	to school	tomorrow

OR

The boys	are will go	to school	tomorrow
----------	-------------	-----------	----------

OR

The boys	Will	to school	Tomorrow
----------	------	-----------	----------

OR

The boys	will go	to school	Tomorrow
----------	---------	-----------	----------

How can a learner arrange primary auxiliary verbs, anomalous verbs, modal verbs and lexical verbs (note that these four types of verbs come under the *predicator*) at the level of the predicator, in correct forms? Laid out here, are the different patterns and combinations of the different verbs at predicator level with examples.

Pattern 1

S	P	C	A
	LV (lexical verbs alone)		
Peter	Goes	to school	Everyday

S + LV + C + A.

Is this clear? If not, go over it again, please.

Pattern 2

S	P	C	A
	Modal aux + LV		
The boys	Will go	to school	tomorrow

S + (mod. aux + LV) + C + A

Pattern 3

S	P	C	A
	Primary aux. + LV + ing		
She	is going	to school	tomorrow

S + (primary aux. + LV + ing) + C + A

Note:

LV + ing (above) means a verb such as: **going, coming, dancing, etc.**

Also note that after the subject, you cannot use **LV + ing** if you have not primary auxiliary e.g. is, was, are, were, am, before the **LV + ing**.

Wrong:

S	P	C	A
	Primary aux. + LV + ing		
Lilly	Going	to school	everyday

Right:

S	P	C	A
	Primary aux. + LV + ing		
Lilly	is going	to school	everyday

Pattern 4

S	P	C	A
	Anomalous + LV (past participle)		
The students	Have gone	to school	since 10 o' clock

Note: When you have the pattern: '**anomalous verb + LV**' at predicator level LV (lexical verb) should be in past participle form, e.g. **has gone, eaten, had taken, etc.**

Pattern 5

S	P	C	A
	anomalous verb alone		
My father	Has	a car	now

S + anomalous verb alone + C + A

Note: When only an anomalous verb appears at the predicator level, the complement (C) must be a pronoun or possession.

They **have** a house. (possession)

We **have** it. (pronoun)

It is different from "4" (above) where a past participle verb follows the anomalous **has / have / had**.

Pattern 6

S	P Anomalous + LV + ing	C	A
(a) We	have been eating	rice	since yesterday
(b) The rice	has been eaten	by us	now

S + anomalous + Primary + LV – (en, ing) + C + A

Note: Whenever a primary auxiliary verb appears, the next lexical verb will be either **ing** or **en** (past participle).

In example 6a (above) **been** is a primary auxiliary verb and after, we have been **eating** (**ing** verb). In example 6b (above) **been** is a primary auxiliary verb and after it, we have **eaten** (past participle verb).

You can read more about when an **ing** or **en** verb will follow a primary auxiliary verb, later in the book.

Pattern 7

S	P Modal aux + anomalous +LV (en)	C	A
The boy	will have gone	to Lagos	by this time tomorrow
	will have spoken	to her	by this time next week
She	could have died		if we were not there

S + modal aux + anomalous + LV (en) + C + A

Pattern 8

S	P Primary aux. verb alone	C	A
Some boys	are	here	now

S + Primary auxiliary verb alone + C + A

Note: that only a primary auxiliary verb is at the predicator level.

Other Examples

S	P	C	A
	Primary aux. verb alone		
She	is	beautiful	already
It	was	there	yesterday
We	were	here	last week

Is it clear up to this level? Are you sure? Good!

So far, these are the commonest patterning of verbs at the predicator level. You should know the formula of each of the patterns. Then, make some practice with each of the patterns. Start all over again from pattern one (above). Once you know these, you are on the right path to good sentence formation.

I have asked you to learn them very well, otherwise, your sentences will have errors.

EXERCISE THIRTEEN

- A. One of the following clauses is correct. Which one is it?**
- The boys come will home next week
 - The boys go come home next week
 - The boys will come home next week
 - The boys will home next week
 - we have being eating bread since yesterday
 - we have been eaten bread since yesterday
 - we have been eating bread since yesterday
 - we have be eating bread since yesterday
 - she is go to school tomorrow
 - she has going to school tomorrow
 - she is gone to school tomorrow
 - she is going to school tomorrow
 - The women will come to Lisbon by this time tomorrow
 - The women will have come to Lisbon by this time tomorrow
 - The women will have been coming to Lisbon by this time tomorrow
 - The women came to Lisbon by this time tomorrow
 - Julius back to his house yesterday
 - Julius went back to his house yesterday
 - Julius going back to his house yesterday
 - Julius has going back to his house yesterday
 - The teachers gone to school since 5 o'clock
 - The teachers have going to school since 5 o'clock
 - The teachers were gone to school since 5 o'clock
 - The teachers have gone to school since 5 o'clock

7. (a) some parents there last week
(b) some parents were there last week
(c) some parents were being there last week
(d) some parents were been there last week
8. (a) Rita is go to office daily (b) Rita going to office daily
(c) Rita gone to office daily (d) Rita goes to office daily
9. (a) we have eat our meal finish (b) we have eating our meal finish
(c) we have finished eating our meal
(d) we have finish eating our meal
10. (a) we are beautiful (b) we are being beautiful
(c) we are been beautiful (d) we are be beautiful

B. *Underline the verbs in the following sentences.*

1. Michael lives close to the town hall
2. Kharist understands Mathematical formulae
3. Our teacher is a disciplinarian
4. We sometimes have our lunch late
5. Nobody is in the toilet
6. They are our friends
7. She was a young girl seven years ago
8. The elders were annoyed with him
9. Thompson has returned my pen
10. There will be a test tomorrow

C. *Put the appropriate verb forms in the following sentences.*

1. The village by rioters last year (is / attack)
2. We by the woman's statements yesterday (are / annoy)
3. Students usually to school, Monday to Friday (going)
4. Some children two snails last night (see)
5. Teachers will to school tomorrow (went)

D. *Change the following sentences from their positive, affirmative forms to the negative*

e.g. I know him — I **do not** know him

1. We shall see them tomorrow
2. I'm happy
3. They saw the principal in the school

4. We know who they are
5. Some students cheat in examinations
6. I can drive with eyes closed
7. Many people like swimming
8. Brenda eats in – between meals
9. The child has been examined by the doctor
10. Everyone knows them

E. *Change the following from negative to positive sentences.*

1. Nobody saw them
2. I did not see anybody
3. We have not had our lunch
4. She has not combed her hair
5. They have not seen the teachers
6. Pattaya is not far from Bangkok
7. London is not like New York
8. I cannot eat with chopsticks
9. The students did not know who the men were
10. Children do not love apples.

SECTION FOURTEEN

COMPLEMENT (C)

The third element you should have in a clause is the **complement**. You see, dear, when an action takes place, that action may go or pass from the doer (subject) to a receiver of the action.

So, whoever or whatever receives the action under 'P' is the *complement*, for example,

'He beats *James*'

Now, let us analyse:

'He' is? No! Not verb.

'He' is? Yes? **subject**.

'beat' is? Good! **predicator**.

Now, who receives the action of **beat**? Yes, James!

James is therefore the complement. So, what are the complements in the following clauses?

- (a) She likes oranges.
- (b) We all know the answers.
- (c) They need some polish.

The complements are:

- (a) oranges.
- (b) the answers.
- (c) some polish.

Did you get all the three correct? Whoa!

So, you see that a complement can be a single word. It may also be a group of words. For now, we will say more than that. After the **complement** is the **adjunct** which is the last of the four elements: Subject, Predicator, Complement and Adjunct.

EXERCISE FOURTEEN

A. *Identify the complement in each of these statements:*

1. We visited many European and Asian countries in 2005
(a) many (b) Many European (c) We (d) Asian countries
(e) many European and Asian countries

or only C, e.g. 'Home'
or only A, e.g. 'everyday'

You can however have only the 'P' as in command to somebody:
'Go', 'Speak', 'Stand'

To analyse this, we believe the subject will be 'You ...go', 'speak', or 'stand'

You go }
You speak } S P
You stand }

EXERCISE FIFTEEN

A. Identify the adjuncts in each of these statements:

- Lizzy and Larry speak English everyday
(a) Lizzy (b) Lizzy and Larry (c) English (d) Speak English (e) everyday
- Maggie, the girl, whose mother met me in front of our school, speaks because they live at the French village
(a) the French village (b) Maggie the girl
(c) because they live at the French village (d) Insult him (e) people
- Next week is the commencement of our long holidays
(a) Next week (b) the commencement (c) long holidays
(d) holidays (e) commencement of our long holidays
- They all know me very well
(a) know (b) me (c) well (d) very (e) very well
- Although I greet her every day, she ignores me
(a) I greet her (b) she (c) Although I greet her everyday
(d) she ignores (e) me

B. Choose the correct option

- Monks go to Temples ----- (a) all day (b) everyday Sundays
(c) every days (d) every Sunday (e) every Sundays
- (In what manner?) **The twin sisters do everything** -----
(a) every day (b) early each day (c) although they are young
(d) commonly (e) because they can
- (Why?) **We go to school and learn grammar** -----
(a) three times a week (b) so as to be fluent English speakers
(c) very carefully (d) in the language room

(e) although it is sometimes difficult.

4. (Where) **My mother promised to give me a holiday** -----

- (a) because I performed well in my studies (b) in Ontario Canada
(c) for as long as I wanted (d) every year (e) in 2009

5. (how often?) **We visit the dentist** -----

- (a) fortnightly (b) to remove our decaying teeth (c) in his hospital
(d) fearfully (e) whereas, we snub the doctors.

SECTION SIXTEEN

TENSES

We have been discussing verbs and their functions. If an event happened yesterday or sometime in the past; the verb we will use to express it will be different from the verb we will use for things we do every day. So, here are certain types of tenses to use.

1. Present Tense

- (a) If you are talking about occupation or career, use the simple present tense. For example,

A: What does your father do?

B: He **teaches** (he is a teacher)

Teaches here is simple present tense.

- (b) If something is universal truth or natural truth, you should use the simple present tense, for example,

The sun **rises** from the east.

The moon **is** round.

Rises and **is** are both simple present tense words. We cannot use **rose** or **was** because these things are natural things which have been, which are and which will continue to be true.

2. The Present Continuous Tense

- (a) This tense usually carries the **ing**. It is used when the action is still happening as at the time you are reporting the event. For example,

You are **reading now**.

(you are still doing it now). Or, you can say, '**I am reading now**', but the moment you finish doing it, you will use the past tense.

- (b) **ing** verbs are also used to express what will be done in future, for example, **I am going** to Lagos next week.

3. The Past Continuous Tense

The difference between present continuous and past continuous tenses is the idea of different of time expressed by **is, was, are, were, am**.

Please note that when you use a primary auxiliary such as '**was**' and '**were**' and an **ing** verb, the clause must have a **when** part. For example,

He **was** talking **when** I saw him.

They were reading **when** I passed by.

Can you attempt to make similar sentences with **was / were + ing + when**, like those above? Do!

4. The Future Tense

This is the choice of verb or actions which we intend to do or perform in the future.

Will and **shall** are both used with lexical verbs to express future action. But you have to be careful in using them. **I** and **we** only can be used with **shall** while **they**, **you**, **he**, **she**, **it**, cannot go with **shall**. See this table.

PERSON / SUBJECT	SHALL	WILL
I	Shall	Will
We / My Brother and I	Shall	Will
You / Bob (and his sister)	X	Will
They / the boys	X	Will
He / Timmy	X	Will
She / Agnes	X	Will
It / The table	X	Will

So, it is clear that you cannot say:

She shall go to Lagos tomorrow but: **she will** go.

I / We shall go to Lagos tomorrow ... is correct.

5. The Past Tense

This is the tense that is used to show that an action has been concluded. For example; went, wanted, saw. Even if the action was done one minute or one second ago, you must use a verb in the past tense, e.g. I saw him just now (I.e. a minute ago).

The Past Participle

This is the tense that will be used when 'has', 'have', or 'has' is used, for example,

He **has spoken**. (not **spoke** or **speak**)

They **have eaten**. (not **have eat** or **ate** or **eating**)

You can also use the past participle when a clause is in the passive voice. Passive voice means that the doer of the action (subject) is not mentioned at the beginning of the clause but at the end of the clause and is usually introduced by the preposition **by**.

I am / was
 he is / was
 she is / was
 it is / was
 you are / were
 we are / were
 They are / were

beaten (past participle) by the teacher (**teacher** is the subject and **I, he, she, it, you, we, they** are the receivers) i.e. **complement**, or, who do you beat who? No! No!! He did not beat "teacher".
 Teacher beat him so, teacher is the doer: the subject.

So, it means that after the **complement**, 'is', 'was', 'were' or, 'am' can be used before a past participle verb, at the end of the clause, such as the one above example,

She (complement) was killed (past participle) by the police (subject).

	Subject	Present Tense	Present Continuous	Past Continuous	Past Tense	Future Tense	Past Participle
1	We	speak	Are speaking	Were speaking	spoke	will speak	have spoke
2	We	Go	are going	Were going	went	will go	have gone
3	We	Dance	are dancing	Were dancing	danced	will dance	have danced
4	We	Write	are writing	Were writing	wrote	will write	have written
5	We	Look	are looking	Were looking	looked	will look	have looked

Now dear, it is my assumption that you have perfectly understood how to write simple English sentence without error. But do you think you are now a Professor of English? Far from it. Before you can boast of being confident enough, you should know some rules that govern the formation of sentences. What you have so far learnt are the patterns. Now the rules.

The reasons for your failure – or what can bring failure to a candidate – are the errors you make in the sentences, even if you have the correct pattern. We are now referring to common mistakes now, but to sentence structure errors. I have therefore collected about fifty rules which you must learn before you are able to write in an acceptable form. Learn them and allow them to guide you all the time.

EXERCISE SIXTEEN

A. Choose the correct options in the following:

1. All the students ----- their names in the register
(a) have write (b) have writing (c) has written (d) have wrote
(e) have written
2. His brothers and I ----- what is happening now
(a) known (b) knew (c) knows (d) am know (e) know
3. His father ----- in a local college at the moment
(a) teach (b) teaches (c) taught (d) is being teaching (e) has taught
4. Remmy and Mary ----- when I saw them.
(a) was been beaten (b) were being beating (c) were being beaten
(d) was beaten (e) were been beaten
5. By February next year, my father ----- a new car
(a) will buy (b) can buy (c) buys (d) will have bought
(e) is to be buying
6. They ----- admission by this time of next week
(a) will have gained (b) shall have gained (c) shall gain
(d) will gain (e) have to be gaining
7. Some of the athletes ----- by the fans three months ago
(a) were booed (b) are booed (c) have booed (d) was booed
(e) has been booed
8. She ----- / ----- the Bursar of the school already
(a) has / seeing (b) have / seen (c) had / seeing (d) was / seen
(e) has' / seen
9. When the gate keeper called me, I ----- him
(a) was answer (b) answered (c) answer (d) have answer
(e) do answer
10. If you ----- me I would answer you
(a) greeted (b) greet (c) are greeting (d) greets (e) had greet

B. Give the past tense of the following verbs.

- | | |
|--------------|-------------|
| 1. Speak | 6. withdraw |
| 2. broadcast | 7. meet |
| 3. run | 8. swim |
| 4. cut | 9. read |

SECTION SEVENTEEN

ESSENTIAL CONCEPTS OF GRAMMAR

Before we discuss the commandments of grammar, you must understand certain concepts. They are as follows:

(a) **Singular subject**

A subject is singular if there is only one thing, person or place, for example,

He / She / It (each of them is singular)

The boy ... (singular)

(b) **Plural subject**

If the doers of the action are more than one, then, we have a plural subject for example,

I/We/you/they (remember we have said 'I' is plural in function)

The boys / The girls

Brisbane and Tokyo

All of them are plural.

(c) **Singular verb**

i. **Lexical Verb = (LV)**

A lexical verb is singular if it carries S at the back, for example, 'takes', 'writes', 'knows', 'speaks'.

ii. The following are singular **primary auxiliaries**: is and was only.

iii. The following are **singular anomalous verbs**: has and had only.

iv. Please note that **Modal auxiliaries** e.g.

'can', 'may', 'will', etc. do not have singular or plural.

They have only present and past forms.

Can - could	may - might	shall - should
will - would	must - had to	need - need
dare - dared	ought to - had to	

(d) **Plural verbs**

i. A lexical verb is plural if it does not carry S at the back, e.g. 'take', 'write', 'know'.

ii. The following are plural **primary auxiliaries**: are, were, am.

iii. Plural anomalous are: **had** and **have**.

THE FIFTY COMMANDMENTS

Here is a set of rules which will guide you in writing correct sentences:

1. When the subject is singular, the verb (lexical, primary or anomalous) should be singular too, e.g.
Alice / He / She / It + **is** or **was** (singular primary)
Janet / He / She / It + **goes** or **stands** (singular lexical verbs)
2. When the subject is plural, the lexical verb or anomalous verb or primary auxiliary verb to follow it should also be plural, for example, They / we / you + **are** or **were** (plural primary auxiliary)
I + am
(‘am’ is singular in form though it functions as plural).
They / We / You / I + **have** or **had** (plural anomalous verbs).
They / We / You / I + **go** or **dance** (plural lexical verbs).
3. If you are to ask a question you must not obey rules 1 and 2 (above). The verb will change.
He goes = singular
They go = singular
Does he **go**? (not: **goes**)
Do they go? (not: do they **goes**?)
4. Any verb that follows **to** should be in present tense without **s** even if the event you are describing is past, just put a present tense verb after **to**, for example.
I wanted **to + go** last year.
She likes **to + see** you.
We need **to + know** him.

Look, here are certain exceptions to this rule where you find an ‘...ing’ verb coming after **to**. Some of them are:

- i. With a view **to finding**...
- ii. I look forward **to seeing**...
- iii. She is used **to dancing**...
- iv. We are limited **to talking** only to the press.
- v. They are devoted **to helping** their friends.
- vi. He objected **to killing** the hen.
- vii. She admitted **to stealing** my ball.
- viii. He confessed **to committing** the crime.
- ix. Working hard is an alternative **to begging** for alms.
- x. I am not disposed **to waking** up early.

They are accustomed **to writing** long sentences.

We can swear **to being** good boys.

She prefers singing **to dancing**.

You feel up **to running** now, don't you?

part from these exceptions, any verb that follows **to** should be simple present tense without 's'.

EXERCISE SEVENTEEN

Choose the appropriate option that best completes these sentences.

1. He is a (singular / plural) subject

2. You is a (noun / verb / pronoun)

3. takes is a verb (singular / plural)

4. Have is a verb (singular / plural)

5. can is a tense verb (present / past)

6. Could is a tense modal auxiliary verb (past / present)

7. They is a pronoun (plural / singular)

8. Pray is a (verb / preposition / noun)

9. To is a (preposition / verb / noun)

10. Were is a (noun / verb / pronoun)

Underline the singular verbs in the following.

1. Have / go / take / loves

2. Are / were / was / believe

3. Leave / shall / must / is

4. comes / arrive / have / am

5. were / read / reading / reads

Choose the correct option to fill the gaps below.

1. knows all of them (he / I / we / you)

2. she know them? (Do / does / is)

3. They everybody, now (see / sees / seeing)

4. Some students here regularly (is / was / come)

5. I in school now (was / am / were)

6. Last year, I wanted to to London (travel / travels / travelled)

7. It four legs (have / has / possess)

8. were here last night (He / You / Rattana)

9. She absent at the meeting last night (were / was / is)

10. They were happy (now / at the moment / last year)

D. Choose the correct option to fill each of the gaps below.

1. He dancing (use to / is used to / used to)
2. They confessed..... to rock music (to dance / in dancing / to dancing)
3. She reading to playing (prefers / likes / chooses)
4. I going on holiday (look forward to / looking forward for / look forward for)
5. He goes to school with a view to (pass / passing / passed) his exams well.

SECTION EIGHTEEN

FURTHER CONCEPTUAL RULES

5. Any verb that follows any modal auxiliary (whether the modal is present or past) should be simple present tense, without 's'. You cannot say:
She will goes or it will cries (*wrong*)

Say

She **will** + go or it **will** cry

Other examples:

They **should** speak.

We **can** write, etc.

Make your own sentences with this rule.

6. Any verb that follows has / have had, should be past participle e.g. he + **has** + eaten

(**eaten** is past participle).

I / We / they / you + **have** spoken

(**spoken** is past participle)

(I have advised you to learn by heart, all past tense and past participle verbs so you can use them where appropriate)

7. The verbs that could come **before** the word **being** are: 'is', 'was', 'are', 'were', or 'am' only.

You should **not** use **has** / **have** / **had** before **being** e.g. He has being beaten.

But say:

He **is** being beaten.

We **are** being supervised (now).

I **am** being watched, etc (now).

Statements such as **he has being beaten** or **They have being seen** are grossly **incorrect**.

8. The only verbs that could come before '**been**' are

has, have, had, e.g.

He **has** been beaten.

They **have** been seen.

Not

He **has** being ... (*wrong*)

They have **being** ... (*wrong*)

9. The words that could come after **'being'** are **past participle** verbs only.
He is **being** + **beaten** (not beating)
They are **being** + **addressed** (not addressing)

This means that the moment you make the statement, the action is going on.
Do not put an adjective in front of **'being'** e.g.

He is **being** + **handsome** (adj.) (*wrong*)
She is **being** + **beautiful** (adj.) (*wrong*)

10. The words that could come after **'been'** are:

i. ... **ing** verbs

They have **been beating** the boys.

ii. **past participle** verb, for example

They have **been beaten** by the teacher.

I will tell you later when to use **'ing'** or **past participle** verb, after **been**.

11. Any verb that follows a preposition should be in **'...ing'** form e.g.

By + **coming** to school ...

For + **dancing** well ...

Without + **telling** lies ...

On + **getting** to school ...

So, **'by'**, **'for'**, **'without'** and **'on'** are all prepositions and they are always followed by **'...ing'**.

I think you have not forgotten the other prepositions. **To**, is also a preposition and you have learnt rules relating to it in number 5.

12. Any verb that follows **do / does / did / do not / did not / does not**, should be present tense without **'s'** e.g.

I **do** + **speak** ... (not speaks)

It **did** + **cry** (not cries)

It **does** + **move** ... (not moves)

After **do**, **does** or **did**, do not put a verb that has an **'s'** or a verb in the past tense, but the one in the **present tense** only.

13. Any verb that follows the following words should have an **s** at the back if it should be singular verb, singular lexical or singular anomalous or singular primary auxiliary.

The words are:

anybody, anyone, somebody, nobody, no one, something, anything, nothing, somewhere, nowhere, everything, anywhere, someone, everyone, everywhere, everybody.

Any verb that follows the above-listed words should be in singular, e.g.

everyone } **knows** ... NOT know

something }

somebody } **hears** ... NOT hear

nobody }

everybody } **sees** ... NOT see

Each of them is called an indefinite pronoun.

So, also should you say:

Everybody, everyone, something, nothing, everywhere, nobody, etc. **Is** ... not **are**; **has** not **have**, etc.

Note also that wherever 'every' appears, the noun in front of it must be singular. For example, **every problem**, not every problems.

14. Uncountable nouns are nouns (things) which we cannot count because they are not in single units. They include all liquids: (water, kerosene, petrol, oil, etc.), information, equipment, furniture, advice, baggage, work, money, news, traffic, all abstract nouns including love, happiness, knowledge, hatred, determination, etc.

As a rule, you should **not** put an **s** at the **back** of any of them e.g.

Two informations — (*wrong*)

Two pieces of information — (*right*)

Some waters are in the bucket. (*wrong*)

Some water **is** ... (*right*)

The only situation where we can have waters is if we talk of various sources of water: well, tap, stream, brook waters.

15. After all the uncountable nouns mentioned above, a singular verb should follow, e.g.

information + **makes** (singular lexical) the world go round.

Water + **is** (singular primary) important to health. The news + **has** (singular anomalous) (not: **have**) been broadcast.

16. 'Pluralia tantums' are words that appear with 's' at the back as if they were plural nouns, but which, in actual fact are singular.

They could be categorized as follows:

(a) **School Subjects:**

Physics, Mathematics, Economics, Civics, Statistics, etc.

(b) **Diseases:**

'Mumps', 'Shingles', 'Measles'.

(c) **Games:**

Darts, Snakes and Ladders, Skittles, Billiards, Bowls and Draughts.

(d) **Book / Magazine Titles:** e.g.

A Tale of Two Cities.

All these are singular subjects so they should have singular verbs in front of them, e.g.

Mumps + **is** terrible (singular primary)

Measles + **makes** (singular lexical) one look dirty.

Snakes and ladders + **has** (not have) a lot of advantages.

17. **Each** should have a singular noun in front of it e.g.

each + boy, the next verb should also be in singular, e.g.

Each + girl + **knows** (not know)

Each teacher + **marks** (not mark) his / her register.

18. **Each of** should have a plural noun and a singular verb. Formula:

Each of + plural noun + singular verb, e.g.

Each of + the boys + **laughs** (singular verb).

Each of + the students + **is** ready (singular verb)

Each of + the girls + **has** (not **have**) a skirt.

19. **One of** should be treated as **each of**. They obey the same rule, e.g.

one of + my brothers + **looks** (singular lexical) handsome.

20. **Some of** should have a plural noun in front of it and a plural verb. Formula:

Some of + the teachers + **know** me (plural lexical)

Some of + the students + **are** brilliant (plural anomalous verb).

But some of + uncountable noun + singular verb

e.g. Some of the water **spills** on the floor.

EXERCISE EIGHTEEN

A. *Choose the verb that best completes the spaces below.*

1. The girls been beaten (has / have / is)
2. Desola---- being watched now (has / have / is)
3. We have seen (being / been / be)
4. They are watched now (been / being / be)
5. She now (will cries / has cry / will cry)
6. We have not (eat / ate / eating / eaten)
7. Look, my clothes are being (sew / sewing / sewn)
8. she being scolded? (has / is / have)
9. Have they warned already? (being / been / be)
10. The principal (is spoke / has spoke / has spoken / have speak)

B. *Choose the appropriate option for each of the spaces below.*

1. Everybody him (know / knows / known)
2. knows them (people / nobody / we)
3. can surprise me any more (everybody / nothing / something)
4. problem has a solution (all / every / some)
5. Everywhere dirty (look / is look / looks)

C. *Which of the following best completes the sentences?*

1. We know them (does / do / doesn't)
2. does see us now (they / she / we / the boys)
3. By here, I will gain a lot (come / came / coming)
4. On to school, I saw Andy (get / getting / got)
5. For hard, she was given a prize (study / studying / studied)
6. Some water in the bucket (is / are / were)
7. Snakes and ladders is an interesting game (is / are / were)
8. Each of the has a gown (girl / girls / woman)
9. One of my is here (brother / brothers / friend)
10. Some of the water been spilled on the floor (has / have / is)

SECTION NINETEEN

MORE RULES

21. After **THIS**, the next noun should be singular, and a singular verb.
example,
This **boy** / this **girl** / this stupid **man** + goes.
Not
This **boys** / This **girls** / this stupid **men** goes.
22. After **THAT**, the next noun should be singular + singular verb e.g. That
/ that **girl** / that stupid **man** knows (not know) me.
23. After **THESE**, the next noun should be plural + plural verb e.g. These
oranges / these stupid **men** / these bags look like mine.
24. After **THOSE**, the next noun should be plural verb, e.g.
Those **girls**, those **oranges**, those stupid **women**.
Those stupid **men** see (not sees) regularly.
25. Both is a word used when we refer to two things, places or persons.
It should not be used for more than two, for example,
Both Spain (1) and Lagos (2) are large.
Not
Both **Spain, Lagos, Jakarta** and **Guangzhou** are large cities.
26. When you use **so**, an adverb to show 'degree', you must complete the clause
with a **that** clause.
For example,
The boy is **so** brilliant **that** he got double promotion.
The woman was **so** ugly **that** no man wanted to marry her.
27. When you talk about what you **usually do**, avoid using **used to** or **use to**.
For example,
I "**use to / used to**" wake up at five o'clock these days. (*wrong*)
I **always / usually / often** wake up. In fact, there is yet no English phrase
like 'use to'.
28. When you have chosen a subject, remember, the next thing to do is to follow
it with a verb, not an adjective. Do not say,
It possible to do. (*wrong*) Note that **it** is subject. You should write a verb
after it. But, look at **possible** that comes after it: it is not a verb but adjective
making the sentence terribly incorrect:
It is possible to do it ✓ (correct).

(Possible is an adjective) so, you must put a verb before it, after the subject:
It is possible ... (right)

Or

You can **back** here. (wrong).

When you want to tell someone who has accompanied you to his doorstep to return.
Say: You can go back from here.
You know 'you' is subject, 'can' is modal auxiliary which should be followed immediately with a lexical verb. But you see that back is not a verb. So, be careful.

29. Remember that you cannot start a sentence with object pronouns such as: 'him', 'them', 'us' and 'me' or with reflexive pronouns such as: 'myself', 'himself', 'herself', 'themselves', 'yourself / yourselves' or 'ourselves'. For example,

Themselves know me. (wrong)

Myself and Jim went there. (wrong)

But They know me

Alice and I, myself...

Only subject pronouns can open a clause:

'I', 'we', 'you', 'they', 'he', 'she' and 'it'.

30. When you use 'advice', treat it as a noun but when you use 'advise', it is a verb e.g.

S P C

He / gave / me good advice. (Advice as noun can come at the complement level).

Or

S P C A

He / advised / me / well

31. When you use the word '**comprise**', do not put **of** in front of it. For examples,

The class **comprises** ten men. (right)

The class **comprises of**... (wrong)

32. When you use the word *discuss*, do not put any preposition in front of it, for example.

We **discussed about** the boy yesterday. (wrong)

We **discussed** the boy yesterday. (right)

33. When you refer to someone who is older, do not say **senior brother / sister** or — When you refer to someone whom you are older than, do not say **junior brother / sister**, but **elder brother / sister**, **younger brother / sister**.

'Senior' and 'junior' are used when position that is **not** related to age is considered.

34. Hang

	Human being	non-living thing
Present tense	Hang	hang
Past tense	hanged	hung
Past participle	has hanged	has hung

35. Lie

	Lie (to say falsehood)	Lie (to be in a flat position)
Present tense	Lie	lie
Past tense	lied	lay
Past participle	has lied	has lain

36. Lay

	Lay (to spread something out)	Lay (when a bird produces egg)
Present tense	Lay	lay
Past tense	laid	laid
Past participle	has laid	has laid

37. **Lend** means **giving** something out
Borrow means **bringing** something in, to yourself e.g.
 I **lent** my pen to Joe. *This means that:*
 Joe **borrowed** my pen

38. Its

This usually comes before a noun to show the possession of that noun. For example,

Its legs are four (referring to a dog).

Its and **it's** do not mean the same thing.

It's means "it is", e.g

It's a pity = it is a pity or "it has", as in **it's** gone = it **has** gone

39. When you use the word 'prefer' you will use 'to' (not: *than*) after it. For example,

I prefer this **to** that

Not

I prefer this **than** that. (*wrong*)

EXERCISE NINETEEN

A. *Choose the appropriate option.*

1. boys know me (this / these / that)
2. This is made of wood (chairs / chair / chairses)
3. girls we saw yesterday are wicked (that / those / these / this)
4. Lola, Sola and Jide are here (both / all of / either)
5. That issue our principal angry till now (make/makes/are making)

B. *Choose the appropriate option for each of the spaces below.*

1. I wake up at 5'o clock now (use to / usually / used to)
2. My friend is beautiful (so / very / too)
3. Mrs. Iyanda was annoyed that she smashed a bottle
(very / so / too)
4. and David went swimming (myself / me / I myself)
5. Some politicians are selfish; they love
(everyone / themselves / themself / one another)

C. *Choose the option that best fits the sentences below.*

1. "I need your" Adebowale told his brother (advice / advise / advises)
2. John Adebowale (advised / advised / advices)
3. The class 22 students (comprises / consists / composes)
4. Come, let us Biology today (talk / discuss / speak)
5. Is Ajantala your brother? (senior / oldest / elder)

D. *Underline the most appropriate option.*

1. The criminal has been (hang / hung / hanged)
2. The beggar has on the road for hours (lay / laid / lain)
3. Mrs. Falso to us about sleeping on bed (lay / lied / lyed)
4. I can some money. But you must repay me by week-end
(lend / borrow / lease)
5. The dog is limping; leg hurts (it's / its / its')

SECTION TWENTY

RULES CONTINUE

40. Do not use the old word **thrice** anymore; use **three times** but you can use 'once', 'twice'.
41. The word **presently** means 'very soon'. It does not mean 'at the moment' if you mean to say *now*, say **at present / at the moment / now**.
I will see you **presently** = I will see you soon.
42. Note that the proverb '**Birds of a feather...**' is not 'Bird of the same feathers'.
43. After 'help', 'like', 'mind', the next verb will be **ing**. For example,
We could not help **crying** (not to cry). Or:
They do not mind **shutting** the door after them.
44. When you use the word **supposed**, it must have one of: 'is', 'was', 'are', 'were', or 'am', before it and the word 'suppose' must change to **supposed** for example,
I **am** supposed to...
Not
'I suppose to... (*wrong*)
45. Avoid talking of '**best possible**' or '**possible best**'. Simply say 'best' for example, I will try to do my best.
46. Do not use 'so' and 'therefore' together or 'still' and 'yet' together, for example,
I know him, so therefore... (*wrong*)
I know him so... **Or** I know him therefore...

GUIDELINES FOR MAKING CLAUSES

Before we discuss those rules, learn the following:

PHRASE

A phrase is a group of words, which does not have a verb, e.g.

- i. in the garden
- ii. the class
- iii. the little girls
- iv. slow and steady

A phrase will not make sense because there is no verb in the set of words.

CLAUSE

A clause is a group of words, which passes a message or gives information. It means, therefore, that a clause should have a verb, for example,

Alice **goes** to school

He **is** tired

They **have** a car

All these are clauses.

Throughout your writings, in English, you should write in clause form and you know what that means: you should have the subject, predicator, complement and if you want, adjunct, but adjunct is not compulsory for all clauses.

There are two broad types of clause.

(a) Main clause

This is a group of words, containing a subject and predicator and which makes sense.

(b) Subordinate clause

This is a group of words, containing a subject and predicator but which does NOT make complete sense. Now, look through the following clauses and tell which one is main and which is subordinate.

- (a) When I come from school.
- (b) I always eat good food.
- (c) If you offend her.
- (d) Mrs. Adenkawah will punish you.

Now, certain things are clear: in each of the four clauses above, there is a subject, verb and complement. Just imagine that someone came to your house and uttered each of the four statements and he or she left without saying anything more. Which of those four do you think makes sense – only 'b' and 'd'.

'a' and 'c' are incomplete statements although they both contain a verb. So 'b' and 'd' that are complete on their own are called **main clauses**.

'a' and 'c' that do not make complete sense on their own are called **subordinate clauses**.

47. A main clause can stand alone and immediately after it, put a full stop, e.g.

Johnson is a boy.
Daddy goes to school.
The boys have a car.

48. A subordinate clause stands to help the main clause to be more complex. What this means is that whenever you make a subordinate clause, you put a 'comma', in front of it and then add a main clause to it, for example,

1. When I come from school (*subordinate*) I always eat good food (*main*).
2. Mrs. Dounkwan will punish you (*main*) if you offend her (*subordinate*).

You have these patterns in trying to combine clauses:

- i. If I catch you (*subordinate*) I will beat you (*main*).
- ii. I will beat you (*main*) if I catch you (*subordinate*).
- iii. I will catch you (*main*) and (I will) beat you (*main*).

You can recognize a subordinate clause if the following things start your sentence

- (a) **If**, e.g.
If I catch you, ... (*subordinate*).
- (b) **When**, e.g.
When I come from school, ... (*subordinate*).
- (c) **Whenever**, e.g.
Whenever he comes here ... (*subordinate*).
- (d) If you start a clause with a preposition, that clause is subordinate, e.g.
By going to school (*subordinate*)
On getting to school, (*subordinate*)
- (e) **As**, e.g.
As I saw him, (*subordinate*)
- (f) When you use:
while, before, after, immediately, although, even, though, whereas, however,
nevertheless, nonetheless, despite the fact that, in spite of etc.

When anyone of these starts a clause, it is subordinate, e.g.

After I came from school, ... }
Before going to bed, ... } + main clause
Although, I know him ... }
Immediately they saw me, ... }

Do you understand? Good!

49. Do not write a word if you are NOT very sure of its spelling. If, for example you want to write 'quarrelling' but you are not sure whether there is only one 'r' or two, one or two, please, at this stage, do not gamble, just look for another word which means almost the same as the word, the spelling of which you know well.

Do not write a word to impress your teacher or examiner; words like **concatenacious, circumlocutory, grandiloquent, bombastic, mouthtearing, jaw-breaking, gobbledygook.**

Do you understand the meaning of those words I used? Perhaps not. This is an example of what you should avoid. Instead of this, when you write, try to pretend as if the person who is going to read your paper is an eight year old boy or girl. In that case, every word you use should be very, very simple so that the eight-year old *examiner* will understand it. Avoid ALL high – sounding words and use only simple but correct ones. You will have additional marks for this.

50. DO NOT write more than TWO clauses at a time. If you write:
Main + main, put a full stop.
Main + subordinate, put a full stop.
Subordinate + main, put a full stop.
Main only, put a full stop.

If you write one main sentence now, follow it by one subordinate + main or main + subordinate.

I mean, just rotate it. By not writing more than two clauses at a time you will avoid clumsiness, terribly muddled-up sentences and inexpressiveness.

Also using these rules, you will be able to evaluate your work by yourself before it gets to the examiner who will subtract your marks, when your sentences are wrong. The greatest and most important of the rules is:

READ ALL THESE RULES DAILY AND UNDERSTAND THEM.

EXERCISE TWENTY

A. *Choose the appropriate option.*

1. Birds of flocks together (the same feather / a feather / the feathers)
2. I cannot help at the man in front of me (to look / looking / looking)
3. You to know the answer (suppose / are supposed / are suppose)
4. I'm tired I'm going to eat (so / so therefore / so also)
5. If I catch you, I spank you (would / will / should)

B

1. Write five subordinate clauses
2. Write five main clauses
3. Write five sentences, each containing two clauses:
One subordinate, one main which relate to each other
4. Write out five markers of subordinate clauses
5. What is the difference between a main clause and a subordinate clause?

SIMPLE RULES FOR EVERYDAY ENGLISH: Standing you out As you Speak, Anywhere.

From your ability to speak English convincingly and confidently-----which comes from knowing simple rules of English---- promotion, fame, success and great accomplishments, come. Why remain at the bottom when the simple mastering of basic rules of English can catapult you to the top? Why keep quiet in public any longer, just because you cannot express yourself well in English? Why miss the job because your language power is weak...why remain at the bottom of life when a few secrets of English rules which are simple and easy to learn is what you need to change your destiny?

In this section, you will learn numerous rules of English as accepted and spoken in England, the hometown of English, and as used by the British Broadcasting Corporation officials, journalists, broadcasters and arbiters of the English Language in the United Kingdom.

This is not a section on "common mistakes in English", but one, on practical teaching on the use of many words and expressions that you use every day.

Simple Concepts for Correct English

Before we discuss some rules, you must understand certain concepts. They are as follows:

(a) Singular subject: (Doer of action that is being reported)

A subject is singular if there is only **one** thing, person or place, e.g.

He/She/it (**each of them is singular**)

He/ She/it (singular)

The boy (singular)

(b) Plural Subject: (Doer of action that is being reported)

If the doers of the action are more than one, then, we have **plural subject** e. g. **I/We/You/they** (remember we have said "I" is plural in function)

The men/The women

Lagos and The United States

all of them are plural

Remember, we say I is plural because of its function in sentences

(c) **Singular Verb:**

i. Lexical = (LV)

A lexical verb is singular if it carries S at the back, e. g. 'takes', 'writes', 'knows', 'speaks'

ii. The following are singular primary auxiliaries:

is and was only

iii. The following are **singular anomalous** verbs:

has and had only

iv. Please note that **Modal auxiliaries** e. g.

'can', 'may', 'will' and others do not have singular or plural. They have only present and past forms. They are listed below:

Present Tense	Past Tense	Present Tense	Past
can -	could,	may -	might
shall -	should	will -	would
must -	had to	need -	need
dare -	dared,	ought to -	had to

i. A lexical verb is plural if it does NOT carry S at the back, e.g. **take, write, know.**

ii. The following are plural primary auxiliaries:

are, were, am

iii. Plural anomalous are: '**had**', and '**have**'.

Now, the RULES

LET GRAMMAR WORDS AGREE (I)

Here is a set of rules, which will guide you in writing and speaking correct English:

when the subject is singular the verb (*lexical, primary or anomalous*) should be singular too, e.g.

Alice / He / She / It + **is**

Or

was (singular primary)

Janet / He / She / It + **goes** or **stands**

(singular lexical verbs)

LET GRAMMAR WORDS AGREE (II)

When the subject is plural, the lexical verb or anomalous verb or primary auxiliary verb to follow it should also be plural e.g. they / we / you + **are** or **were** (*plural primary auxiliary*)

I + **am**

(*'am' is, though singular in form, functions as plural*).

They / we / you / I + **have** or **had** (*plural anomalous verbs*).

They / we you / I + **go** or **dance** – plural lexical verbs.

FRAMING A QUESTION

If you are to ask a question. The rule will change. Do not ever put an **s** at the back of the verb when it is a question

He **goes** = sentence (correct)

They **go** = sentence but: Does he **go**? (not does he goes)

Do they go? (*not: do they goes?*)

● USING WILL, CAN, MAY and OTHERS

Any verb that follows any modal auxiliary (*whether the modal is present or past*) should be simple present tense, without 's'

You cannot say

she **will goes** X

or

it **will cries** X

but say:

she **will + go** or it **will cry**

Other examples:

They **should speak**

*We **can write** etc.

make your own example with this rule.

● USE "TO" APPROPRIATELY

Any verb that follows **to** should be in present tense without S even if the event you are describing is past – just put a present tense verb after **to**, e.g.

I wanted **to + go** last year

She likes **to + see** you

We need **to + know** him

Look, there are certain exceptions to this rule where you find an "...ing" verb coming after **to**

Some of them are:

- i. **with a view to finding**
- ii. **I look forward to seeing**
- iii. **She is used to dancing**
- iv. **We are limited to talking only to the press**
- v. **They are devoted to .. helping their friends.**
- vi. **He objected to ..killing the hen.**

- vii. She **admitted to** stealing my ball.
- viii. He **confessed to** committing the crime.
- ix. Working hard is an **alternative to** begging for aims.
- x. I am not **disposed to** waking up early.
- xi. They are **accustomed to** writing long sentences.
- xii. We can **swear to** being good boys.
- xiii. She **prefers singing to** dancing
- xiv. You **feel up to** running now, don't you?

Apart from these exceptions, any verb that follows **to** should be Simple present tense **without s**

● SECRETS OF *BEING*

The verbs that could come **BEFORE** the word **being** are:

'is', 'was', 'are', 'were', or 'am' only

You should **not** use **has / have / had** before **being** e.g. He **has being** beaten but say:

He **is being** beaten.

We **are being** supervised (now)

I **am being** watched etc. (now)

Statements such as **he HAS being beaten** or "They **HAVE being seen** are grossly incorrect.

● *BEEN IS NOT BEING!*

The only verbs that could come **BEFORE** **been** are

has, have, had, e.g.:

He **has been** beaten

They **have been** seen

Not:

He **has being**...

or

They **have** being.

● **AVOID ERRORS WITH HAS, HAVE, HAD**

Any verb that follows has / have / had should be past participle e.g.

he + **has** + eaten

(**eaten** is past participle).

I / we / they / you + **have** spoken

(**spoken** is past participle)

(You have been advised to learn by heart, all past tense and past participle verbs you can use them where appropriate).

● **BEING and its usage**

The words that could come **AFTER** being are **past participle** verbs e.g.

He is being + **beaten** (not beating)

They are being + **addressed** (not addressing)

It means, at the moment you make the statement the action is going on.

Do not put an adjective in front of 'being' e.g.

He is **being** + **handsome** (adj.)

She is **being** + **beautiful** (adj.)

(However at some times, an adjective could be in front of being; e.g.)

Timmy was **being destructive** by breaking it)

● **BEEN and its Usage**

The words that could come **AFTER** **been** are:

i. ... ing verbs or

ii. **past participle** verb, e.g. example

for (i) above

They have **been** beating the boys.

Example for (ii) above:

They have **been** beaten by the teacher.

I will tell you later when to use **ing** or **past participle** verb, after **been**.

ON, IN, OF, FOR etc and their Rules

Any verb that follows a preposition should be in **...ing**' form e.g.

By + coming ... to school

For + dancing well

Without + telling lies

On + getting to school

So, 'by', 'for', 'without', and 'on' are all **prepositions** and they are always followed by **'...ing'**

I think you have not forgotten the other prepositions. **To**, is also a preposition and you have learnt rules relating to it in number 5.

Using DO, DOES, DID correctly

Any verb that follows **do / does did / do not / did not / does not** should be present tense without 's', e.g.

I **do + speak** ... (not speaks)

It **did + cry** (not cries)

It **does + move** (not moves)

After **do, does** or **did**, do **not** put a verb that has an **s** or a verb in the past tense, but the one in the **present tense** only.

Somebody go or somebody goes?

Any verb that follows the following words should have an **s** after it. It should be a singular verb, that is: Singular lexical or singular anomalous or singular primary auxiliary,

The words are:

Anybody, anyone, somebody, nobody, none, no one, something, anything, nothing, somewhere, nowhere, everything anywhere, someone, everyone, everywhere, everybody.

Any verb that follows the above-listed words should be in singular, e.g.

everyone
something)
somebody) knows NOT, know
nobody) hears NOT, hear
everybody) sees NOT, see

Each of them is called **indefinite pronoun**

So, also should you say

Everybody, everyone, something, nothing

Everywhere, nobody etc. **IS** not: **are** or, everybody/everyone etc has
have.

Note also that wherever **every** appears, the noun in front of it must be singular.

Every problem, not:

Every problems (wrong)

● **Buy two Breads and three waters?**

Uncountable nouns are nouns (things) which we cannot count because they
are not in single units. They include all liquids.

(water, kerosene, petrol, oil etc.)

Information, equipment, furniture, advice, baggage, work, money, news,
traffic, all abstract nouns including love, happiness, knowledge, hatred,
determination etc.

As a rule, you should **not** put an **s** at the **back** of any of them e.g.

not: 'Two informations'

but 'two pieces of information'.

not 'some waters are in the bucket'

but Some water is

The only situation where we can have waters is if we talk of various sources of
water: well, tap, stream, brook waters.

● **Measles is bad or measles are bad?**

Pluralia tantums are words that appear with 's' at the back as if they were plural nouns, but which, in actual fact are singular. They could be categorized as follows:

(a) **School Subjects:**

Physics, Mathematics, Economics, Civics, Statistics etc.

(b) **Diseases:**

'Mumps', 'shingles' and 'measles'.

(c) **Games:**

'Darts', 'snakes and ladders', 'skittles', 'billiards', 'bowls' and 'draughts'.

(d) **Book / Magazine Titles; e.g.**

A Tale of Two Cities.

All these are singular subjects so they should have singular verb in front of them
e.g.

Mumps + is terrible (singular primary)

Measles + makes (singular lexical) one look dirty.

Snakes and ladders + has (not, have) a lot of advantages.

● **Each officer or each officers?**

"Each" should have a singular noun in front of it e.g. each + boy,
the next verb should also be in singular, e.g.

each + girl + knows (not know)

each teacher + marks (not mark) his / her register.

● **Beware of each of**

"Each of" should have a plural noun and a singular verb.

Formula:

"Each of" + plural noun + singular verb, e.g.

"Each of" + the boys + laughs (singular verb).

"Each of" + the students + is ready.

(singular verb)

"Each of" + the girls + has (not **have**) a skirt.

● Information *go* round or *goes* round? Take one!

After all the uncountable nouns mentioned above, a **singular verb** should follow, e.g.

information + **makes** (singular lexical) the world go round.

Water + **is** (singular primary) important to health.

The news + **has** (singular anomalous) (not: **have**) been broadcast.

● Beware of *One of*

"One of" should be treated as "**each of**". They obey the same rule, e.g.

"one of" + my brothers + looks (singular lexical) handsome, not: one of my
brother

● Secrets of *some of*

"Some of" should have a plural noun in front of it and a plural verb.

Formula:

"Some of" + the teachers + know me (plural lexical)

"Some of" + the students + are brilliant (plural anomalous)

But "**some of**" + uncountable noun + singular verb e.g. Some of the water
spills on the floor.

● This boys? How come?

After **THIS**, the next noun should be singular, and a singular verb e.g.

This boy, this girl, this stupid man, + goes.

not: *this boys / this girls, this girls goes*

● That reasons? This phrase is simply Impossible!

After **THAT**, the next noun should be singular + singular verb e.g.

That **boy**, that **girl**, that stupid **man** knows (not know) me.

These **men**, not: man

After **THESE**, the next noun should be plural, + plural verb e.g. These oranges, these stupid **men**, these bags.

These bags **look** like mine.

Those **companies**, not company!

After **THOSE**, the next noun should be plural verb, e.g.

Those girls, those oranges, those stupid **women**.

Those stupid **men see** (not sees) regularly.

● Writing short forms

An abbreviation is a shortened form of a longer word, phrase or title.

In modern English, abbreviations involving countries and organisations no longer take stops between them, e.g.

UNO not U.N.O USSR not, U.S.S.R

Also if the last letter of a title appears last in abbreviation no full stop must be used, e.g.

Doctor – Dr (without full stop because in the full form, 'r' comes last)

but

'Professor' will be abbreviated as 'Prof.' because 'f' is not the final letter in the full form

Abbreviation concerning measurements in metric form are also not divided by full-stop. 'Kg', 'cm' etc.

● Short Stay:

'Abide' means two things:

When it means **live**, its past and participle form is **abode**. But when 'abide' means to **obey a regulation**, **by** is its preposition and **abided** is the past and past-participle form:

At the meeting, we promised to **abide** by the regulations because the chairman had already **abided** by them.

● Not in full form

Abridgement has two forms as written above but it is commoner with 'e'.

Cooperating in thought with someone:

'Acquiesce' takes **in** as preposition, to mean, **agree to**, e.g.

I **acquiesced in** their decision.

'Acquiesce' could, however without **in**, be used and, this way, it means **to agree**.

● Admission / Admittance:

'Admittance' is the formal form of 'entering a place and is used of a place that is particularly not open to the public. 'Admission' also means entering a place and such entry would be to a public place such as cinema, football field-or to a school or club.

Admission to the University is strictly by direct entry', said the Vice-Chancellor.

'Admission' may also mean 'acceptance of blame or of having done or been involved in something':

His **admission** of the crime was not under duress.

● Giving kind suggestions:

Whereas **advice** is noun and does not take modal auxiliaries such as will, would, may, can, etc. has/have/had cannot come before it, **advise** is a verb which can admit 'to' and the auxiliary verbs (above), before it:

- My **advice** for you is this: work hard
- I wish to **advise** you / I **may** **advise** you.

● The Flying craft:

Whereas 'aircraft' is the general name for aeroplanes, jets, airbus, gliders, helicopters etc, '**aeroplane**' is a form of such device in British English where '**airplane**' is the American-English equivalent.

● **Talking about plans:**

Agenda is singular and its plural is **agendas**: We have drawn up two agendas but he, one agenda (not agendum).

● **Actions and their time of Execution:**

When 'ago' is used, a number or figure must come before it:

I went there **three** days ago.

Since will be used when a **definite time** is mentioned: month, weekday, hour, minute. That definite time will, however not be in figure or number, not:

I have been there since three days X

but:

I have been there since **Wednesday** (definite time).

'For' is used when a definite time is mentioned. That time will however be in figure or number, not:

I have been here for **yesterday** X

but:

I have been here for **three** days

Caution:

Since and ago should not be used together.

I have been there **since** three days **ago** X

I was there three days ago.

● **When there is no controversy:**

Agree on means, 'accept decision about something'

Agree with means, accept another person's line of thought, e.g.

I agree with you on that .

Agree with can also mean 'be suitable for' as in:

'The new job does not agree with me' – not suitable for me.

Agree to means consent to do something'

The pretty girl has agreed to my proposal',

She agreed to marry me.

● Where there is "no problem":

While 'alright' is commonly seen **all right** is the correct form and there is no such word as 'awright'. All right means, there is no problem

● Appearing at the same place

All together, means put together at a place whereas **altogether** means completely:

We store the oranges **all together** although we didn't bring them **altogether**

● More ways of doing a thing

'Option' stands for choice from more than two whereas 'alternative', for choice from only two.

Two things Opposed to Each other

Whereas, **although** is formal 'though' is not. 'Although' cannot come last in a clause but 'though' can:

I saw him **though**

I saw him **although** (wrong)

Whenever though, although, even though is used 'but' should be avoided in the clause. **Yet** can, however be used, although, even 'yet' should be avoided:
Although his father is poor, his mother is rich.

OR

Although his father is poor, yet his mother is rich.

But not:

Although his father is poor **but** his mother is rich.

● Being one of them

Referring to one of many things, use **Among**

Whereas '**Among**' is correct and modern, '**amongst**' is anachronistic.

● When not pleased

Angry may take the following prepositions

'With', 'over', 'about' and 'at'.

One can be "**angry with**" people – for something '**angry at**' too can be used when referring to people but is less formal than 'angry with'.

When we refer to things, angry may take 'at' 'about' or 'over' but 'at' is preferred to the other two:

He was angry **at** my behavior but not angry **with** me.

● Categories of lower animals

'**Animal**' refers to the most commonly seen of the family of lower animals but wild animals are referred to as **beasts**. **Beasts'** often appears in constructions such as **beast of burden**: animals used for carrying loads e.g. Donkey, horse etc.

● Acting in the opposite way

Anti means against, Anti-malaria drugs, **Ante** sounds like Anti but it is not the same thing as it. Ante means 'before'. There is 'ante-room' for example. It means 'a room (small one) leading to a bigger one'. Be careful not to pronounce this word as if pronouncing **antai**, unless perhaps you are in America.

● Appendix:

Appendix means two things:

When it means an additional part of a book, its plural form is **appendices** or **appendixes**.

● Grateful for something

'Appreciate' is a transitive verb which must have its own object e.g. We appreciate your efforts.

Reconciling two people

An **arbitrator** is one who settles disputes between two parties but an **arbiter** who has professional authority to decide what should obtain as regards something.

Dr Tai Solarin was an **arbiter** of good education.

● Drummers and Singers

An **artiste** is one who is skilled in drumming, singing, dancing and so on, while an **artist** is one who draws, paints or does sculpture work.

● Happening Once in a while

Mistake is often made about this expression. There are two words **at** and **time** never *atimes*, meaning, once in a while

● Person, always demanding obedience

An authoritarian person is that, who demands obedience and forces his beliefs on one whereas 'authoritative' means 'having authority and ability to do something'. Dan's father is **authoritarian**; he tells him not to watch television.

Emma's father is a doctor of French; he is an **authoritative** speaker of French.

When "authority" is used to refer to a person, **on** is the corresponding preposition. And, when so used, "authority" means, 'someone who is an expert or 'who has knowledge as to be able to have a say on something'.

● Bags during travelling

When **baggage** is used, it is usually followed or preceded by a singular verb and there should not be **s** after it.

This is my **baggage**, not:

These are my **baggages**.

● Washing the Body

Bath is a verb meaning 'to wash the whole body' whereas **bathe** means to wash a part of the body*, especially one which is in pains.

The doctor ordered that he **bathe his sprained finger** in tepid water.

American English uses bathe in both senses of bath and bathe above, although 'bathe' is also used to mean, go swimming.

● **When something is near**

Beside means 'by the side of' whereas 'besides' means, 'apart from', Besides the broken chair, there is another chair **beside** the table.

● **Spiritual brothers & sisters**

'**Brethren**' is used under religious climate to refer to both men and women who are members of a congregation whereas, brothers is the correct plural for 'brothers' and 'sisters' in the ordinary sense of both words.

● **Sharing things out**

Some people believe that 'between' cannot be used referring to more than two things or people; that it is restricted to use referring only to two things. This is by no means, true.

'Between' is restricted in use for two things **only when the idea of sharing out of something** is involved. But in any other cases, *between* can be used of one thousand things or people:

- (i). Share these oranges **between** the new couple (two people)
- (ii). My house is *between* the mosque, palace, market and church.

Sharing is not involved, hence, the use of 'between' for four things. 'Among' is the word to use when sharing involves more than two people:

Share these apples among the three sisters.

● **Event happening twice in a year**

Biannual means happening twice a year.

Whereas 'Biennial' means 'happening every two years'.

● **Birds of the same feather:**

The correct form of this proverb is, 'birds of a feather...flock together'

● **Giving birth**

Born should not be used when 'by' follows it:

She was **born by** me X

But He was **borne** by poor parents

Also, we can say:

He was **born of** American parents.

They were **born in** England.

Borne on the other hand stands as the past-participle verb form for 'bear' which 'bear' means, 'to carry' or 'to give birth to'

Mary was **borne** by the millionaire businessman

When he won the contest, he was **borne** shoulder-high.

● **When something is impossible**

Cannot written together is the full negative form of 'can' and means, **not possible** whereas 'can not', written separately does not mean 'not possible'. **Can not** means **in addition to**.

I **can not** only sing, but also dance (**I can do both**)

But:

I **cannot** act on stage because I am shy.

● **When to use "Big" letters (Upper Case)**

Big letters are also called capital letters or the Upper Case.

Capital letters are used for the following:

- (a). To start a new sentence.
- (b). To start names of people, months, days of the week, important festivals
Easter, Eidel-kabir, Christmas; name of countries.
- (c). To start names of school subjects: Biology,
Economics etc

- (d) To start titles: Chief-of-staff, Head-of State, Vice-Chancellor, Governor, Queen of England etc.
- (e) To begin a salutation: Sir, Madam.
- (f) To start name of seasons: Spring, Winter, Summer.

● Don't add an S!

Cattle is a word found only in plural without 's' and takes only a plural verb:

Cattle **are** dirty.

The cattle I bought **make** my compound dirty.

● Behaving like a child

Childish means **done in the awkward manner of a child** – and should not be praised'. Whereas, **Childlike** means, **done in the manner of a child – and which is praiseworthy**:

He is twenty-five but cries at the slightest provocation - he is such a **childish** man but his sister usually smiles with some degree of innocence – such **childlike** smiles

● Spiritual purification

While **cleanse** is used in religious sense to mean ablution, such as cleansing one of 'evil spirit', **clean** means 'to make neat' or 'neat' – as an adjective.

● Buying and selling

One who buys from a shop is a **customer** whereas, one who receives services from a professional e.g. Lawyer, Tailor, Accountant etc. is a client of such a professional.

Customer does not mean 'one who sells regularly to another person (buyer).

Clientele is the group of clients, taken together and it attracts a plural verb.

● About Structure of things

Compose can be preceded by 'is', 'was', 'are', 'were', 'can', 'be', but then, 'd' be added to compose + 'of'. However without the six primary auxiliary verbs above, compose' can be used with an object in front of it.

This essay **is composed** of irrelevances.

I compose songs occasionally

Comprise does not take 'of' although, it takes an object

The team comprises strong boys, not:

The team comprises **of** strong boys.

Contain, means , 'acts as house for'

This bowl contains my breakfast.

No preposition is needed in front of it.

Consist can take 'of' and 'in'

The team **consists of** strong boys.

Beauty does not **consist in** physical outlook alone.

Where **consist in** means **stand for**

● **Connection / Connexion**

Both spellings are acceptable.

● **Referring to a group**

Corps is a French word, which means 'group' and is pronounced without the 'ps'. It attracts a singular verb (a verb with an s, after it, e.g. *meets*).

Corpse is a 'lifeless body'. The Peace Corps **meets** every Tuesday

● **Attorney, Lawyer, Administrators**

Counsel means both 'professional advice' and, 'an attorney / lawyer'

Council refers to a group of people usually administering an organisation, establishment or government.

● **Facts in figures:**

Data is not found with 's' in plural form and its singular form is 'datum' but datum is now anachronistic. 'Data' attracts a singular verb because it is a collective noun.

Some data **has** been collected.

● To say, 'it's not true'!

Care should be taken in using **deny** which means 'to say that something is not true'.

'He denied that he did not steal' means,

'he **confirmed** that he stole'.

but:

'He denied that he stole' means

'he refuted the allegation of theft -

he said he did not steal'.

● No plants, nothing

'Desert' is a place of aridity where nothing grows whereas **dessert** is the third course of a meal – the sweet / ice-cream course after the main dish.

● A Baby's "arrival" to planet earth

A woman does not 'deliver a baby' but 'gives birth to a baby'. She is neither "delivered of a baby".

● Not exactly the same

When one thing is not the same as the other, **differ** **with** and **from** are two prepositions possible with this verb, "Differ," means, disagree with' where 'different from' means, 'not the same as'.

I **differ with** him over the answer because my working method of the Mathematics problem **differs from** his.

● When it is Difficult to choose

Dilemma means, 'two evils, from which one must pick one'. It should not be used in the sense of ordinary 'alternative'. Dilemma has to do with 'two unpleasant things'.

● **Having Discussion:**

The verb 'discuss' does not take the preposition 'about' or 'on'

We discussed you

I discussed with Bode, not:

We discussed **about** you

● **When sick, who do you look for?**

Whereas **doctor** is the general name given to those who practise medicine, **physician** is a doctor who treats diseases with tablets.

A **surgeon** treats diseases by operating on the patient in the 'operating theatre'

A **gynecologist** is a doctor for women's diseases but a **Paediatrician** is doctor for children's diseases. An **Orthopaedician** is a doctor knowledgeable about bones of the body while a **dentist** is a doctor who cares for the mouth and teeth.

A **veterinarian** is doctor for animals.

A **physicist** is an expert at Physics.

● **In the 'down' direction**

Downward is an adjective whereas **downwards** and 'downward' could function as adverbs.

It is a downward cut (adjective)

I am going downwards (adverb: British English)

I am going downward (adverb: American English)

● **Fancy much Alcohol?**

Drunk is past participle of **drink** and he who is in the habit of losing control of himself as a result of drinking is a **drinkard** not drunkard. But we still talk of a **drunk man** but no more a *drunken man*.

Finding Reason for Your Action

Due to usually needs a noun – not a verb before it:

Not: He **failed** due to his laziness X

But:

His **failure** is due to his laziness (correct)

'**Because of**' refers to the cause of something

Leaving this world

Dying is the continuous form of '**die**' whereas '**dyeing**' is the continuous form of '**dye**' (to put something in chemical substances).

Do it to me, I do it to you

Each other and **one another** mean the same thing, can be interchangeably used, may not be found together as option answers to a question where we will expect one of them to be correct. If one is correct, the other is, too.

Some people choose to differentiate between both, maintaining that, '*each other*' is used when there are two entities, '*one another*' is used when there are more than two entities involved. This is not true because there is no grammatical backing for this assumption. **Each other** can be used when more than two entities are involved.

'The six boys love each other dearly'

Themselves means, many people, each, doing things for or to himself or herself, but not for or to others:

They love themselves = each person loves himself
or herself

Age Classifications

'**Elder**' means 'more advanced in age in relation to a younger person'. I am ten, he is twelve – he is my **elder** brother.

'**Older**' is the comparative of 'old' and is used when one compares two things in order of age;

Dammy and Tox are friends but Dammy is older.

'**Eldest**' means, 'in relation to a group of people' also already named, an individual is the most advanced in age, whereas, '**oldest**' is the superlative adjective form of 'old'.

Note that, '**Junior**' or '**senior**' does not apply to age:

He is my **junior** brother X

But:

He is my **younger** brother / she is my **elder** sister etc.

Junior or senior applies only to show difference in official positions or general ranking, not involving age.

● Be sure: things or people?

'**Every one**' means '**each individually**' and can be used of things or people whereas, '**everyone** (written together) means '**all the people**':

- (i) When the pencil scattered on the floor, I picked **every one**.
- (ii) **Everyone** knows what is happening.

● When Not Many

Few is used in the sense of '**not many**'. '**A few**' too is used in the sense. Both of them are used with a plural count noun. Plural count nouns are, **boys, tables, men, children, schools** etc.

They cannot be used with singular count nouns or uncountable nouns, e.g. boy, girl, table, (singular) or water, information (uncountable) etc. Whereas, '**few**' uses the sign (-ve), '**a few**' uses (+ve).

The difference between them is that, '**few**' shows inadequate number of something whereas '**a few**' is more than '**few**' e.g.

I need a hundred chairs I got ninety eight, that is **a few** chairs – not up to the required number – one hundred. But, if I need a hundred chairs and I got six, then I have **few** chairs.

- (i) I cannot give you more oranges because I have **few** left.
- (ii) I can still afford to give you fifty oranges because I have **a few** left.

When Not in Large Quantity

Whereas **less** is used in reference to uncountable nouns, e.g.

Water, information, air etc., e.g.

There is **less water** in this keg than in that.

But **fewer** is used when plural count nouns are used – not uncountable:

There are **fewer boys** here than are there.

Do note that while **fewer** takes plural verbs, **less** takes singular verbs (check the two examples above).

Liking something Much

Fond is the word to consider

Fond usually appears in the phrase 'fond of' i.e. 'like a lot' e.g.

He is **fond of** going for a walk,

i.e. he likes going for a walk, a lot.

Fund may mean 'money' as in 'government fund' – a noun word. **Fund** may mean 'money' to support a cause, 'financially' – in this case it is a verb. The past tense for it is 'funded'. Note that **fond** has no present or past tense since it is not a verb.

Find means, 'to get, by searching or by chance'

The past form is **found**:

I will **find** out the thief now

Last week, we **found** out the thief

Found – although the past tense of find – may also be used as a present tense on its own. When it is so used, it means, 'to establish'.

I will **found** a school next year

Last year we **founded** a church

So, the past tense of 'found' (establish) is 'founded'

Unconsciously leaving something Behind

The boy's shirt (a thing) was **hung** on the window before he himself (a person) was **hanged** by the wicked soldier.

● Regarding *male and female*.

When an indefinite pronoun such as everyone, everybody, somebody, someone etc, is used there is often the difficulty of finding the appropriate corresponding complement for it e.g.

everyone knows **their** names

OR
everyone knows **his/her** name.

Modern British English favours 'their' with indefinite pronouns whereas formal use of everyone and other indefinite pronouns attracted "his or her" at the complement level, previously. *His or her* is no longer modern.

Somebody should tell us **his or her** name. Other indefinite pronouns to which this rule applies are: **each, every, a person anyone, some**. To correct the above into modern English, say: *somebody* should tell us **their** name.

● Joining two words? Use a short line

A hyphen is a horizontal line shorter than a dash (-) and can be used for various things:

Generally, a hyphen when applied, shows that two or more words are to be regarded together.

a) to write two-word figures, e.g.

'Thirty-three', 'ninety-four', 'sixty-one', 'two-thirds' etc.

b) to use between a prefix or suffix and word e.g. 'labour' is **un**-American, Prefixes are many and include 'un', 'miss', 're', 'pro', Examples of suffixes are 'ness', 'less', 'ish', 'hood', etc.

When the word coming after a prefix is written in capital, e.g.

'America', there should be a hyphen between the prefix and the word starting with a capital letter.

Normally, the prefixes listed above will not have any hyphen coming after them except if the following word starts with a capital letter.

But, there could be, **re-enter**, **re-cover** (i.e. 'cover again' as different from 'recover' (which means to come back to full health)).

Generally, 'ex' and 'self' are two prefixes that will take a hyphen in front, e.g.

- He is the **ex-governor**.
- This is my **ex-husband**.
- She is **self-conceited**.
- We are **self-supported**.

(c) It is used to form compound adjectives, e.g.

'loose-mannered', 'half-hearted',

'battle-ready' etc.

It should be noted, however that, this compound adjective must come before a noun before it could take a hyphen.

He is a **strong-willed** soldier.

Not:

He is 'strong-willed'.

Other compound -adjective components are:

well, best, worse, worst:

Ours is the **worst-hit** area

Here are **well-behaved** boys

Look at that **ill-mannered** secretary.

(d) It is used to join several words which stand for the same thing:

The **tarred-on-the-surface** road

Our **big-for-nothing** teacher
The **across-the-Atlantic** trade.

(e) It is used between a verb and preposition (which form a phrasal verb) only when that phrasal verb is a noun.

He is a **passer-by**

They are **on-lookers**

There was a **fall-out** between students and police yesterday.

That you failed is your personal **look-out**.

(f) It is used to join a specific number with a noun, with 'a' or 'the' preceding the number and noun.

A **two-hour** break

The **four-man** delegation

Note that when it is used this way, the noun after the hyphen will be singular.

NOT:

The four-men delegation. X

● **Index**

The plural of this word is '**indices**' – when discussing technical topic such as Statistics, Mathematics and so on. But the normal plural is indexes.

● **Happening within closed doors**

Whereas **indoor** is an adjective describing a particular thing, '**indoors**' is an adverb showing *place*.

Ludo is an **indoor** game (adjective qualifying 'game')

I like staying **indoors** (adverb of place).

● **It is, it has, it belongs to it**

Its means, 'belonging to it' whereas **it's** means 'it is', depending on the verb in front of it:

- The dog is groaning; **its** forelegs are aching
- It's** (it is) unsafe to drive at night.
- It's** gone away (it **has**...).

● **When it is not true**

'Lie' also means to be in prone, prostrate or horizontal, resting position, e.g. when someone is on bed. Then it is a verb. The following forms are applicable.

	Present	Past	Past participle	Continuous
Lie (verb)	lie	lay	Lain	lying
Lie (to say falsehood)	lie	lied	Lied	lying

- I do not like **lying** on mattress.
- I want to **lie** on a mat.
- Yesterday I **lay** on a mattress.
- I had **lain** on it before I developed back-ache.

Look, if I want to **lie** (say falsehood) I will say that it is good to **lie** on mattress. But Mrs. Falso (our doctor) **lied** that she usually **lies** on mat at home. She had **lied** (said what was not true) before her husband came to tell us that was only **lying**...

● **Lay**

While '**lay**' can be at one time, past form for *lie* (be in prone position), it may be a present tense for some other things: When '**lay**' means 'to spread' or 'to put something somewhere' as in;

'do not *lay* your book here'.

The present tense is 'lay' past is 'laid', past participle, laid. 'Lay' can also refer to the process of the production of eggs, by a bird. Then, the present tense is 'lay', past tense, 'laid', past participle, 'laid' and continuous tense is 'laying'.
The hen had **laid** its eggs before I **lay** on my bed but if

had **lain** on my bed much earlier, I would not have allowed it to **lay** its eggs.

● Giving and taking

When something is given out, 'lend' is the word. But when that thing is taken or received, 'borrow' is the word. Always find out who possesses the thing that must be taken by another, then you will be able to use the appropriate word.

'Loan' cannot be used in this sense, although, American English permits this

Please **loan** me your pen (Am E)

Please **lend** (give it out to) me your pen

I want to **borrow** (take it to myself) your pen.

● Defamation of character

Whereas **libel** is any malicious statement against a person or persons **written** or **printed** and made available for a party other than the person reported, **slander** is a report of similar nature, not written but **spoken**.

● What comes with thunder?

While 'lightening' means capable of making something light – (*not heavy in weight and in colour or complexion*),

'**Lightning**', is the light that accompanies thunder. Note that the **e** is dropped.

● Not in big portion or measure

The difference between these is similar to the difference between 'few' and 'a few'.

'**Little**' and '**a little**' can be used before a non-count (uncountable) noun only and a singular verb is used with them.

There **are** only few boys here (plural verb with few)

There **is** little information about them (singular verb with little)

Yesterday I had a little water and
 I have is little and I cannot afford to give more than a jug of it.

● The manager and Me / I?

Subjective case (Subject level)	Objective case (complement level)
He	him
She	her
It	it
I	me
We	us
You	you
They	them

For example, *I saw them* is correct whereas, *I saw they* is wrong, because analyzing the clause, 'I' is subject, 'saw' is predicator and 'them' is the possible pronoun found at the complement (objective case) level.

S	P	C
I	saw	them

Notice that,

'they' is not at the complement (objective case) level and, as such cannot be used.

● Something necessarily Useful

Note that there are two **need's**:

One is a modal auxiliary like 'can' and 'may'

The other is a lexical verb like 'go' and 'come'.

Lexical 'need' will have a nominal group item: noun, pronoun, noun phrase, clause, 's' or 'ed' where appropriate; as long as it is discovered to be lexical:

- I **need** (lexical) a bicycle (noun phrase)
- He **needs** (lexical) a bicycle (noun phrase)
- She **needed** (lexical) a bicycle (noun phrase) yesterday.

But modal auxiliary **need** cannot take 's' or 'ed' just the way 'can', 'should', 'will' etc. cannot.

A modal auxiliary **need** will be known by its placement before a lexical verb, e.g.

'I **need go**' (go is a lexical verb)

(go is lexical) therefore 'need' here is modal,

'She **need go**'

(go is lexical), therefore 'need' here is modal and, as such, cannot take 's' although the subject 'she' is singular.

So differentiate between the two **need**'s in the following:

He **need** read hard

He **needs** some books to read

● When *only one* is relevant

'Either ...or' is a correlative conjunction as well as

'neither ...nor'

The correlatives should not be changed

Either **nor** -X or neither '**or**' X

Further, note that, they are both used only when two things or entities are mentioned; not more than two.

Not:

'**Neither** Alice **nor** Jane **nor** their teacher **nor** the principal....X when so used, it means, only one

● All possible places

Note that this phrase is **nook and cranny**, not 'nook and corner':

He searched every **nook and cranny** of the house meaning, *all possible places*.

● Having Multiple possibility

When not only is used, it is followed by the correlative part but also:

Not only is she a rogue **but also** aggressive.

● When it is not long ago

Of recent cannot not replace 'recently'.

● **Perfect human memory**

Something cannot be learnt 'off head' but 'by heart' and can be said or recited 'off hand'.

I learnt the poem **by heart** and can recite it **off hand**.

● **At the end of something**

The correct form is '**in the long run**' meaning 'finally', 'ultimately'.

● **At the beginning of a thing**

To mean 'beginning', 'outset' is the correct form, not **onset**:

I warned him at the **outset** of the game.

● **People and Persons**

'**persons**' is the legal word plural of '**person**'

Whereas '**people**' is the ordinary plural of **person** '**Personnel**' means, the working category in a place of work; it does not refer to one person, only.

● **Trying Best Efforts**

The avoidance of 'best possible' or 'possible best' is a wise step in avoiding an error. It is better to say, simply **-best**.

'I will do my **best**'

Not:

'I will do my possible best' or 'best possible'

● **Liking one over the other**

Prefer takes **to** as corresponding preposition whereas **preference** takes **for...over**

-I **prefer** orange **to** pine-apple

I have **preference for** orange **over** pine-apple

● **If it will happen soon...**

'Presently' means 'very soon', It is not the same thing as 'at present' or 'now' or 'at the moment':

Governor Bola Ahmed Tinubu may presently be Nigeria's President

● **Getting yours back?**

One **revenges** a wrong done to one **by oneself** but one **avenges** a wrong done to another person, **on behalf** of him:

She **avenged** her sister's assault.

● **Finishing up or Arresting someone?**

'Round off' means 'to conclude'

Whereas

'Round up' means, to surround with a view to arresting or capturing.

● **If it happens that...**

Only one of 'should' and 'in case', could be used at any one time, not the two together. Another way of saying 'if it happens' is, **Should**.

Should she come, please wake me up

OR

In case she comes, please wake me up

NOT

Please wake me up **should in case** she comes X

● **People who relate well**

Events are usually referred to as being '**social**' while **sociable** applies to people.

● **Finding Reason for an action**

It is either **so** or **therefore**, not the two together:

I am hungry **so** I am going home.

OR

I am hungry, **therefore** I am going home

NOT

I am hungry, **so therefore** I am going home X

● Workers in an Organisation

Staff is a word like personnel. It cannot apply to one person as cannot 'army member of staff' is possible but hardly 'staffer'.

Staff attracts only the plural verb: The staff **are** waiting

● Static; Not Moving

Stationary means, **not moving**,

Whereas,

Stationery refers to paper and the like. **Stationery** has no plural.

● Referring to human beings

Which of **who**, **whose**, **whom**, **that** or **which** will you consider? All of these are relative pronouns. They each relate to the noun / noun phrase immediately before them:

One of the ladies **who** sell tapioca, is here.

Who here refers to 'ladies' and that is why the plural verb sell has been used to match that plural noun 'ladies'.

Some people contend that, **that** cannot apply to people but there is no rule that stipulates this. **That** is used both for things and for people.

The **man that** saw me has gone (*that*, for human being)

The **story that** you told me is interesting (*that*, for a thing)

The difference between **who** and **whom** is that, 'who' functions at the level of subject, 'whom' the level of complement:

S	P	C
He	knows	whom you are
The boy who knows you	is	here

NOTE: When a preposition comes before, 'whom' is usually preferred because, even after analysing the clause, one would discover that the '**whom**' comes under the complement.

At **whom** are you looking?

not:

At **who** are you looking?

Whose means, 'somebody or something to whom or to which something belongs'.

The man **whose** daughter is pregnant

The window **whose** frame is weak ...

● Happening Three times

Although we could talk of **once**, '**twice**', the use of '**thrice**' should be avoided.

Instead use **three times**.

Thrice is anachronistic.

● Defining Friendships

The phrase **tight friend** is unrealistic.

Instead say 'bosom friend', or 'close friend' or 'intimate friend'.

● Happening before, not after

Till is informal.

Whereas

Until is formal and can be found at the initial position of a clause.

Till cannot be so found in formal writing. Notice that **until** has only one l unlike till with two l's

● Going in a certain direction

Toward and Towards are both prepositions.

American English prefers **toward** but British English, **towards**.

● Putting in effort for something

Try to is the correct form when it is to mean '**make efforts to**'.

'Try and ...' means that two things must be done:
first, 'try', second, whatever comes in front of 'and'

Try and see me (two things:)

- i. try
- ii. see me

but

'**Try to see me**', means:

make effort to see me (only one thing)

● **When to mean, 'suddenly'**

'**Unaware**' means 'not aware'

I am **unaware** of that information.

But '**unawares**' is an adverb which means 'without' someone knowing unknowingly'.

He caught me **unawares**

(without my noticing his moves, or he caught me in such a way I was surprised because I didn't see him move).

● **Making sense out of information**

There is a clear distinction between these two words. One comes before the other.

Hear before **understand**.

An English man who cannot make out what a French man says may say:

I cannot **understand** you,

but not:

I cannot **hear** you.

● **Going In the 'up' Direction**

As adverbs, both are correct

But **American** English prefers '**upward**'

Whereas

British English prefers '**upwards**'.

As adjective, only '**upward**' is correct:

An upward plunge.

● **With regards / With regard to / Regarding / As regards**

As regards, regarding and with regard all mean 'concerning',

As regards women, they are weak.

Or

Regarding women, they are weak

'With regards' means, 'love, respect, good wishes'

I sent the gift **with regards**.

● **'I Enjoyed'? Doubtful!**

When **enjoy** is used, there must be something that was enjoyed because *enjoy* is a transitive verb:

I enjoyed 'myself' at the party last night; not just, 'I enjoyed at the party...'

● **Are You Coming or Going?**

As you moved away from the person you were standing with, won't you rather, say 'I'll be back in a moment, please', or 'just a moment, please', as you leave, rather than the repulsive, *I'm coming*, which defies all reasoning, or, how do you reconcile that: you are walking away, but you would want the other person believe you are '...coming', at the same time!

● **Pollute /foul /spoil the air? How?**

When foul wind is sent out from someone's anus, that person has **farted**. Its present tense form is **fart** and the past and past participle form is **farted**.

● **A: I offer Biology**

B: You can't be serious!

It is better to simply **take** Biology or **History**. You may **offer** a sacrifice later, but not a school subject!

● I have headache!

You cannot have headache or cold, but a **headache** or a **cold**. You may also have an attack

● Hire, let, lease or Rent

Hire is used to show that the property taken over by a person is for a short time while **rent** is used for either a short or long period. **Rent** may also mean, the regular payment, made to the owner of a property acquired. **Lease** is the taking over of a commercial property for a specified length of time and **take out a lease** on a property is a common expression. **Let** is a word used to announce availability of a piece of property listed for hire, lease or rent.

● He speaks as if he is the President of America!

When **as if** is used, the **is** or **are** or **has** or **have**, **will**, **can**, **may**, **shall**, **dare** or **ought to**, after the **as if** must change to past tense form:

He speak **as if** he **were** (Not: **is**) the President...

They walk **as if** they **had** (not **have**) everything

● Did you school at Oxford?

One may have gone to school anywhere but he or she has not "schooled" there but only **attended school at** or has been **educated at** a University or college."Where were you educated?"; "Which school did you attend?"

● Are you a matured Woman?

Mature is an adjective – a word of description like **beautiful**. Adding a **d** is like taking that word to the past tense. Let us see if we can take a word in the same class of adjective (that is *beautiful*) to the past form:

She was beautifulled last night X

Adjectives, such as **beautiful** and **mature** cannot be taken to the "past tense" form because they are not verbs – or action words. Say:

Are you a **mature** woman? Or,

his travels have made him a **mature** man

● No one dares spoil your name!

If you deserve it, they may only **defame**, **vilify** or **slander** you. **Libel**, which is, writing uncharitable untruths about a person is also a crime. It is un-English to choose 'spoil' to describe any of the above!

● Inside an Aeroplane?

One cannot be **in** an aeroplane but **on** it or **fly with** an airline e.g. British Airways.

* You can also **be on** a bus, bicycle, ship or motorcycle

* You can **sit in** a boat

* you can **take** a train

* you can **come** or **travel** or **go** or **leave by bus / rail/ water** or **road**

* you can arrive **at** London **in** Britain

* You can stop over **at** Paris and arrive **in** Beijing (your final destination)

* After a flight, you can **alight** from the plane but you cannot "**drop**" from the plane

* You can write **to** a person but not, write him/her

* A person can **die** of Cholera or migraine but many people have died **on** the guillotine

* It is better to **live on** a meager income than to **die of** hunger or an uncomfortable situation.

* One can **shiver with** cold or **tremble with** fear

* Although, I am **confident of** myself, I have confidence **in** God

* I will not **write with** ink but **write in** ink and **with** a pen

* Nurses can be **good with** sick people but everyone knows that coke is **good for** thirst

* Praise is always **good on** the hard-working person

● If I saw him I would greet him!

If shows condition

Condition may be *real* or *unreal*. Wherever we find **if** there are always two events

If I **saw** him = event one

I **would** greet him = event two

If the events described are possible, then, use **see** and **will** but if the events have not taken place, or it is not likely to take place, use **saw** and **would** e.g.

* If I **see** him, I **will** greet him (it is possible)

* If I **saw** him, I **would** greet him (it has not happened)

Do not say: If I **see** him, I **would**...X

Do not say: If I **saw** him, I **will**...X

● This country Belongs to you and *I/me*?

The following usually appear at the beginning of English sentences: **He, she, it, me, they, you, I**

The following usually appear at the end of statements: **him, her, it, us, them, you and me.**

Look at these simple rules:

1. Whenever **and** or **or** appears in the sentence that has caused confusion as the one above, simply write the statements out twice, one, showing each of the confused options, for example, break it down, this way:

(i) This country belongs to **you** (correct)
but, can you say

(ii) This country belongs to **I**? or
This country belongs to **me**?

Me! Good! So, the correct form is:

Nigeria belongs to **you** and (belongs to) **me**.

That is the first reason why **me** is correct. The second reason is that, as written above, **I** cannot come last in a sentence:

- Nigeria belongs to you and I

(here, I comes last) but between I and me, it is me that can come last

Note these: I present these gifts on behalf of us, (not: we) workers in the ministry.

* Choose **him, me, us, them,** and **her** if there is the word, **between** in the sentence, for example: The contest is **between** Mary and **him** (not: **he**)

* If what is reported is pleasant, mention the other person's name first, if not, mention your name, first

The CEO recommended Aylwin and me for promotion

* After **such as** use, **he, she, I, we, you, they, it**

I know a woman **such as she** (not: **her**)

● **I had called the President before he slept!**

I called the President = event one

He (the president) slept = event two

If **had** must be used to show actions, there must be two events, NOT one.

For example:

I **had** seen her. (wrong)

She **had** told me (wrong)

//She **had** told me// **after**// I saw her// (correct)

so to use **had**, this way, the Statement must accept one of the following: **before** or **after** or **while**, or **no sooner...than** or **hardly had...when**

However, if **had** is not to show **action** but possession, then, we can use **had** in a clause or sentence with one event: - (a) I **had** problems before (correct)

(b). They **had** six houses previously (correct)

Compare a and b above With:

I **had** gone (wrong)

They **had** spoken (wrong)

In both above, **had** shows action but **had** cannot function with only one event or action.

● Economy, where are Your Breasts?

When we refer to a man, we use **he, him, his, and himself**. We use **she, her, hers** and **herself**, when we refer to a woman. Inanimate things take **it, its** and **itself**. For a new born baby whose sex is not immediately known, use **it**:

Is **it** a boy or a girl? Not:

Is **he** a boy or is **she** a girl? X

Soldiers, because of their selfless love for their countries see their country as a woman and use **her, she, and hers** to refer to the country.

Sports and businesses are also referred to as a woman

So, if Thailand economy is a woman (always to be described as such) where are the breasts! True, economy is supposed to grow, multiply and **she** supports the citizens--and the country's fortunes are measured by **her** strength. That is the economy. Friend, if you love your car, call her a woman.

● You *don't* suppose to go

You ARE supposed to wait!

As you use **suppose**, to mean, 'expected', or 'what is required to be done,' note the following:

- * Do not use **do/does/did/did** not before it:
you **don't suppose to...** X wrong
she **doesn't suppose to...** X wrong
- * Use, as a matter of compulsion, any of the following: **is, was, are, were, am** before the word **suppose**. In addition, after choosing any of the five words above, change **suppose** to **supposed**:

I **am supposed** to see the Governor tonight

We **are supposed** to learn simple rules of English

Interestingly, **suppose**, on its own, can also mean 'think'. If you use **suppose** in the sense of **think**, you only have to see it as a word of action like 'think'. Remember, as you can have I **think** now,

'I thought, yesterday'
'I have thought before,

you can have: I **suppose** you are fine, now,

I **supposed** you were fine yesterday

I had **supposed** you were fine before

● I ain't going no more!

The use of **ain't**, as a dialectal or illiterate replacement for **I am not, I have not, are not, has not or is not** is not acceptable unless perhaps as colloquial Americanism. Educated colloquial usage does not recommend or favour its use in formal, situations.

● What's the *amount* of students in the college?

Amount and **number** are used with different types of noun. **Amount** is used with mass or uncountable things such as water, milk, time and education while **number** is used with countable nouns.

What **amount** (not **number**) of milk have you drunk?

The **number** of men (countable) in this office is greater than the **amount** of drinks (uncountable) available

So, what's the **amount** of students in the college should be changed to "...the number..."

● Reporting a Question someone asked...

A: B, are you a politician?

C: B, what did A ask you?

B: A asked **whether** (not **if**) I was a politician

If is used when the statement is direct but not a report of an earlier question

If you are a politician, we can work together!

● **In *K*which Party are you?**

In which is often heard in statements where it is not required, at all,:

I decided to travel **in which** I informed my boss X

In which means, "inside something already mentioned", for example

I entered the office in which (referring back now to "the office") **I found the inspectors**, meaning that inside "the office", already mentioned, I met the inspectors. If reference is not intended to be made to something already mentioned, **in which** is uselessly faulty when used.

Many people also pronounce **which** as if pronouncing **kwhich**. Try remove the k sound. It is not a part of it in any sense

● **Which is better – to imply or infer?**

Both words mean, creating something out of something. Whereas **imply** is to suggest or make a slight mention of something, **infer** means, to derive or deduce from, as in :

* The speaker **implies** that something is wrong

* We **inferred** from his speech that something is wrong

● **Would you like to Emigrate or Immigrate?**

If you leave your country and **enter another** you **emigrate** from your country and are an **emigrant** to the new country, but an **immigrant**, immigrates (or enters another country). In other words, when a Nigerian enters Japan:

He/She **emigrates** from Nigeria (as an **Emigrant**)

Japanese authorities call him/her an **immigrant**

Nigerian authorities call him/her an **emigrant**.

● ***In the circumstances that...***

This phrase should not be changed to: **under** the circumstances that...

● When a Process continues

Continual and **continuous** are both words to use in the circumstances that an action or event goes on.

When the event or action goes on for a while and stops, and picks up again for a while and stops, it is **continual** but if the action or event goes on without any stopping, it is **continuous**

● The Reason Why is that...

The British Broadcasting Corporation, a prodigious arbiter of language recently accepted this expression as standard English but, the **reason is because** is not acceptable. Rather say, the reason is **that...** or it is **because...**

● Seats are for sitting!

We can have our **seats** (sit down on chairs or any such if we want to perform the **sit** action.

However, our **sitting** (manner of **sitting**) arrangement must allow the class to **seat** (contain) fifty people.

How many passengers does a Boeing 747 aero plane **seat**? (not **sit**), that is, contain?

● Peter, About his Master: "I *never* know Him"

Never and **do not** / **did not** are different, one from the other. Do not use **Never** when you intend to say **do not** or **did not**:

A: Name your bad habits

B: None! I **do not** smoke; I **do not** drink, not:

I *never* smoke... X

When **never** is used in this way it becomes pidgin, substandard, uneducated English

● Are you Impartial?

Then, you are **disinterested** in what you are a judge over, but when you have no interest or pleasure in something, you become **uninterested**:

Those who are **uninterested** in injustice are usually **disinterested**

● **That's no Excuse!**

To say that one is not at the scene where an offence was committed, one can claim an **alibi**, but can hardly make that an "excuse".

His **alibi** (not excuse) is proved; he is innocent

● **Between one *and* two!**

From attracts **to** while **between** attracts **and**:

From morning **to** night, they hew wood

Between 1 O'clock **and** (not: *to*) 2 O'clock, we will commence the journey

	WORD/PHRASE (CORRECT)	WORD/PHRASE (INCORRECT)	COMMENTS
1	Length	Lenght	th not ht
2	Strength	Strenght	th not ht
3	modern	mordern	no r before dern
4	maintenance	maintainance	maintain (verb) is correct
5	Grateful	Greatful	Grateful . Not : Greatful
6	Dining (table / hall)	Dinning	Dining means, relating to, eating
7	Christian	Christain	ti not ta
8	Convenient	Convinient	e , not i
9	Grievances	Grieviances	no i before ances
10	Mischievous	Mischievious	no i before ous
11	Argument	Arguement	no e before ment
12	lovable	Loveable	no a before ble
13	occurrence	ocurence / occurrence	oc ² + r ²
14	Recurrence	Reoccurrence / reoccurrence	re + c ² minus o + r ² notice no o before ur
15	occur	occur	g + ea , not, g + a
16	changeable	changable	ti , not ta
17	Digestible	Digestable	gea , not ga
18	Marriageable	marriagable	
19	Travelling	Traveling	Traveling is American
20	Kidnapped /	Kidnaped /	English, use ll (British).
21	Kidnapping	Kidnapping	Kidnaped is American
22	Equalled	Equaled	English; use
23	counsellor	counselor	PP (B r E).
24			

25	colour	color	Equaled is AmE; use ll (BrE)
26	Humour	humor	
27	favour	favor	Counselor is AmE; use ll (BrE)
28	labour	labor	
29	habour	harbor	Color is AmE; use ou (BrE)
30	axe	ax	
31	plough	plow	Humor is AmE; use ou (BrE)
32	programme	program	
33	sceptic	skeptic	favor is AmE; use ou (BrE)
34	Catalogue	catalog	labor is AmE; use ou (BrE)
35	Diarrhoea	diarrhea	diarrea is AmE; oea. ea r²
36	Encyclopaedia	encyclopedia	Encyclopedia is AmE; use
37	Haemoglobin	hemoglobin	hemoglobin is AmE; use ae (BrE).
38	kilometre	kilometer	ter is AmE; use ter (BrE)
39	centre	center	ter is AmE; use ter (BrE)
40	theatre	theater	ter is AmE; use ter (BrE)
41	Meagre/ Rheumatism	meager rheumatism	ger is AmE; use gre (BrE)
42		rheumatism	
43	Debris	debri	Debri is pronounced: /deh-bri/
44	Receive	recieve	ei not, ie
45	deceive	decieve	ei not, ie
46	Bouquet	bounquet	Bouque (of flower) is pronounced as / buu - kei / (improvised pronunciation).
47	Wednesday	wenesday	Wednesday is pronounced: / wen - s - dei /.
48	Lieutenant	Lutanant	
49	Committee	Comitte /commitee	pronounced: /lef - te - nant/. e: m² + t² + e²

50	Connoisseur Chauffeur Rendezvous	Conisseur Chaufeur rondevous	note: $n^2 + s^2$ chauffeur is pronounced as / shor – for /. rendezvous is pronounced as / ron – di – vu /.
51	Corps	cops	corps is pronounced as / kor – or /.
52	Corps member	corper	there is no word as corper in English.
53	Martyr	Martiah	Martyr is pronounced as mar – ta – ia
54	Diaphragm	diaphram	(note the g before m)
55	Etiquette	etiquete	$t^1 + t^2$, not $t^2 + t^1$
56	Sergeant	sergent	ea not e
57	Pneumonia	nimonea	not the p and eu
58	Champagne	champein	champagne is pronounced as / sh – am – pe – in /, not / cham – pag – neh /.
59	Cologne	colone	cologne is pronounced as / ko – lo – un /, not / ko – log – neh /.
60	Accommodation	Acommodation Accomodation Accommondati on	= CC = $C^2 + mm = m^2$
61	Pronunciation	pronounciation	note: pronounce = noun but pronounciation = nun
62	Privilege	priviledge previlege privelege	no d at all. Also, ri – vi not re – vi or ri – ve
63	Guitar	jitar fourty	Guitar is pronounced with the g as the g in girl: / giita /.
64	Forty	theif	or not our but four is our
65	Thief	trully	ie not ei
66	Truly	sam	l^1 not l^2
67			(do not pronounce the p : / sam /)

68	Psalm	psychology	(.. .. the p: /saikoloji /)
69	Psychology	Asma	note the th
70	Asthma	Seperate	pa not pe!
71	Separate	Manovre	note: œuvr not, ovr
72	Manoeuvre	Depo	Depot is pronounced as / deh - pou /
	Depot		
73		Neibough	ei not ie
74	Neighbour	Cieling	... r² + h minus gh
75	Ceiling	Cartagh	pp + p¹ = p² + p¹ . ta (not: te)
76	Catarrh	Hippopotemus	m² + s²
77	Hippopotamus	Commision/ comition	
	Comm		

PART TWO

LETTER WRITING:



CONCEPTS, CONVENTIONS & PRACTICE

LETTERS: WHAT LEARNERS MUST KNOW FIRST

The concept of Letter Writing will be discussed in this treatise. However, here are a few ideas connected with the art of writing letters:

Content

This refers to how well you have supplied a reasonable number of points in the body of a letter. It has also to do with whether or not you have written up to the required number of words. Is your letter relevant to the question before you?

Organisation

This refers to the planning you give your work. Did you write each idea in a paragraph or did you just lump things together? The different points need to be sequentially and logically arranged.

Expression

This has to do with your knowledge of the rules of English (which you learnt earlier in this book). Surely, any candidate who does not master these rules as they are outlined at the beginning of this book may not be able to express himself or herself well. Read, understand and try to remember the rules and their applications. Once you know them, you can score almost all the marks here.

What is letter writing?

Sometime ago, in my secondary school days, a student – a friend of mine – who had often been scornfully laughed at because no girl had ever written a letter to him through the school address (since we used to collect our mails in the refectory), hit on plan. What he did? Okay, he just wrote a love letter, signed the name of a girl at the bottom and sent it through the town's main post-office, to himself. We were all surprised that Suberu too, received a love letter. However, we later found out his trick and, come to think of it: in the weeks following this, he was roundly mocked by us, his peers. This shows that it is unacceptable for someone to write to himself or herself; there must be two people involved in letter-writing:

- (a) the writer (b) the receiver (also called audience)

From this analysis, as you know, three sets of letter could be written!

- (a) Formal (b) Informal (c) Semi-formal

Speaking with international focus, there are only two: the **formal** and the **informal**. The **semi-formal** is merely an African (WAEC) creation.

Formal Letter

A. A formal letter is also called an official letter. It is a letter written by someone or a group of people who are acting officially or who hold offices. They may be related to you but if you are going to discuss official business, you must write a 'formal' letter. These letters include those written to Newspapers, magazines, Periodicals, business units and shops, companies, offices and letters to schools – generally, letters to people who hold offices.

B. Informal Letter

This is the opposite of the formal letter. This is a form of letter written to people who are very close to you, e.g. your friend (including pen friends), relatives e.g. brothers, sister, parents, uncle and other close people.

C. Semi-Formal Letter

This is the one that is not really official neither is it really friendly in the sense of an informal letter. It includes letter to the friend of your parents, your teacher / principal, your pastor or Imam, older friends etc.

If however, you are writing to the principal of another school (not yours), it means you are writing to someone who holds an office and who is not close to you. In that case the letter is formal.

STEP – BY – STEP APPROACH TO LETTER WRITING

For candidates writing public examinations, immediately you take your question paper, choose the question you are to answer.

The next step is to ask yourself: Is it a *formal*, *semi-formal* or *informal* letter?

You need to do this because, if a letter is formal and you understand it to be semi-formal, it means you will lose marks because the necessary things which a formal letter should have will be missing in your semi-formal approach.

Now, consider the components of the letter.

Components of a Letter

After you have determined the type of letter, fix the following components: You must write down the components so as to guide you. Write them down in your answer booklet and cross them with a pencil.

(a) Audience

This is the person who is to receive your letter and read it. The person to whom you have been asked to write is your audience!

(b) Purpose

You see, some questions are formed in a way that you are expected to discuss two things with the audience. But many candidates usually pick only one purpose and write. There is no way he / she will not lose half of his mark in this way.

(c) Language

This refers to the type of words you will use. It is when you determine who your 'audience' is (is it my friend, my father, or teacher?) that you know the appropriate language to use. Let me describe the type of language you will use for the three types of letter.

(i) Strict Language

It is used for only formal letters. This means you remove any tone of familiarity from your letter. For example, statements like:

'How is your wife?', 'Greetings to you in Jesus' name', etc, are to be avoided in formal letters. Additionally, you must write all your words in full.

Can't will become **Cannot**, **won't** will be written as **will not**.

You should not abbreviate, for example, OAU: write it fully. You should also go straight to the point.

(ii) Loose Language

This is used for only **Informal** letters. It means you can sound very friendly e.g. 'How are you?', 'I saw Michael yesterday', 'greetings to your darling girl friend', etc.

Further, you should shorten your words. In fact, you should shorten **cannot** to **can't**, should not to **shouldn't**, etc. if you do not do it, you will be PENALISED. You can write a little bit of slang, colloquialisms or Americanisms, provided you put them in inverted commas, for example, "I 'wonna' travel soon" – so wrote a candidate sometime ago. However, to guarantee you do not lose mark through careless use of slang, etc. do write normally without them.

(iii) Tepid Language

You can use this for the **Semi-formal** letters. It means your language will have some tone of respect and friendliness at the same time. You should not respect your audience too much, you should not be too friendly with him – as in the case of letter to your school principal.

So, when you take your question paper, simply list the following on your answer booklet or the first page of your answer booklet for example,
Write a letter to your friend who has left your school telling him / her certain changes that have taken place in your school, when they happened, and how they affected life in your school.

Now, you write.

Audience:	Carter
Purpose:	(a) Some changes in my school. (b) When they happened. (c) How they have affected life in the school.
Language:	Loose

Letters and Conventions

A. Formal Letter

It will have addresses: yours and the address of the office where it is going.

I advise you to use **BLOCK ADDRESSING** on the examination day. Your address will come first at the top right hand corner of the page. Look at it....

37, Copperfield Road,
Apapa Way,
Lagos.

20th March, 2019.

The secretary,
Apapa Local Government,
Apapa,
Lagos.

(Leave a line here. On the next line write)

Dear Sir / Madam,

(Under Dear Sir / Madam put your topic)

- Notice the comma at the end of each line in the address.
- Also notice the date (please always write it in full) see my "20th" (Do not write it as -20th otherwise it becomes a position).
- Then on the next line, to the left hand corner, close to the margin, you will write the address of your audience. When writing the address, you must use your brain, for example. To whom will this letter be addressed? Imagine that the question below is meant for you:

Write a letter to the head of the University in your town.

It should be addressed to:

The Vice Chancellor,

.....,

.....,

.....

Dear Sir/Madam,

TOPIC (Here)

In that address too, each line will end with a comma, until the last word. Then a full stop. After that, leave a line. On the next line, very close to the margin, write: 'Dear Sir / Madam'. See that 'D', 'S' and 'M' are all in capital letters. After 'Madam', put comma, then comes the topic.

Making a topic

Your topic should be very short, make it to look very neat and it should be made in a way that it will represent all the 'purpose' of your letter for example, **write to the secretary of your Local Government complaining about the lack of water, electricity, stadium, etc.**

Something like this may be an appropriate topic:

PLEASE PROVIDE AMENITIES IN ACCRA

Five words!

I advise that you write your topic with all words in capital letters.

Writing it with the first letter of each word in capital is very technical because certain classes of words should not be started with capital letters. They include pronouns, e.g. *he, she, it, etc.* articles *a / an, the* conjunctions, e.g. *and, or, but, etc.* Interjections, for example, *Ah!, Oh! etc.* and prepositions e.g. *on, in, at,* etc. they cannot have their first letters written in capital letters in a topic because they are called 'closed system items'.

When you write your topic in capital letters, you should NOT, as a rule, underline it. You will soon learn to write the body of a formal letter.

When you have finished writing the body, down the right corner write: **Yours faithfully** + a comma on the same line.

On the second line, write your names, starting with your surname + your first name. If you are not a man / boy indicate Miss / Mrs. beside your name and bracket it. Look at it:

Yours faithfully,
Yemi Doherty (Miss)

Note that **Y** is capital in **Yours** but **f** is small letter.

B. The Informal Letter: Components

This requires only your own address at the top right hand corner. After this you should write the date and put a full stop.

After this, is salutation. Please take care. If you are to write to a pen friend (a friend you have never seen face-to-face but who you always communicate with by writing only), be careful. You should not say 'Dear Nike' or 'Bola' or 'Madam'. Since he or she is expected to be far away probably outside the country you are writing from, so you should use a foreign name 'Dear Felix'.

You salute people under informal letters as follows:

'Dear Val',

'Darling Rose',

'My dear Betty',

'My darling Ray',

'Dear Brother Lawrence',

'Dear Sister Rose',

'Darling' / 'Dear father',

'Darling' / 'Dear mother',

It is wrong to simply say :

'Dear Friend' – mention his or her name.

Topic

No topic is needed for informal letters.

Subscript

To end your letter here, use:

Yours Sincerely,	}	
Yours,	}	
Love,	}	+ only your first name
Yours ever,	}	
Your affectionate daughter / son,	}	
Affectionately,	}	

C. The Semi-Formal: Components

Here too, like the informal, you need to write only your address at the top right hand corner. There is no inside address.

Salutation

You can greet people who fall under the semi-formal category as follows:

Dear Mr. Alfred

(Your father's friend)

Dear Sir

(Your teacher / principal)

Dear Mrs. Aribido

(Your mother's friend)

Dear Uncle Bob

(Your mother's brother)

Dear Aunty Sally

(note that 'aunt' is not the same thing as sister)

Dear Rev. Fr. Jones (A priest in your church)

Dear Madam Monica (An elderly church member)

Now after each of them, there should be a comma.

Topic

No topic is required for semi-formal letters.

Subscript

You can conclude by using any of the following:

(1) Yours sincerely, + your name and surname

Or

(2) Yours truly, + your name and surname

We have looked generally at the essential parts of each of the forms of letter. How do you write the body of each type of letter? Before you start to write any letter or even essay, you must know your purpose(s) and, it is from this that you draw your scheme or work plan, just the way a big house would first have small plan on paper. This is called 'outlining'.

Outlining

This is the planning of work. The body of any letter or essay for that matter, has three big parts; namely:

(a) Introduction

This should be written in a single paragraph. It will definitely contain the purpose of the letter or essay. You should mention the purpose so

that you do not keep your audience (reader) waiting till the end. It must be mentioned in the first paragraph.

(b) The body

This part is the real concern of the letter or essay. It will be long if there are about two or more purposes but it will be short if it contains only one purpose.

Each point should be separated from the others by putting them in different paragraphs. I will demonstrate this soon.

(c) The conclusion

Here you are expected to summarise your overall impression about what you have written. What do you think will happen or not happen if things (which you are discussing continue or discontinue) etc. Here is where you will give your general remark and end.

Let us take this question for example.

Write a letter to the head of a university advising him and the university council to create more admission spaces for science and technology candidates than for humanities.

(My address and date with appropriate punctuation, here)

1, Karounwi Street,
Eleyele Lay-Out,
Abeokuta.
15th April, 2019.

The Vice-Chancellor,
Gateway University,
Abeokuta.

Dear Sir,

MORE ADMISSION SPACES FOR SCIENCE CANDIDATES

Outlining / Planning

Now, look at a possible plan of the work:

1. First, I have known my **audience**.
2. Second, my **purpose** is to advise the university to admit more science candidates.
3. Third, the type of **Language** I will use: *strict* (you know what this means and entails).

Now, I will write the outline as follows, ever before starting to write the letter itself. As you know, this is like planning what to write before the actual writing.

(i) **Introduction** (1 paragraph)

Tell him why you have written this letter and tell him you know he will do something about your request.

Now, what you will write under the body depends on the purpose of the letter. We have only one purpose but we can give points why we want more admission spaces for science students.

(ii) **Body** (3 paragraphs) Reasons:

- Scientists and technologists develop the nation and our country is still developing.
- The rest of the world has gone past our country in technology and science; we should catch up to them.
- There are already many courses for Arts and Humanities
- Scientists seem more relevant for most job opportunities all over the world today.

(iii) **Conclusion** (1 paragraph---and it could look like this:)

Finally, I have discussed the benefits of giving science students more spaces. India will continue to develop like the other great nations if my suggestion is taken. Your university will also be known throughout the world for promoting scientific development.

Yours faithfully,

(Adeyeloja T.)

Adeyeloja Tai (Miss)

So, if you want to write a good letter or essay, first write out the outline you will follow.

HOW TO TACKLE "PROBLEM" QUESTIONS

Whenever you are given a problem question, it will be treated differently. A problem question is one like this:

Write a letter to the editor of a newspaper discussing the pains of unemployment and suggesting what could be done.

Now, you know *unemployment* is a problem (it will be up to you to decide quickly whether what you are dealing with is a 'problem').

Others are *armed robbery, road accidents, students' failure in examinations, prostitution, terrorism, hooliganism, insecurity, poverty, illiteracy* etc. Now, this is the approach.

Introduction (1 paragraph)

Tell the editor why you have written the letter. Also tell him that you believe he will help you publish the article for people to read. All of these will be in one paragraph only.

Body – since it is a problem question, the problem of 'unemployment' here should be discussed, paragraph by paragraph under the following headings:

- Causes:**
1. Few industries.
 2. Too many graduates of Humanities.

Effects:

1. Some of the unemployed people find life difficult and some have even killed themselves.
2. The economy of the country is affected since the people who have great knowledge have no place to work and have left the country.

Solution:

Now in trying to suggest solutions, you will go back to the 'causes' and ask the government to change the things that cause the problem, for the better.

1. Establish more industries.
2. Universities and colleges should produce more science and technology graduates who can fit into modern-day job vacancies.

There are three categories of things to be discussed under the body. So, the body will have six paragraphs, two for **causes**, two for **effects** and two for **solutions**. Then we can have the **conclusion** (1 paragraph).

If government takes my suggestions:

1. Unemployment will end;
2. The economy of the country will improve.

In all, we have 8 paragraphs.

Note: When you write a letter to the editor of a newspaper or magazine or periodical, their address should be under (not directly) your own address which is at the top right hand corner:

The Editor,
Daily Times,
P. M. B. 505,
Victoria,
London.

Note that **Daily Times** is the real name of the newspaper not

'The Daily Times', or 'The Daily Times Ltd'. Just write the exact name of the paper and put commas after it.

What again is your problem? You mean outlines for semi-formal and informal letters? It is the same method of:

Introduction,

Body (to discuss the purpose(s)) and

conclusion.

Anything again? Let us continue.

Summary of Letter writing

So, what we have been saying are these: There are three forms of letters:

- (i) Formal
- (ii) Informal
- (iii) Semi-formal

Requirements

A. Formal

Formal letters require two addresses! Yours at the top, right hand corner, the receiver's below yours – close to the left hand margin.

Formal letters require 'Dear Sir / Madam'.

A formal letter is the **ONLY** one which requires a topic. At the end, just use 'Yours faithfully' + signature + surname and the first name.

B. Informal

Informal letter requires **ONLY** your own address.

Informal letter Needs **NO** topic.

C. Semi-formal

- (i) Semi-formal letter requires only your own address.
- (ii) There is **NO NEED** for topic.

Language

For formal letter, use **STRICT**.

For informal letter, use **LOOSE**.

For semi-formal letter, use **TEPID**.

OTHER ESSENTIAL ISSUES

Before you start to write your letter or essay, first do the following:

- (a) Determine what type of letter you are writing:
formal, semi-formal or informal?
- (b) Write out:

- i. audience
- ii. purpose
- iii. language

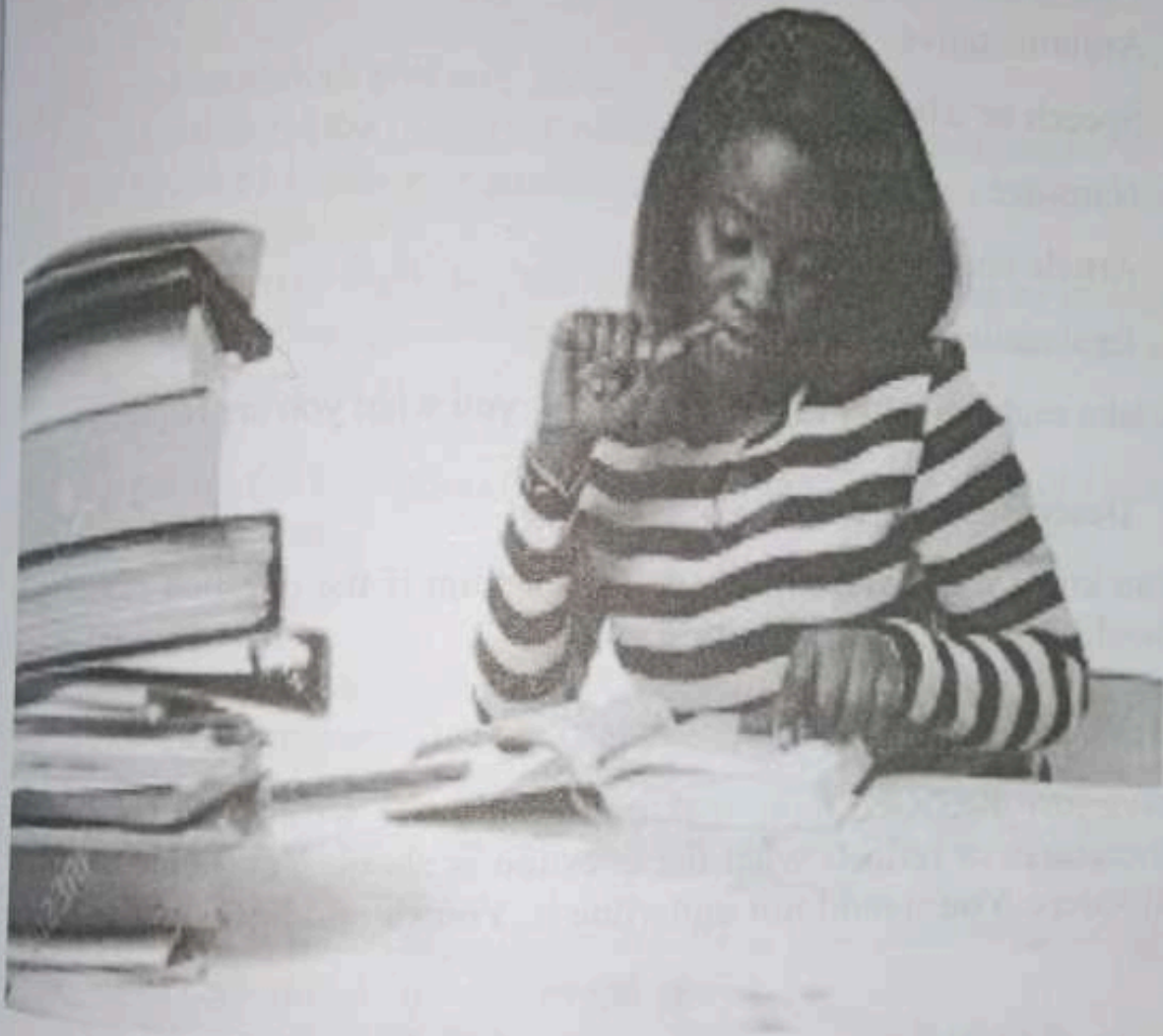
(c) Write outline for:

- i. introduction (1 paragraph)
- ii. body (some paragraphs)
- ii. conclusion (1 paragraph)

- iii.

PART THREE

ESSAYS AND CONTINUOUS WRITING:



WRITING IT RIGHT

WHAT ESSAY WRITING ENTAILS

What is essay writing? Is it different from letter writing? We will not waste time on this since you are familiar with it. You can be asked to write on any of the following types of essay. (Look, some candidates write a letter including address, salutation, subscription, etc – instead of an essay) Look through the question. If it does not say “write a letter” or “give a reply to someone’s letter”, etc., know that it is an essay.

Types of Essay

- A. Descriptive
- B. Argumentative
- C. Speech or talk
- D. Narrative
- E. Article on general interest
- F. Explanation of a process or idea

Let us take each one after the other to show you what you are required to do.

A. Descriptive Essay

You can know it is a descriptive essay question if the question stipulates that you should **describe** somebody or a place.

Step 1: Write a topic.

We have just discussed topic-making under letter writing. Just write a topic which captures or reflects what the question is about. Your topic should be in capital letters. You should **not** underline it. You should **not** put a full stop after it either.

Step 2: Write your outline.

Introduction, Body, Conclusion.

At the bottom, do not put your name, signature or anything. Just make sure you write your conclusion well. But, if the question says that your essay would be published – “suitable for publication” – in a magazine or newspaper, then put

your name (surname first + first name), then name of the place from where you are writing.

B. Argumentative Essay

You will know that a question is an "argumentative" one if it asks you to 'argue' or 'speak' or 'talk' for or against a particular motion. A motion is a topic which you are going to talk about. Do you need a topic? No!

Introduction

The first thing here is to study the question well and see where the debate is to take place so that you will be able to greet the invited guests appropriately.

If it is in your neighbourhood, you will greet:

Chairman / Administrator, Oba / chiefs, Councilors, invited guests, members of the public (distinguished ladies and gentlemen), your colleagues, co-debaters, time-keeper and panel of judges.

Just study the question very well. So, the very first thing to do is to greet all present. That is one paragraph. In the same paragraph, using a separate sentence, tell them all, the part you are taking in the debate:

"I will hereby argue for (or in support of) the motion that ..." or "I will hereby argue against the motion that..."

Body

The body of an argumentative essay is technical. The method is this: Just imagine the points your opponent is likely to raise. You will raise each of these points and tell the audience that by saying this point, your opponent is wrong, then, place your own opinion upon the one you have disproved, for example,

"My opponent has said that female children are better than male ones because female children take care of their parents in old age".

(This is what you imagine your opponent said). Then, put yours upon it: "This is by no means true, because only male children who bear the name of their parents will be available by the time the female children might have moved away into other families..."

Do you understand this method? So, this is the way you will handle other points.

Conclusion

You will now call all present by their identities, for example, "The chairman sir, distinguished ladies and gentlemen, I am sure you have agreed with me on

my points and I know that the panel of judges will support my view". Then say last, **Thank you**. No other thing is required. It is only if it is indicated that your essay will be published that you may add: your name + town and country (if you are writing for an international magazine).

C. Speech / Talk

A Speech or Talk is almost the same as an argumentative essay. The only difference is that you do not argue. You just give your opinion, straight away.

So, your talk or speech **must have** a topic / heading. That is the first thing. Next, draw your outline as follows:

Introduction

Body

Conclusion

After this, put your name at the foot or bottom of the speech, indicate whether you are a prefect or captain. Then write 4B or 5A etc. (in case of writing a speech). If you will read to your school mates, indicate your class.

D. Narrative Essay

You will know you are dealing with a narrative essay if you are asked to narrate an event for example, how you travelled from one place to another last December, or you are asked to narrate a story. The story title may be a proverb or idiomatic expression or adage or even a maxim or an axiom. for example, explain the meaning of "All that glitters is not gold", using a story to illustrate it. Many candidates usually write badly under this kind of question. If you do not know the meaning of the proverb or adage, leave that question and choose another which you understand. You need adjectives to be able to describe the events vividly.

You **may** or **may** not have a topic but you must first draw your outline as follows:

Introduction

Body

Conclusion

You do not need to write your name at the bottom. This is the same method you use for "Explanation of a process". For example, explain to your younger

brother, the process of manufacturing sugar as you were shown on your last excursion to Bacita Sugar Company.

After the topic: **HOW TO MANUFACTURE SUGAR**

Start to **introduce** us to the essay, thus:

Sugar is a domestic commodity that many people use. It is used for various things and in almost all homes. It is a pity, not even one quarter of those who use sugar know how to produce it. I will, in this essay discuss how sugar is manufactured.

Then go on to **body**, then to **conclusion**.

E. Article

This is the type I will recommend that you choose if it comes. You will just be required to write on a general interest topic. For example, "write an article for publication in one of your national magazines on the role of women in your country". (Note that this is an essay and not a letter, although the question states: 'For

publication in...". The first thing you do is; write out the topic: **The role of women in Ghana** (State the name of the country. Don't write "in my country")

Start with the **introduction**, then go to the **body**, for example,

they take care of the family,

they imbibe and teach culture,

they are the builders of the children who will lead in the future

they take part in commercial enterprises.

Then, write out the **conclusion**. After this, write your name at the bottom, and on the second line, the name of your town.

All along, I have asked you to write your outline. It is not to be written in the essay / letter but before you start to write the real essay. You can write it at the top of the real work and cross it out with a stroke of pencil or ink. For example, you could outline as thus:

QUESTION 2

Outline

Introduction (1 paragraph) greetings & purpose

Body (points)

- bad roads
- careless drivers
- bad vehicles

Conclusion (1 paragraph)

My final point.

(then cross it out lightly and start the real essay or letter under it). It is a guide for you.

WORK TO DO

1. Write out the five differences between a letter and an essay that you know.
2. Draw an outline for the following question: write an article suitable for publication in one of your national newspapers on Prostitution.
3. Write out the first paragraph for question two, (above).
4. Write out the conclusion for question two, (above).
5. Write a suitable topic for question two.

PAST QUESTIONS AND ANSWERS, AND SAMPLE LETTERS AND ESSAYS

SAMPLE LETTER 1

Write a letter to the Chairman of your school's Old Students' Association enumerating amenities to be provided for your school, in your capacity as the senior prefect of the school.

Note: This is a formal letter.

A Personal Guide for Answer

- Audience** - Old students' Association's Chairman
Purpose - Tell him/her about the amenities we lack
Language - Strict

OUTLINE:

- Introduction** - Mention the purpose.
Body - Amenities needed are:
 - assembly hall
 - playing fields
 - library**Conclusion** - Summary of 'body' and opinion

Mayflower School,
P. O. Box 1234,
Tafo,
Ghana.
22nd May, 2021.

The Chairman,
Mayflower Old Students' association,
Tafo.

Dear Sir,

AMENITIES FOR MAYFLOWER SCHOOL

I am writing in my capacity as the Senior Prefect of Mayflower School. In the first place, I wish to thank you and members of your association

very sincerely for the wonderful work you have been doing in our school since you assumed chairmanship of the association. However, on behalf of the entire student population of the school, I wish to place before you, our request for certain amenities which we lack in our school and which have seriously threatened the continued development of our dear 'Mayflower'.

In the first place, I must inform you that, even up till now, our school has no assembly hall. This situation has been like this for over two decades. You will remember that at your own time in this school (as some old students have told us) students used to assemble in one class whenever there was need for student assembly such as for morning and evening prayers, meetings, social activities, such as debates, conferences and other important activities. But now, the school is quite populous and the need for a moderate-sized school hall is very obvious. On many occasions, we have had to assemble under the scorching sun or drizzling rain.

Similarly, I must remind you that we have no playing field – however small! After a day's hard work, students should be encouraged to do some exercises and participate in games practice, towards inter-school competitions. At least, a proverb says, 'all work and no play, makes Jack a dull boy'. We do not want to be "dull Jack". We therefore need your support to create a playing field for football, hockey and athletics, for a start.

In the same vein, it must be brought to your notice that the great Mayflower has no library! All we have is a tiny reading room which can fit the description of a tiny kitchen. There are no books to be borrowed by the students. The

importance of library is so great that we cannot continue to fold our arms on this issue. Its establishment will definitely improve the academic standard and performance of our students. A school without a library is like a mouth without teeth.

Finally, Sir, I thank you again for your gestures of the past and look forward to your positive action in the provision of the aforementioned amenities. All of us students, and posterity will remember you and the association for it.

Thank you.

Yours faithfully,

Gorimapa James

(Senior Prefect 2004 /2005)

Analysis and Comments

Being a formal letter, no rapport or tone of closeness or familiarity should be used in the letter. Remember, if you must ask somebody for something, do not forget to thank him/her for the past favour. We simply followed the outline drawn at the beginning. If you forget to draw an outline, your work will lack organisation and substance.

SAMPLE LETTER 2

Your town or village improvement society has raised a large sum of money to bring either electricity or health care to your village. Write a speech you would give at a meeting of the society in support of one of the projects.

Note: This is SPEECH-MAKING-not an argumentative essay. It is not a letter, either.

Answer

OUTLINE:

Introduction - greet all present + a hint of the purpose of the speech.

Body - - make a speech to support one of the two views.
I support electricity.

Reasons

- Electricity brings industries.
- Electricity modernizes our village.
- Electricity brings job opportunities.

Conclusion - summary of purpose + personal opinion.

Sample Answer

IN SUPPORT OF ELECTRICITY PROJECT

The chairman, members of the executive committee, honourable members, friends and well-wishers, great men and women of Alabadudu, good afternoon. My name is Kanu Maradona, the leader of youths in Alabadudu village.

I hereby rise on this occasion to participate in taking a great decision for the progress of our village. We often hear that in Lagos, their common enemies are flood and armed robbers. In South Africa, their common enemy is the racial discrimination principle. In our dear Alabadudu, what is our common enemy if not darkness of mind, eyes and darkness of the nooks and crannies of our village? I therefore rise to make a case in support of the electricity project against that of a health care project.

First and foremost, let us be convinced and rest assured that if we embark on the electricity project, many industrialists will be wooed to our village. When these industrialists come to establish factories here, it is their usual practice to establish health centers too, to cater, not only for their workers but also for the neighborhood. We can even woo up to three industries, which means that we would be able to boast of three health centres---killing two birds with a stone!

Additionally, when electricity comes to our village, who does not know that civilization has actually come? Even electricity is needed in running a health-care centre. Electricity will encourage the use of electrical appliances - radio, television, fan, refrigerator and others. All these will bring our people who

have run to urban centers and other modern cities, "back to land". With the money they bring from their sojourn, they can easily help our village to develop.

Also, pursuing the electricity project will enable our village to develop even beyond the establishment of a health centre. There will be several job opportunities because, when industrialists start to come as a result of the availability of electricity, indigenes of Alabadudu will become gainfully employed. Even radio stations and television stations will be established here, alongside other business ventures. This does not mean that we would leave farming jobs, but, we will be able to divert to other things and gain tremendous experience like people in Lagos and other cities.

Finally, the chairman, great men and women of Alabadudu, let us wake up. Opportunity comes once in a life-time. Let us embrace it; let us take advantage of electricity to bring industries, modernity and jobs to Alabadudu. Our children and coming generations will bless us for making our decision for electricity now. It is a wise choice. Yes, it is!

Thank you all.

SAMPLE LETTER 3

Write a letter to the Editor of a national newspaper in your country discussing the problems of taking examinations in your country.

Note: This is a formal letter. **Answer:**

OUTLINE:

Introduction - Purpose of letter (1 paragraph)

Body - **Problems**

- high fees
- no books
- examination centre distance
- far registration centres

Solutions

- reduce fees
- prescribe books
- create near exam and registration centers

Conclusion - My summary and opinion (1 paragraph)

St. John's Grammar School,
P. O. Box 66,
Ile-Ife,
Osun State.
15th March, 2020.

The Editor,
Daily Times,
P. O. Box 9999,
Lagos.

Sir,

PROBLEMS OF TAKING EXAMINATIONS IN NIGERIA

I am particularly surprised that nobody has ever raised the issue of the problems that candidates face in taking examinations in Nigeria. In any case, I

am very sure that this article on this topic represents the view of several thousands of candidates in our dear Nigeria. In this article, I will analyse many of the problems and also suggest ways of ameliorating the situation.

The first noticeable problem of candidates is how to cope with high examination fees. To many of us, it seems that the coordinators of our examinations usually wake up one morning and fix any fee they like for the examination. Not all of us are born with silver spoons in our mouths and if candidates from rich home can afford four thousand naira for an examination of about seven subjects, can poor students do the same? Many of us are orphans and we fend for ourselves. This problem of high fees has led to the withdrawal of candidates from retaking their examinations after failure.

Trailing the problem of high examination fees is the inadequacy of examination registration centres.

In many cases candidates have had to travel over fifty kilometers in pursuit of registration forms for their examinations. In many cases a lot of candidates have either been duped by people who pretend to represent examination coordinators, or have died on their way to the registration centres in road accidents. What a huge loss each time!

Thirdly, even if the candidate has registered, he or she is not assured of an examination centre near his or her home. It is no exaggeration that some

candidates have, in the past been assigned to examination centres, forty kilometres from their homes. This often leads to lateness of candidates to examination halls. It finally leads to the candidates' failure. What an enormous misfortune!

To crown it all, many candidates fail their examinations regularly because there are no prescribed books on their various subjects. External candidates suffer more in this way since there are no teachers to put them through.

The following suggestions are put forward so that candidates can take examinations with ease, and ready mind.

First on the list of solution is that, if examination fees must be high, the government must be ready to subsidize it by paying half of the total fees on behalf of each candidate in line with a view of Diogenes, a philosopher, who said, 'the foundation of every state is the education of its youths'.

In addition, local examination registration centres should be opened in each town and the coordinators should try to place each candidate at an examination centre very close to his or her home.

As a bonus, the coordinators should prescribe books that candidates could read on each subject as a guide. This will help candidates pass their examinations easily.

Finally, if these suggestions are taken by the various examination bodies, the situation will never be the same again: confidence will take the place of anxiety, hope will replace uncertainty and resounding success will be the reward of those thousands of candidates who burn the midnight oil, reading from cover to cover, each year.

Thank you.

Yours faithfully,

Emeka Njubigbo

Analysis and Comments on the Answer

First, note that the letter is a formal one. As such, it must have the writer's and receiver's addresses, salutation, and a topic which should be written in capital letters throughout and NOT UNDERLINED.

SAMPLE LETTER 4

Write your contribution for a debate organised by your school either for or against the motion: 'Capital Punishment Should be Abolished'

Answer (This is an essay; not a letter).

OUTLINE:

Introduction (1 paragraph)

Body - Why I am against it:

- It does not redeem what has been destroyed.
- It cannot discourage others.
- Criminals that are not killed can change for better.

Solutions

- Instead, what can be done?

Conclusion - (1 paragraph)

CAPITAL PUNISHMENT: A GRAVE SOCIETAL EVIL

Good afternoon, the Chairman, Principal, members of staff, the entire students, panel of judges, ladies and gentlemen. In the old Roman Empire and Greece, it was one way of dealing with criminals and offenders. Some religious organisations also saw it as a method of eliminating anybody who was opposed to the teaching of the organisation. Now, Rome and Greece no longer practise this method. It is now the turn of some African states to use this method of punishment on offenders. Capital punishment – the act of killing an offender by firing squad, electrocution or hanging – is now popular in our present age. Should this continue? I now stand up to throw my whole weight against the continuation of capital punishment.

On the first premise, it is largely unreasonable for anybody – government or individuals – to kill somebody because he / she is a devil or criminal. There is no point crying over spilt milk. Do two wrongs make a right? Obviously not! Cases abound where robbers or brigands kill people or deal in hard drugs or simply insult the president. Some who want capital punishment say that killing the offender will bring pain to bear on him. But is it really true that somebody killed by two booms of bullet or even one, felt any pain? It is doubtful.

In the same vein, it is a kind of punishment that does not deter or discourage others who might want to commit the same offence. Honestly, ladies and gentlemen, once a criminal knows that the moment he or she is caught, only one bullet will silence him or her, that person will become hardened, killing for living, raping and maiming, looting and hooting, enjoying his criminal activities. Some people say that when a large crowd watch the public execution of an armed robber, for example, those people would avoid the offence that brought that person to destruction. But is this true? Sincerely not! Around the early 1970s, armed robbers were killed at the Bar Beach in Lagos from time to time. Does it now mean that there are no more double-dyed, hardened, grandmaster robbers in Nigeria? In 1986, Mr. Ovbigo Anini, a terrible, daring armed robber was killed in Benin City by the firing squad, yet the menace still persists. Look, ladies and gentlemen, killing of offenders does not bring an end to the problems created.

Similarly, those who are optimistic should think that criminals can still turn over a new leaf, if their lives are spared. Examples abound of dyed-in-the-wool criminals who now preach the Gospel of God, teaching morality and good manners. Such people appear to be the best set of people who could mould and change the lives of up-coming criminals. But ladies and gentlemen, if such people are killed straight away, would they be able to influence others positively and bring about a safer and better society in which to live?

Instead of killing a criminal, ladies and gentlemen, may I recommend that the government put them in reformatory homes, or attach these criminals to religious institutions and morality schools where their minds could be changed, thereby becoming useful tools for government and society, later.

Finally, the Chairman, Principal, panel of judges, fellow students, ladies and gentlemen, I have said that capital punishment should be abolished for the good of society. If capital punishment is stopped, and my suggestions experimented, in few years' time, crime will have been completely wiped out. As I was talking, I saw the Chairman and everybody nod to my points and I know that the panel of judges will come down on my side of the fence.

Thank you.

Agnes Scott

Class Four B(est)

Analysis and Comments

First note that this is an essay. Watch it, if you have not been asked to write a 'letter' or 'reply' etc. you should know that it is an essay. As such, it does not need addresses. Further, draw your outline. Go back to the aspect of argumentative essay (in this book) and read more about presenting your points. Since it is not a letter, you need not write 'yours faithfully' etc. at the bottom.

SAMPLE LETTER 5

Write a letter to your mother who is overseas, telling her about the problems you are facing in school and at home and requesting to be allowed to join her.

Note: This is a formal letter.

Answer - (This is a letter).

Purpose: To tell mother problems I face in school and at home and that I want to join her in London.

OUTLINE:

Introduction - Purpose of letter (1 paragraph)

Body - Problems at school

- School fees
- No good teachers

- Problems at home

- Nobody takes care of me
- I'm not encouraged to study
- I am used as a slave

Conclusion - My summary and opinion; I want to join you (1 paragraph)

16, Cooper Road,
Takoradi,
Ghana.
November 19, 2018.

Darling Mother,

How are you? How, particularly is London weather treating you? I had really wanted to write to you before now, but my exams hadn't allowed me. I know that I should bring each subject to its knee this time as I've always done. In this letter, sweet mum, I will tell you about my problems both at home and in school. I will also suggest a way out of my problems.

The first problem I have in school is that I am usually sent out of the school simply because I have not paid my school fees. Over the months, my uncle has been promising to pay the fees but he has not been able to. Instead, he plays pools, spends his money on 'B & Y' and 'face-to-face' napping. Apart from this, he is a credit worthy drunkard who has been picked from gutters on mornings following all-night drinking at beer parlours. Our principal, Mr. Komenikanri usually beats me seriously before sending me harshly through the school gate. It was then that I remembered that, if my mother – you sweet mother – were here, you would pay my fees and wipe my tears.

The second problem in school is that, the teachers posted to our school to teach us are sub-standard teachers. By my estimation of their teaching, they cannot be better than grade II teachers. The syllabus of science subjects is now wide and these teachers can hardly cope.

Even if the school hasn't been pleasurable, shouldn't I have some measure of happiness at home? But it isn't so.

At home, mama, nobody takes care of me. Since my father is like you, not available in Nigeria, and I happen to be your only child, not even your elder sister, Auntie Sally, takes care of me.

I go about in torn clothes and my toes peep out of my nine-year old tennis. I'm now so lean that you cannot recognise me by photograph (I hereby enclose a recent photograph of myself). This is because I scavenge and beg for food. At times, people insult me and tell me I'm an incurable pauper and a modern beggar. Aren't I actually? That is my situation at home.

As if all these were not enough, my uncle who is supposed to know about me and my progress in school doesn't encourage me to study. Instead, he sends me

on errands from one place to another, such that before I know what is happening, it is already 11 p.m. – and what can a tired student do at midnight than rest his / her tired bones?

When he is not ordering me around, he is encouraging me to bring in fine girls and play with them – just the way he does. He often tells me “Kenkeh, now is your time, bring them and let them know you’re a man – not a dummy”. But mother, I think, he is not, by this preparing a good future for an innocent kid like me.

As a way out, darling mother, I wish to suggest that you make a concrete arrangement for me and bring me up as it should be. Since I’m your only child, I lose nothing by joining you in London. In your next letter, mama, do tell me how far you’ve gone in arranging for my relocation. Greetings to all your friends there.

Love,

Kenkeh.

Analysis and Comments

This is an informal letter and you know what that entails. There is no inside address. Your language will be free because you’re discussing with your mother. Always remember to list out the purposes of a letter – all of them to ensure that you do not leave anything out, otherwise, you will lose marks.

SAMPLE 6

There have been several letters to the editor of one of your national newspaper, blaming various people for students’ poor performance in public examinations in recent times. Write an article for publication in that newspaper presenting the students’ point of view.

Note: This is not a letter but an essay.

Answer::

OUTLINE:

Introduction - State the purpose (1 paragraph)

Body

- What the students feel are responsible for the failure
- Bad teachers
- No books
- Harsh examiners
- Some students are to blame

Conclusion - (1 paragraph)

FAILURE OF STUDENTS IN EXAMINATIONS: PROS AND CONS

I wish the editor of The Mail could publish this article at the earliest convenient time. This topic is such that has generated serious heated arguments in the past, and even at the moment. For the purpose of looking at the subject of discussion from the perspective of students (who take the examination), I have decided to give my opinion. It therefore represents the views of students, not only in my local government area, but in the whole of Liberia.

The most easily noticeable reason for students' failure is the issue of incompetent and sub-standard teachers. Many teachers that have gained employment in schools are either lazy or incompetent, or how does one explain a situation where students take chalk from their teacher and start to teach other students simply because the teacher has failed woefully to assert authority by teaching well? Students that are taught by such teachers will pass their examination only if they make personal efforts by attending after-school programmes.

Additionally, students who fail their examinations are pardonable because there are not enough relevant books. Even where there are relevant books many students do not have adequate guidance as to which books will help them best. For example, candidates who have failed the English Language twice, need a book which teaches candidates how to write correct sentences, give explanations of different types of letter and essay, a treatise of past questions to serve as guide and reference for the candidate. But how does a candidate determine the value of a book in the absence of a good teacher?

Furthermore, candidates fail their papers sometimes because some examiners are harsh on them. Being a student, I have heard of cases where an examiner would have quarreled with his wife or husband before going to the marking centre. As a result of the anger he or she feels, candidates' papers would be marked just anyhow. This is unfair if it is true that it happens. This is known as 'misplaced aggression' and it is not encouraged.

However, to give fairness a chance, some candidates are the architect of their own misfortune and failure. This is because many of them attend parties, refuse to read, and play away their time instead of studying hard for examinations. Some even believe in the power of juju or talisman for success but they have often been proved wrong.

Finally, while we can assume that some students fail their examinations because of their personal laziness, more students fail regularly because of strong external factors. These factors include incompetent teachers, inadequacy of books and harsh examiners. However, if students could come to grips with themselves, and be serious for a while, impressed teachers will be willing to help them. I wish all students, especially my friends at St. Margaret's Secondary School success in their examinations.

Dolly Parson,
Monrovia, Liberia.

Analysis and Comments

As has earlier been pointed out, you must plan your work on the bases of introduction, body and conclusion. Under the body of this question, we discussed the problems and solutions. Whenever you deal with a question that has to do with problems, under the body, you must discuss: **Causes** of the problems, its **Effects** and offer **Solutions**. The conclusion, (one paragraph) is to sum up everything you have put in the body and also to give your general opinion of the subject under discussion.

A friend of yours has been absent from school for about a month due to illness. Write a letter to the friend, describing some interesting thing that have happened in the school during the period and expressing your wish for a quick recovery.

Answer

(Personal guide)

Audience - Lara

Purpose - Tell her some interesting things about the School
- Wish her quick recovery

Language - Loose

OUTLINE:

Introduction - Greetings + purpose

Body - Interesting things at school

- Jumbito punished for stealing
- Rapists came
- Inauguration of girl guides
- My wish for her quick recovery

Conclusion - Summary of body and personal opinion Messages

Immaculate High School,
P. O. Box 1000,
Holy City.
15th July, 2011.

My Darling Lara,

How are you doing? Information reaching us here from your ward 4 of the All Saints Hospital where you are, has kept our minds at rest. They say you're responding to treatment. That's great dear. I guess you will need to be briefed about the on-goings at school since you have been hospitalised for exactly twenty-nine days. In this letter, I will tell you certain things you've missed.

An interesting event was the occasion when Jumbito – Joleen Do-bad (that tall and beautiful girl in Julie's class) was punished for stealing. You know we'd always complained of the constant loss of several items of our underwear, without being able to trace the loss to anybody in particular. But on this occasion, Joleen was caught vandalizing Moji and Risikat's lockers. She had succeeded in stealing Moji's four new pants and was about to escape with Risikat's earrings and head bands when electricity returned suddenly to the hostel. During all that time, there had been black-out. She was arraigned before all students at the assembly the following day, humiliated and given twelve strokes of the cane by Mrs. Disciplinario... that wicked 'witch' – (please don't tell anyone that I called her a witch). Joleen wept bitterly. She later fainted.

As if trouble would not end in our compound, some rapists – eight hefty men and one young boy – came to our dormitory after lights out. All of them – nine, laid ambush for some girls coming to the dormitory from the library. Their plan was to rape their would-be victim, one after the other, but, the moment they pounced on Faaripo Omonla (that ugly and fat girl) she shouted for help. Our night guard, Baba Kofeeku had slept away---and that was at a quarter to ten; just imagine! Omonla fought frantically with the men and because she's a judoka, she freed herself from their strangulation. Unknown to the unfortunate rapists---who confirmed later that they were even after one beautiful girl called 'Lara Jasper' (you), our very courageous Principal, Rev. Sis. Boldlady had phoned the police. Look, Lara, you are lucky you were not at the premises that day; those boys meant to embarrass you. They were all arrested within the twinkle of an eye, but their leader escaped. You should have seen the faces of the men---covered with shame all over.

Lastly, Lara, Mrs. Ologunkuteere, the Commissioner of the state's Girl Guides came to our school day before yesterday to establish a branch of the association here. It was a colourful occasion. The woman was so smart in her uniform that as much as she looked respectable, she appeared reassuringly beautiful and tantalizing. I knew that if you were there, you would join the association straight away, so I enrolled your name with her. She has taken the list to the headquarters.

Finally now, Lara, I know certain other important events are going to happen and I don't want them to happen in your absence. Come here – I mean dear, get well quick. Take all your drugs and remember that we're eagerly waiting for you to return to our midst. The school has been quite dull because you're absent. Particularly, "Pataya" and Mary---not Mary Adeyemi but Mary Ejongboro, send their own regards. Look Lara, if you get well and get

discharged in a week's time---not later---I will give you a fabulous gift... and I mean it.

I hope to come to see you on the 17th by 6 p.m.

Cheers, darling.

Love,
Patsy.

SAMPLE 8

You were given permission by your principal to go home for three days but, owing to circumstances beyond your control, you were unable to come back after three days. Write a letter to the principal explaining why you could not come back and apologise to him for your absence.

Note: This is a semi-formal letter.

Answer

Purpose - Tell the Principal reasons for not reporting back to school at appropriate time.

OUTLINE:

Purpose (1 paragraph)

Introduction - Reason for lateness

Body - Father ill

- Encounter with armed robbers

- Hospitalisation

Conclusion - Summary of points and personal opinion (one paragraph)

St. Gabriel's Grammar School,
P. O. Box 95B,
Owerri.
11th February, 2019.

Dear Sir,

I am Mike Tyson Nwokocha. You will remember that I came to your office at the end of last month to seek permission to go home for three days.

Unfortunately, I have not been able to show up in school even five days after the expiration of the permission you gave me, I would therefore apologise for my inability to return to school as I had envisaged. This tardiness is however due to many reasons.

In the first place, I took permission to go home to attend to my father who was ill and was admitted to a hospital. On the first day of my absence from school, I stood by my father, taking care of him and it seemed that everyone, including the doctors and nurses, was satisfied with the speedy recovery he was making.

Expectedly, our mother, as well as my younger ones, was there to see my father from time to time. The only "person" that did not go with us to the hospital was Bully, our ferocious, rotund, dark-brown Alsatian dog that was deliberately left at home to look after our property. On the 5th day, I was asked to go home to fetch some items from my father's wardrobe, but that was the beginning of my own problem, too.

As I entered the premises of our house I noticed that something odd was happening because I could not find Bully, (for that was the name of our dog) to welcome me as usual. However, I could find foot-prints leading from the backyard into our apartment. As a Boy-Scout, I took on courage to go in and see for myself what was happening. I had not taken more than three steps inwards, when gun-shots started to welcome me: three hefty and fierce-looking hoodlums each held a gun pointed at me, firing from angle to angle. As I have not been a Boy-Scout for nothing, I manoeuvred and dodged all bullets expertly.

To this time, it still surprises me how I was able to give the robbers such a straight fight that I disarmed two of them and wounded them seriously. I left them writhing in pain, in their own blood. But the third one who had earlier been bitten by Bully on the buttocks, avenged his colleagues' defeat on me, throwing me about like sea-side sand. At last, he killed Bully, wounded me in my right eye and neck. I was saved by one of our scouting tricks: 'pretend as if

you were dead when danger is near, and when now at advantage, strike like devil' – I did! I fell down, pretending to be dead. Suddenly, I stood up in an attitude of a true warrior. I sent the man, their leader---falling like an uprooted Mahogany tree as I pummeled his smelly mouth with terribly heavy blows, and twisted his useless scrotum. He died instantly. With my wounds, some of our neighbours who came to the scene later, rushed me to the hospital.

Even as I write now, sir, I write from my hospital bed where I will still be beside my dear father, for the next three days, according to doctors' instructions. I am sincerely sorry that I have spent more than the three days you gave me outside school but the situation has been an inescapable one. I hope to come back to school on Monday 17th and I will be able to write all the notes I have missed and generally make up for lost grounds. The good news is that, my father will be discharged on the same day that I will be. I will then have no more excuses to be outside the school gate.

Thank you for your kind understanding, sir.

Yours sincerely,

Mike Tyson Nwokocha.
(SSS Class 2 Captain)

Analysis and Comments

First note that a letter to your school principal is semi-formal. But a letter to the Principal of **another** school is a **formal** one. You know the other letters that fall under the semi-formal. There is no inside address for semi-formal and there is no topic. The language is not too loose or too strict – it is mid way. Do not forget to divide your ideas into paragraphs.

SAMPLE 9

Write a letter to your elder brother working abroad describing the hardship you and your parents are facing at home and requesting him to give you some financial assistance.

Answer:

c/o Babisco Toronto,
50, Brisbane Crescent,
Acapulco Road,
The Gambia.
15th April, 2019.

Dear Brother Thompson,

How are you doing? You surely are at the tail of winter, this being April. How's your work, too? I had dropped three letters in the mail for you before I got the one and only reply which came yesterday. May I therefore seize this opportunity to give you a just of events at home and our present predicaments, believing you will, as usual, rise up to the occasion and help us out, financially?

One great hardship we face at home is the problem of accommodation. You know that father struggled to put up a mud, cement-finished bungalow before you left – oh, no – the structure hadn't really been completed before you left. Well, it was completed and we moved in. barely eleven months after this, there was an earth tremor in the region here. Without mincing words, the house gave way under the circumstances of the destructive vibration. Since then, we've not had any permanent home, let alone, permanent address. You'd discover, from the address above, that we are currently squatting like conquered hostages in father's best friend's home – and it's not convenient for both families parading twenty-one members, all together, living in a two-room flat. Darling brother, won't you then like to do something urgently to help save our family name and reputation, and restore the comfort enjoyed from decent accommodation?

As if this year were a year of disasters, mother lost her bank job as a result of a fraud committed by an unscrupulous, mindless, greedy and selfish signatory officer in the bank. This seriously affected mother's work as the Branch Accountant. She is now 'resting in pieces of thought' at home. The effect or result of this is that there's most times, no food on our table. Brother Victor however came from his university to 'solve' this problem for us. What he did? Okay, he simply gave us a formula for eating, encoded 0.0.1; 1.0.1; 1.0.0 and on certain days, we usually have 0.0.0 formula compulsorily, that is, we take no food. While '1' means one meal, the three figures, written together signify breakfast, lunch and dinner. So here we are! We certainly need some respite. Brother Tom, you know, mother had been the bread winner since father's retirement. Now father is the family's 'bread eater'. We are waiting most eagerly for you now darling brother, because if you count all of us, I mean, Lekky, John, Agatha and me, bread eaters in the house are a fierce half a dozen!!

Even if mother were still working, we still wouldn't be able to overcome the problem of constant blackout since she wouldn't actually be able to buy a generating plant.

The Power Holding Corporation of Nigeria throws every home into darkness every blessed day. This hinders ironing of clothes, watching television, listening to current music and receiving fresh air from our decrepit, feeble fan which sister Mary said had started 'shaking like Shakespeare'! Above all, the agony of blackout is felt most when darkness-loving mosquitoes come in legions to further suck the remaining little blood in our veins for their supper. It may not surprise you that these malaria-carrying 'fellows' make father and sister Agatha visit the doctor once in every fourteen days after they have contracted malaria fever. What a life we live here! We'd be sincerely happy if you'd kindly send us some money with which to buy a generator as early as possible. It costs a little less than a thousand United State dollars.

Finally, Brother Tom, everyone's eagerly waiting to see the 'only mosquito in your net', the 'balance-wheel of your heart', I mean your future partner. We'd definitely like her to be American.

Everyone in the house is all right except for problems caused us by the aforementioned agonies and situations.

We hope to hear from you as soon as possible, knowing that you are our kind-hearted and very caring brother. Felicitations to all your friends.

Cheers.

Love,
Dandy.

SAMPLE 10

There was a riot in your school resulting in extensive damage and the Ministry of Education ordered your school to be shut down. Write a letter to the Commissioner of Education, explaining the causes of the disturbance and appeal for the school to be re-opened.

OUTLINE:

Audience - Commissioner for Education

Introduction - Reason for letter

Body Purpose — reasons for riot

- Poor food
- Mr. Feminisque's immoral dealings
- Fees

Conclusion - Appeal for re-opening
- Thank him for anticipated co-operation

Immaculate Conception High School,
Pennsylvania Avenue,
Hutu, Zululand,
South Africa,
24th May, 2019.

The Commissioner for Education,
Zulu State Ministry of Education,
Zulu.

Sir,

RIOT AT IMMACULATE SCHOOL: AN EXPLANATION

I hereby write as the Senior Prefect of Immaculate Conception High School, on the heels of the highly disruptive and thoroughly destructive riot which took place on the grounds of the school on the 15th of May, 1999. It is my intention in this letter to let you into the causes of the riot so that the Ministry of Education can right all wrongs with a view to bringing the situation back to normal.

The first and fundamental cause of the riot which provided the opportunity for students to "arrest" the school principal and subject the old, female senior tutor, Mrs. Slint to torture was the increase in our school fees. It is understood

that before the 15th of May, all students including the orphans and the helpless among us – used to pay 300 Rand, that is 40 United States dollars, as tuition fees. But suddenly, last Thursday afternoon, the Principal ordered all students

to be assembled in the hall where he told us the most unwelcome news of our lives: "You will all henceforth pay 3,000 Rand, that is 400 United State dollars for tuition, every term". This sounded thoroughly outrageous and inciting. A lot of disgruntled students, especially the helpless orphans and the indigent ones, held a meeting to resist what they called 'oppressive fees from the heartless Ministry of Education'. A procession of students met the Principal who was still trying to explain some salient reasons to the students when gunshots began to boom out of Senior class 5A. The Principal was then dragged down the staircase by well masked hoodlums.

The uproar was also occasioned by the immoral behaviour of Mr. Feminisque, the senior Biology teacher who is very fond of inviting girls out for parties and the like. You will recall, Sir, that he was seriously reprimanded for putting last year's senior girl in the family way. This time, he invited Sissy Anderson, who happened to be a close friend... or to hit the nail on the head... a girl friend of one of the school's roughest and toughest boys: Caspo, into his small flat, alone together. This infuriated Caspo who then organised members of his gang to deal with the daring Mr. Feminisque, on the same day of the riot.

The last straw that broke the camel's back was the students' unheeded complaint about the poor food prepared under very unhygienic conditions. Last week, Thobo Mbaka, a junior student found a half-dead lizard in his soup while Catherine Hussler swallowed an office pin, lurking in her food, unnoticed. She died afterwards as a result. All these are apart from the fact that the quality of our food has always been a far cry from nourishing: very watery and drab. So, on Thursday, Caspo raised all these points in the presence of other troublesome students who then united in their decision to unleash a reign of terror and let hell loose on the principal and other marked teachers in the school.

I hereby plead that, as far as the innocent students who did not participate in the riot were more in number than those who did, you are looked up to by the generality of the students to use your good offices to re-open the school after one and a half weeks' closure. This will certainly be in our interest as students and yours as a parent.

Thank you.

Yours faithfully,
Louis Farrakhan.

The following is a set of WAEC and NECO past questions, 2000 – 2004 AD with supplied answers.

NECO 2000

Questions and Answers: Paper 1, Section A

SAMPLE 11

A pen friend of yours has written to congratulate you on the inception of the civilian government in your country. Write back, informing your pen friend of some steps recently taken by the government and your views on them.

Hint

Do not forget that this is an informal letter. It is NOT a problem question at all. It is a straight-forward question which merely requires about three or four points under the 'body'. So, let us draw the outline as usual.

My Address + date
(Remember to add *state* +

Nigeria)

Salutation – No topic
Introduction – (1 paragraph) – brief greetings + purpose
(Steps government took recently)

Body
– 1 Paragraph – Freedom of press
– 2 Paragraph – Anti – corruption
– 3 Paragraph – Foreign investors

Conclusion – (One paragraph) Summary of all points under 'body' – future of democracy in my country.

Subscript

15, Okoromadu Street,
Enugu,
Enugu State,
Nigeria.
7th October, 2020.

My darling Edna,

How do you do? It's almost winter and I can, right from here, imagine you tucked in under heavily quilted clothes, for cold. Yes, you're enjoying the cold, I believe. Since I received your letter on Wednesday – that's two days ago, I've begun to think of what will happen to my application for scholarship at the prestigious Oxford University. Well, as you have written, I'll keep my fingers crossed. Thank you as well for your letter congratulating me and all Nigerians on our 'long deserved democratic government'. I am delighted now to inform you of noticeable changes in the past few months.

First, the government has returned freedom to the press. This means that the press – newspapers, magazines, journals and even the electronic media such as television stations, radio stations and so on can write or say what they feel is the truth, even about this government or the president himself without any punishment. Edna, you will remember that I wrote to you about how the former Military Head of State clamped hundreds of journalists into jail on account of what they thought was true and wrote about. Those days are gone forever. I am now happy once again to be a Nigerian.

Furthermore, the government has started an anti-corruption crusade. Corruption was the second most wicked evil, after press censorship which we experienced before. By anti-corruption crusade, I mean that the government has made laws that will punish any government official who steals or appropriates government and public money. Of course not! No foreigner would like to visit a country or nation where the press is not free or where the officials are just plain thieves. No decent man would do that. Now, our money is being constructively and productively used. It is no more time for one official to own thirty houses. Edna, we all have equal opportunities now and I am happy about it – aren't you?

Finally, the new democratic government is wooing foreign investors. This means that our officials are travelling out to meet rich countries and tell them about investment opportunities in Nigeria. Edna, do you believe that this is working for Nigeria like the talisman of India? This is because, the press is now free; officials are less corrupt and there is peace in our nation. Several

foreign investors are already here in Nigeria with their money. Oh, my God! Nigeria is luckier than your country, do you agree?.

Well, in conclusion, I can assure you that, with these and several other positive steps being taken by the new democratic government, Nigeria will soon become 'the beautiful bride' of all foreign countries and become its people's 'Mecca' where all things glitter like gold. Edna, do let me know when Willie--- not Andy's friend but your handsome boyfriend---will likely want to march you to the altar. Who knows! I may have some money for flight to the Channel Islands, there in the U. K where the wedding will take place. My regards to your warm mum, your troublesome twin brothers and quiet pet-cat, Midget.

Best regards,
Ndid.

SAMPLE 12

Write a letter to the Director of the Environmental Protection Agency in your country complaining about environmental pollution of your area; requesting that urgent action be taken to improve the situation.

Answer

If I were you, the first thing I would do is: Write out an outline; look at it, here:

OUTLINE: (plan of work)

My address + date

The Addressee

Dear Sir,

Topic

Introduction (1 paragraph)

(go straight to introduce the kind of pollution)

Body – Discuss in detail, the **causes** of pollution (1 paragraph)

(a) oil prospecting

(b) gas flaring

Discuss the **effects**

(a) agricultural products die

(b) disease / epidemics

Discuss the **solutions**

(a) stop it (b) pay compensation

(b) **Conclusion** - What is the future of my proposal?

straight to the main letter.

at the outline with a pencil stroke and go

22, Magsaysay Avenue,
Madagascar Road,
Bori,
Rivers State.
5th November, 2019.

The Director,
Federal Environmental Protection Agency,
N2 / 9538 White Monkey Avenue,
Abuja.

Sir / Madam,

FATAL POLLUTION IN BORI: PLEASE SAVE OUR SOUL!

I hereby write, first, as a concerned citizen of Nigeria and more importantly as an affected party in a current situation of pollution in Bori Local Government Area of Rivers State. I would like to lodge a formal complaint about the utter and fatal pollution of the air and soil of the Bori people as a result of industrial activities in the area. The pollution of our soil has been brought about by the activities of industries which are established in our locality. Many of these industries prospect for oil, I mean petroleum, and in the process, this highly potent chemical destroys our soil and plants.

The pollution of air comes from the industrial activities of processing the oil to its refined state. The air is also chemically polluted by the activities leading to the extraction of gas. We view this as a rather selfish enterprise since the companies only plunder our land resources, poison the air we breathe and apparently feel unconcerned about its effects on us.

The effects of this pollution are many but I will discuss only two. First, the pollution of our soil and water makes it impossible for us to carry out our agricultural profession, which is our traditional occupation. This is because the soil and our water – pools, creeks and even dams are already poisoned with the chemicals: our plants stunt and our fish die. How shall we have daily bread and survive?

The second effect is that the pollution of air has sent many of our old and young people to their early graves while hundreds are still battling with air-

borne diseases in traditional healing homes. This is because these companies have not helped our poverty (which is caused by them) by not building hospitals for us. There are however solutions.

First in the list of solutions, if I may suggest, is that your agency should restrict the activities of these oil-prospecting companies by limiting them to only oil-fields not near our farmlands.

Additionally, they should be penalized for any oil spillage as a result of burst oil pipes, which spill rancid chemicals on our precious soil.

Finally, these companies should be compelled to spend a great percentage of their profit before tax in providing communities where they operate with hospitals, schools, jobs and welfare services. This will compensate for all our instances of enduring the terrible effects of pollution.

In conclusion, sir, I have discussed chemical pollution in Bori, causes of the pollution, its effects and solutions. If my suggestions are carried out, Bori people will be greatly relieved of the terrible burdens occasioned by our harassed land, poisoned water and polluted air.

Thank you.

Yours faithfully,

Alamiesieagh Lucky

Comments

Did you notice that this is very close to a problem question? You should be able to identify one when you see it and answer it appropriately: causes, effects, solutions. It is a letter. You should put in place all 'accessories' of a letter.

SAMPLE 13

Your sister wants to marry a man from another ethnic group against your mother's wishes. Write a letter to your mother giving at least three reasons why she should accept your sister's decision.

Note: This is a letter – informal letter.

Answer

- To convince my mother to accept the man whom my sister loves, as her husband.
- Loose

Purpose
Language

OUTLINE:

Introduction - Greetings and purpose (paragraph)

- * She is old enough to decide her future.
- * Intermarriage unites peoples and nations
- * They love each other

Conclusion - (1 paragraph)

40, Fourah Bay College Road,
Admiralty Way,
Freetown.
29th June, 2023.

Dear Mother,

Let me hasten to inquire about your health which started degenerating about a couple of weeks ago. Are you better now? Well, brother James visited me and told me you are already turning the corner. He told me you took ill because of your opposition to my sister, Afi's decision to marry a Saro man. You need not fall sick on account of this! In this letter, I will tell you, sweet mum, why you may want to consider accepting my sister's choice of husband.

Mum, first, I want you to know that my sister is old enough – at twenty-eight – to know what she wants or is good enough for her. I'm very happy that you are a fan of late Bob Marley, the reggae legend who sang, *'Everyone has got the right to decide his own destiny...'* do you remember that track – oh, yes, now, you remember? Ah ha! That is it. In years past, people of your generation believed in inter-tribal marriage and that is why you ended up marrying our father but your friend Mrs. Sankara married from this same Saro tribe and her marriage still remains blest and as happy as – if not happier than – yours, today. Am I right? This is the truth!

Furthermore, inter-tribal marriages unite people (tribes and nations). Mama, you will remember that before this generation; there used to be a lot of inter-

tribal wars. That was because, there were not so many of inter-tribal marriages and it was therefore easy for people of a tribe to raise up arms against another, killing one another in tens of thousands. However, inter-tribal, communal clashes have greatly reduced in Sierra Leone here because the Tutsi man has learnt to marry a Saro woman and other tribes too have inter-married. It is therefore difficult for a Tutsi man to bear arms against the tribe where he has taken his wife. So, looking at this issue critically, Sister Afi should be showered with accolades for daring to unite our disintegrating nation, through marriage.

Above all, it is evident that both my sister and her intending husband love each other dearly. Right now, mother, let me ask you a question: which of these two people should carry your child away forever: a wealthy man from your kindred who loves her 15% or a 'stranger' (it depends on what you understand a 'stranger' to be) who can die for her – I mean, in place of your daughter? Love overcomes everything, doesn't it? We are all living witnesses to their "Love in Tokyo" kind of relationship---holding hands, necking, relating well with the proposed in-laws; the man is open-handed, intelligent, compassionate, gentle and they seem inseparable because they attend the same church. As you know, we are Muslims but Christians believe that they are all members of the same family, in love. So, what is left? Oh, mama, come on, please, let go. Let them be. They love each other. Bless them. I know you understand.

Finally, I'd like to let you know that Lizzy – that girl you met in my apartment the last time you came – is eager to pay you a visit before our wedding. However, I have asked her to be patient about marriage until my sister Afi, is married – as a sign of honour for her. So, by consenting to Afi's marriage to that wealthy Saro businessman, you are indirectly consenting to my own marriage which you have been looking forward to. Do let me hear from you soon. How's your old husband? (please don't tell daddy I called him an old man). I hope you're still both enjoying this cold rainy season together (I can figure you are smiling).

Well, cheers,

Your affectionate son,
Andy.

Comments

is an informal letter, it has sailed smooth and free – at least you are talking to your mother – not somebody else. Notice that there is one paragraph for each of introduction and conclusion, with three paragraphs for the body. Once again, look at the salutation and the subscript: 'your affectionate son, (+ first name). Will you ever forget that?

SAMPLE 14

The rising incidence of road traffic accidents nowadays is alarming. Write an article suitable for publication in an international magazine, stating three factors responsible for this and suggest ways of dealing with the problem.

Note: This is not a letter but an article.

- Answer**
Purpose - Discuss causes of, and, solution to road accidents.
Language - Very formal; strict.

OUTLINE:

Introduction (1 paragraph)	-	Enunciation of purpose: no greeting! (1 paragraph)
Body - causes	(i)	in-experienced drivers
	(ii)	inadequate road signs
	(iii)	bad roads
effects	(i)	decimation of a generation: sorrow, suffering
	(ii)	economic consequences
solution	(i)	re-train drivers
	(ii)	make adequate traffic road signs
	(iii)	repair bad roads
Conclusion	-	(1 paragraph – summarize points above)

TRAGEDY ON ROADS: BRINGING AN END TO IT

It has never happened before, at least, not to my knowledge or in my presence. Though I am Nigerian, I recently had the privilege of witnessing a carnage on an international road to the capital of Ghana, Accra: heads rolled, limbs tore, blood flowed; children, women and able-bodied men were trapped, travelling passengers and passers-by were not spared – one hundred and seventeen people had lost their precious lives where nineteen vehicles had been involved

in a multiple, single accident in one day. What a tragedy; what a loss; what an avoidable waste of human and material resources. The accident briefly described above is one of the several hundreds of such that happen everyday in different countries. In this article, I shall examine the causes, effects and proffer solutions to this ugly world-wide phenomenon.

First on the catalogue of causes of road traffic accidents is in-experienced drivers. On many occasions, it had been discovered that many avoidable accidents had been occasioned by people who barely can differentiate between the clutch and accelerator pedals but who, all the same put their vehicles on the road for long trips without the assistance of qualified and experienced drivers.

Additionally, even if the drivers were experienced, the dearth of road traffic signs, which is commonly noticeable on many countries' roads, is a serious and unpardonable oversight from the side of the governments of these countries. Many signs, including children-crossing signs which have been either defaced or removed are not promptly replaced.

To worsen matters, even if there were adequate signs, the 'drum' holes (usually underestimated as pot holes) on most developing countries' roads are capable of scaring even angelic drivers from heaven! Problems usually develop when, once at high speed, a driver suddenly runs into three or four of these holes, he may have no option but to run, head-on into an on-coming vehicle.

Accidents have a lot of negative effects. First, accidents like these lead to decimation of able-bodied men and women. Children become fatherless or orphans, wives become widows, husbands become widowers, people are bereaved, thrown into abysmal sorrow and untold suffering.

In addition, road accidents leave in their trail, deep national economic consequences as many Professors, Doctors, Lawyers, Pharmacists, Linguists, Engineers, Bankers, Captains of industry and a lot of economically useful people to the nations have been lost to the demons of death on many roads, world-wide. What a huge loss each time to humanity! However, there are solutions.

First, drivers in most developing nations of Africa and a few parts in Asia have to be retrained. It is not extravagance to bring in instructional experts from the developed world to retrained these drivers not only about driving but also about the mechanical functioning of the vehicles they drive. This will stimulate a relationship between driving and mechanical knowledge and help minimize accidents.

Text is the adequate provision of traffic road signs. In the many places where road signs have been effaced, vandalised or removed, the responsible organ of government should as a matter of urgency replace them.

Putting icing on the cake in this matter is the repair of bad roads. 'Drum' holes should be filled up and leveled; bumps should be mounted in relevant places to break speed and general rehabilitation of roads should be carried out.

Finally, the losses occasioned by road traffic accidents are just too many. This is why these suggestions should be given proper consideration. It is my considered opinion that if the proffered solutions are experimented internationally, safety will take the place of constant road hazards, lives will be preserved, the economy will grow while the incidence of sorrow and suffering of survivors of deceased citizens will greatly plummet.

I wish all vehicle owners, drivers and all road users, including pedestrians a safe year ahead.

Kenny Adeyeloja.

Comments

The candidate's attention is called to the fact that this essay is expected to be suitable for international publication. One of the implications of this is that the candidate cannot write as if he or she is writing about his or her country – and giving local examples or situations.

The question remains a problem question which requires the three-phase approach of causes, effects and solutions. Drawing an outline from the outset helps the candidate to focus on and sustain the points already marshalled in the outline.

SAMPLE 15

Write a letter to your uncle thanking him for paying your SSCE registration fee and discussing the possible consequences of his failure to have rendered the assistance.

Answer---**OUTLINE:**

Para 1	Introduction – greetings, purpose (show gratitude)
Para 2	Body of letter
Para 3	Body of letter
Para 4	Body of letter
Para 5	Conclusion, summary of body, expression of thanks, offering of best wishes.

53, Osapa London Street,
 Ajah,
 Lagos Island,
 Lagos.
 14th September, 2018.

My dear Uncle Timson,

How are you today? How is everyone in the family? How's your work at the bank? I understand that at this time of the year, your bank is usually very busy. You have however found time out of no time to write such a long letter encouraging me to brace up to my coming SSCE. You also sent, through Standard Trust Bank, my SSCE registration fee of Four Thousand Naira, electronically, to me.

Uncle, after the receipt of your highly persuasive and encouraging letter and the money, I meditated and wondered to myself what would have happened to me and my education if you had not been as magnanimous as to pay for the fees since I am an orphan. In this letter, I have tried to write to you my secret thoughts of the possible consequences of your otherwise failure to pay this fee. Please, read them.

First, perhaps, I would have written to my school principal to arrange for me to defer my examination. This is a possible thing to do but the consequences are grave, terrible and counterproductive. This would have caused me untold setback in my quest for western education. I would have had to stay home for several months, not doing anything in particular. My thoughts also captured the fact that, perhaps, I would have been drawn into crime by a few rascally boys who live close to our house. This is not all. Other things could have happened.

Second, if I did not end up postponing the writing of my exams, I would have opted to become a houseboy to Chief Eze-Ego, who had gladly offered to pay this fee in return for my becoming his house-boy. If this had happened, I would have daily remembered the saddening event of the fatal accident that claimed

the lives of my education-loving parents who had vowed to 'go with me' up to doctorate level of education, in any university of my choice. However, you did not allow this to happen to me.

It was my thought before I received the face-saving registration fee that, even if I had not become an unwilling houseboy to Chief Eze-ego, I would have definitely opted out of academic life. You know, in our several previous discussions I had always told you how I could not wait to become a lawyer, winning cases in favour of the innocent by the power of my oratory and legal training – just as I have seen many lawyers do, impressively. As this might not have materialized, I would have gone to Aba to bring loads of Okrika (second-hand) clothes to sell at Aswani, along Oshodi – or, worse still, I could have made truck-pushing my vocation and thuggery, my avocation. Your intervention did not allow this.

Finally Uncle, let me tell you that not all uncles are like you. Though an Ijebu man (from the stock of people believed to be world's number one misers) you opened your hands towards me and established my academic future. You prevented me from deferring my exam; withdrawing from schooling and becoming a houseboy. I read about Mr. Barry James who made a statement in his book and I want to wish you, according to this man who said, "those who bring sunshine into the lives of others cannot prevent it from themselves". I wish you sunshine in your life. Please give my regards to Cinderella, 'Konko Bilo' and Young Devil, your neighbour's troublesome son — as he is fondly called by his friends. See you after my final paper in July.

Yours lovingly,
Lucky.

Comments

Notice that this letter is informal and as such, you do not need to be on your guard for greetings and language – be free.

Notice as well the number of paragraphs (5) and how one point has been put in one paragraph. Notice how one point dramatically leads to, and is woven into the next point.

SAMPLE 16

There have been several articles in the newspapers on the youth. Write an article for publication in your local newspaper on three major problems which young people face today.

Answer

OUTLINE:

Para 1	Introduction – go to purposes straight
Para 2	Body – state problem 1 (illiteracy)
Para 3	Body – state problem 2 (joblessness)
Para 4	Body – state problem 3 (politically irrelevant)
Para 5	Body – state problem 4 (problems)
Para 6	Conclusion

CONTEMPORARY YOUTHS AND PROBLEMS

Several articles have been featured in your highly educative newspaper, *The Forum*. However, it has been noted that issues relating to the youths of today are seldom mentioned. It is in the spirit of informing, analyzing and solving the problems of the youth that I have sent in this article on the major problems young people face today. In this article, I shall establish what these problems confronting contemporary youths are and how they can be solved.

The first major and noticeable problem of the youths today especially in Africa, is illiteracy. Illiteracy as we know is a state of a person's inability to read or write. Can we imagine a person in this modern world of information technology, science and literature, unable to read or write? As many as two hundred million youths in Africa are in the category described above. They are under the destructive pangs of illiteracy. How bad!

Second, joblessness is a natural consequence of illiteracy. How will anyone secure a job – an office or government job – if he or she is not exposed to education in the first place? It was Lord Brougham, who, on the floor of the British House of Lords on January 29, 1828 said that, "Education makes people easy to lead but difficult to drive, easy to govern but impossible to enslave". How true! However, it is not uncommon these days to find clusters of youths in different localities in Africa chatting idly, running after rats from nearby bushes with clubs in their hands, from morning till night. How would anyone without education understand the modern job trends, anyway? The only available jobs for youths, nowadays are street sweeping, appointment as

messengers, farm hands and public toilet cleaners. These are not enviable jobs for ambitious youths.

Finally, since many youths are not educated and have no jobs, governments do not give them political power, nor are they recognized in the society. This is a social problem for today's youths. If a youth is educated, he or she can, at the age of twenty-four, twenty-five, lead his or her country politically as some have done in the past. It is painful to us youths that we are only used as political thugs during elections but are never considered for even local council positions of leadership.

This is not the end of the matter since it is not too late to make amends, I wish to call on the Federal Government and national authorities of African Countries especially, to enforce a policy of compulsory youth education as it is done in England. Secondly, it should be ensured that graduates of secondary and higher schools are promptly given befitting white-collar jobs to encourage others. In addition to this, we hope that African leaders will give the youth the chance to lead, since according to an adage, an old broom knows every corner of the room but a new one sweeps better.

Finally, it is my hope that if world leaders experiment the suggestions above, sophistication will replace conservativeness, political administration will be better while the youth will have a sense of belonging in their respective countries.

Mutambuka Nyerere

President, Tanzania Patriotic Youth Front.

SAMPLE 17

Your father insists that you must study medicine at the university but you have an entirely different course in mind. Write a letter to him explaining why you prefer the other course and why he should allow you to make your own choice.

OUTLINE:

Introduction - Greetings and purpose of letter
(1 paragraph – of about 10 + 12 lines)

Body - I prefer Business Administration. Why?
(a) I'm not good in science subjects but commercial.
(b) To be able to continue and manage father's business.
(c) Already three doctors in the family.

Conclusion - Appeal to father, restating my confidence in his ability to understand.

Robert Mugabe High School,
P. O. Box 17,
Matabele,
Zimbabwe.
17th October, 2020.

Dear Father,

How's the weather treating you? How's your wife, my mum? She called me last week when we were on excursion to the Centre for Management and Development (CMD) in Harare. I've not been able to call her back but hope she's okay, just as I hope you are. You will recall that before I left home for school nineteen days ago, you discussed your plan with me. You said you'd want me to be a Medical Doctor like mother. What a wonderful plan! It's great. However father, for certain reasons, I would not like to study Medicine at the University. I would like to study Business Management and Administration.

In the first place, father, I am not good at science subjects. As you know, to study Medicine at the university, one must be very good at Biology, Physics and Chemistry. Ironically, these are the same subjects that yearly give me nightmares. I struggle to score forty percent in every examination. How will I cope at the university if I can't cope now? Conversely, you will remember that in the last three years, I've been given the 'Best Student' awards for my performance in commercial subjects. These are the same subjects I need to study for Business Administration.

Secondly, I am working towards being able to succeed you in your plastic-making factory when you retire. My knowledge of Business Administration – not of Medicine – will help me do this successfully. You are aware that your *Leader Plastic Limited* is the single biggest private plastic manufacturing

company in Zimbabwe. You know as well that I'm your only son. Who then, papa, do you expect will keep flying the flag of Leader Plastic Limited when you are no longer strong enough? Strangers? Would this be proper? Your only son in all regards should be your best bet!

Lastly dad, you may have forgotten that mother; your first daughter, Maureen – that's my elder sister and my younger sister, Hilda, are all in the medical profession. Although Hilda is not yet a medical doctor like mother and Maureen, she's good at the sciences. Indeed, she's a prize-winner. You know that for her, it's Medicine at the University or nothing at all. The equation has solved itself, hasn't it, dad? Mine is an opportunity for career diversification. Supposing a law were to be enacted in future; just supposing that all doctors' licences in the country would be revoked for something their association did wrong, who would, in the family provide financial succour for the family since others would not be able to work? Does it make sense that we put all our eggs in one basket? Dad, I'm sure you forgot all these facts above.

Finally, father, let me re-state my unwavering confidence in your wisdom. I want to promise you that if you would try to understand me, accept my plans for Business Administration and support my education through the university, I will not let you down for one day but work hard to justify your kind consideration of a little boy's dreams. Do phone me soon. My mobile phone is now okay. I've taken another line and mummy will be glad to tell you my new number. I wait breathlessly for your reaction to this letter. Please give my warm regards to Mrs. Haruna, your hard-working personal assistant and Banjou, your Mozambican bilingual secretary. Stacy, my girlfriend – who came home with me in August – says 'hi' to you. Take care of your wife, dad. It's cold weather again, y' know!

Bye.

Your loving son,
Nkomo.

Comments

Did you notice that three solid points have been marshalled out in the letter?

Did you notice the informality in the tone of the letter, in the use of 'dad', 'your wife' – referring to the writer's mother, and contractions of cannot into can't and others?

Your father who is on transfer to another state / district has complained bitterly about your performance in your examinations since he left. Write a letter to him giving at least three reasons for your unsatisfactory performance.

Masifa High School,
P. O. Box 810,
Blantyre.
16th January, 2023.

Dear Father,

I was overjoyed to receive your letter in the refectory at dinner last night. My happiness however plummeted when I discovered that the letter was not accompanied by my pocket money. Also heart-breaking was your bitter complaint about my academic performance which had begun to nose-dive since you were transferred out of Masifa to Diobu. It is my intention in this letter, to explain to you why I have been failing and let you know how you can help me.

My poor performance in the arts is a direct consequence of my lack of guidance in my studies. This itself has been occasioned by your sudden transfer to the Diobu police station as the new Divisional Police Officer. You will remember that you used to teach me Literature-in-English, English Grammar, Christian Religious Knowledge and some bit of French, by virtue of your having lived in Ivory Coast before. Now, all the after-school teachings have vanished with your transfer. Your friend, Mr. Apena, I discovered, is a half-baked graduate who hardly speaks or writes good English. (please don't tell him I called him a half-baked graduate, Dad!)

The second reason, Dad is that the extra-curricular activities in which I am neck-deep in the school have contributed to my poor performance. I can see you with the eye of my mind as you smile, perhaps, saying to yourself, "this boy is just making up excuses", but Dad, come to think of it: I'm the Labour Prefect of my school with administrative responsibilities towards the staff and students, assistant leader of the Boy Scout; I am the editor of "Cobra", the school magazine and I am the skipper of the school team. Further, I have responsibilities for the school chapel and as you know, at our local church, I am an acolyte who must go to church for one practice or meeting compulsorily. All these activities, I have just discovered, eat into my study schedule.

An incontestable and non-debatable cause of my modest performance in school work and examination recently is the non-availability of electricity for studying

at home after school. Dad, you will recall that while you remained in Masifa, your apartment where I also lived, had regular supply of electricity because the landlord was an officer of the corporation for national electricity and his house and immediate neighbourhood were never thrown into darkness even if there was power failure in other places. However, I was forced to rent a single room apartment in a remote area of town where the house is yet to be electrified. How very painful and medically dangerous to read with naked oil or candle light! Or Dad, have you forgotten I already wear medicated glasses on account of my poor sight? That's it, Dad; that's it.

In spite of all these odds, I am determined to humble all the subjects in our next examinations. I have decided that I will form a study group where I will regain what you have not been able to teach me. I also wish to relinquish some responsibilities of my extra-curricular groups, to gain more time for reading. Good enough, Mrs. Nowonder (the woman who sells food across the road to our former house) has secured a room for me where electricity supply is constant. I will need 5,000 shillings for rent. Please, would you mind sending it immediately?

Finally, Dad, I assure you I will do you proud. Just support me financially. Martha, Misty and Young Devil---your former neighbour's son, I mean, that boy who broke into your safe the other day---end their greetings. I will await the rent alongside my pocket money. Greetings to mother.

Yours affectionately,
Abbey.

SAMPLE 19

Write an article suitable for publication in a national newspaper on the frequent power interruptions in your town and the attendant hardship experienced by your people

Answer:

OUTLINE

This is not a letter, so, there should be no address at all.

Introduction: 1 paragraph

Discuss the general services rendered by the electricity agency. Have they performed well or badly?

Body 1: (first paragraph of body)

Hardship one: heat, mosquitoes and malaria infection

Body 2: (second paragraph of body) Life is dull: no music, no television, no ironing, no business for barbers, computer operators etc.

Body 3: (third paragraph of body)

Armed robbers have chance to operate

Conclusion: What is my overall impression?

Suggest that each locality should have generators

Now, write the above out, fully, carefully:

POWER INTERRUPTIONS: OUR NATIONAL PROBLEM

I am hereby forwarding this short article for publication in *The Sun*. Some articles have featured in this newspaper discussing some scourges and pains of living in Okokomaiko but none such article has addressed the realities of the pains inflicted on the over six hundred and fifty thousand people living in this rather government – forsaken area. In this article, I will discuss how the services of the Power Holding Company of Nigeria has brought hardship to the people. To fire the first shot, the electricity company should be queried for the rather shameful interruptions in the supply of electricity to Okoko---as beloved inhabitants of Okokomaiko love to call their town. This substandard service rendered in this area has inflicted a great many pains on us.

The first hardship we experience is the scourge of heat and mosquitoes. Once there is interruption to power supply (and this is usually for about twenty out of the twenty – four hours of a day — imagine!) everyone in his or her house or office begins to sweat profusely. The situation is worsened by the heat of the sun between April and September. Of course, fans and air conditioners that should be in service go on temporary holiday at this time. Heat, heat and more heat takes over! While still battling with this uncomfortable condition, it is suddenly night and giant mosquitoes of different colours, shapes and sizes begin to emerge from just nowhere. Before one would be able to call “Chloroquine”, four or five hefty uninvited guests have landed on one’s body, sucking off mouthful of precious blood, replacing it with malaria parasites.

Hundreds of children and a few adults died of malaria attack (caused by mosquitoes) last year. What an incalculable loss, sorrow and misery!

As if that is not enough, power interruptions make life dull. The company usually makes us think that their workers are mere children playing with switches that control the 'on' and 'off' system of our electric supplies, in their office. During that time of 'on' and 'off', there is no sign of life anywhere: radios, television sets, all electrical and electronic gadgets stop working. Artisans and professionals also stop working: Barbers, Computer operators, pepper grinders, tailors, hairdressers and a lot more people stop working because, electricity the source of the operation of their machines is out of supply. Do we really have people who care for our welfare in government?

To prove that whenever there is cut in electricity supply life is dull, consider the sudden ecstatic shout of children, roaring "UP NEPA" in unison, from different houses in all neighbourhoods whenever power returns suddenly. Can we say a cut in electricity supply is a cut in meaningful life? Most certainly!

But the worst of all hardships is yet to come: armed robbery operations in the neighbourhood of Okokomaiko are almost always carried out when there is interruption in the supply of electricity. Women are raped, homes are burgled, shops are broken into and hired killers have a field day. But who will identify who---in the darkness of night, created by the almighty electricity company? Should anyone ask where security officials are during this time of attack by these armed hoodlums? They are also afraid of dear life and are always hiding away from dark alleys of streets where the marauders operate from. Who will save us, for God's sake? Who?

In conclusion, the impression of an average Okokomaiko resident is that the electricity company has failed the people and urgent remedies are awaited. In the list of these remedies is the suggestion that the Local Government authorities should place heavy - duty power generators at different corners of Okoko to service the people during the period of power interruptions. Since this is not the final solution, government may consider building more dams and turbines for the generation of more electricity for people in the area. "A stitch in time", the adage goes, "saves nine". Once this is done, continued supply of electricity will take the place of darkness, people will bubble with life instead of experiencing dullness, armed robbery incidents will be reduced or even eradicated, while people will stop dying unnecessarily as a result of mosquito bites when electricity is out — and the government will be proud and confident during the next elections to say, "People of Okokomaiko, please give your votes again".

Aderupoko Ajirebi
Ajanlekoko Avenue, Okoko, Lagos.

Comments

Note that there is no address at all. This is because it is NOT a letter but an article.

The writing is based on the outline first drawn.

There are a total of five paragraphs.

There are no contractions or slang. This is formal / official writing. At least, three points are given about "the hardships" which is the core or centre of the whole writing.

SAMPLE 20

Write a story to end with the following words:

"So, you see, it doesn't pay to engage in examination malpractices"

Answer:

OUTLINE

Paragraph 1	-	Introduction	-	
Paragraph 2	-	Body 1	-	story part 1
Paragraph 3	-	Body 2	-	story part 2
Paragraph 4	-	Body 3	-	story part 3
Paragraph 5	-	Conclusion	-	the lesson

WORK AND PRAY

Promise me you will believe my story. You promise? Great! Well, yes, you should, because it is a true-life story. It is the story of our neighbour's only son. Pity him, blame him, arrest him, shout on him or clap for him — he deserves all for what he did. But if he ever gets out of this thorny web of criminality, he will never, I say, 'never', fiddle near live question papers, again.

Kunde was Albert Gorimapa Ojo's alias as he passed through secondary school. His father was stinking rich. I mean, rich! While his peers went to school on

bare foot in the village, his father's four – wheel jeep took him to school every blessed day, with sufficient purse to satisfy his sweets and biscuit- buying appetite in school.

Kunde had, one day asked his English Language teacher what the motto of the school: "*ora et labora*" meant and the Latin expression had been explained to him in simple English: "work and pray". But that was for every other student in Ori Oke High School — not for Kunde, who left his reading for playing and hooting, bullying and shouting, dancing and singing away his time.

Kunde's father, a successful medical doctor called his son one day and asked for one thing: "Albert" father said, "I have been impressed by your academic performances since you got to the senior secondary — always coming first. If you could have credits in five of your subjects in the South African Examination Council's coming external examination, I will send you to America and buy you a car". "That's no problem, me-en, dad, put your mind at rest; consider it done", Albert replied, "I have never failed. I will do it again", he concluded. Unknown to Doctor Ojoh, his son, Kunde (whatever that meant) had been giving a lot of money to his school's office clerk who was in charge of typing examination questions for the past three years that he had been in the senior secondary school, in exchange for hot, sizzling question papers before examination day, aiding his superfluous success in all school exams.

Bin Ladin (as the school's office clerk was always called) had promised Kunde live question papers for the SAEC examination while Kunde had given him (Ladin) R7, 000 (about one hundred and fifty thousand naira — which was mere "chicken change" to Kunde).

As the SAEC examinations started, Kunde continued even more vigorously to dance, play, do other things apart from studying, at least, it is said that if a dwarf could climb on the shoulders of a giant, he sees farther than the tallest man". For Kunde, Bin Ladin was his giant — and he would mount on his shoulders...

Bin Ladin, one of the world's most tricky men simply made photocopies of 1970 SAEC past question in all subjects and handed them to Kunde as the "hot expo you have paid for" for the year 2018 examination. "Thanks a million", Kunde said, as he hid the "hit", in the pocket of his boxer before covering it up with his school uniform trousers.

As the first examination began, Kunde, who had brought out worked answers to the question copied right answers for the wrong questions — at least, he did not know if the questions were for 1970 or for the present year. After the

examination, while he was attempting to leave the hall, the "manuscript" already prepared from home fell right in front of one of the seven policemen drafted to supervise the conduct of the examination. He was promptly arrested, searched and suspected. From the examination hall, he was taken to the community police station, then to court — and, once found guilty, then, to prison to serve out a whole twenty-one year prison punishment for the crime.

As he was being taken into the cell in handcuffs, Kunde asked: "where is my visa to America, where is the car promised by dad in all this; I have reached the end of the road, perhaps by the time I'm out of prison, I will have been forty years. "Too bad". Then, he turned to some of his classmates who had been in court to give him moral support and said, "So you see, it doesn't pay to engage in examination malpractices".

Caution

Writing stories in examinations demands great grammatical ability of vivid description and sentence correctness. Candidates are advised to run away from questions like this in examinations. If, however, the candidate has no option, then do the following:

- (a) Get adjectives — enough of them ready — as the tool for this business.
- (b) Master *reported speech* methods.
- (c) Learn to apply quotation marks.
- (d) Use logical sequence of events.
- (e) Before you start at all, think hard. Once again, if possible, avoid this type of question.

SAMPLE 21

You have recently moved into a new neighbourhood with your parents. Write a letter to your sister who is studying overseas giving at least, three reasons for disliking the new place

10, Agadagudu Street,
Television Road,
Benin City,
Edo State,
Nigeria.

10th November, 2019.

Dear Sister Pepeiyé,

How was your flight back to Canada? We believe it was great. We were worried when we learnt from a national television news broadcast that an aeroplane caught fire while in the air exactly at the time you left the airport. Well, it was good that you phoned us the following day to say you landed safely in your University in Vancouver, British Columbia Province, Canada. It's over two weeks since you left home. One important thing that has happened since then is that, we have moved to a new house. In this letter, I'll tell you my impression of the new neighbourhood. To start with, I dislike the new neighbourhood for different reasons.

First, there is no electricity connection. Are you surprised to hear that? It is true. This is because it is a new site. The land-lord of our former house---Mr Antamata was arrested by the police. The Public Relations Officer of the Police Force announced that he was a drug dealer. All his houses have been seized by government to punish him, so all of us, tenants had to relocate. The money father had, was not enough for renting an apartment in town, so he got a two-bedroom flat in Paramole village. Can you believe this? Without electricity, I've been unable to read at night; mother is unable to do business by using her electric grinding machine; we feel hot without the opportunity of a fan, we cannot iron our clothes, we cannot...Sister, should I continue?

In addition to this, there are many armed robbers here. As you know, where there is no electricity, there will be evil, secret activities. Many armed robbers visit innocent people in their homes, rape women in the houses, beat up and injure men and take away a lot of our money and property. Do you know the good news, sister? These robbers are so considerate and kind that they first send letters of notification to the houses that will be robbed. They usually state the date and time of their coming. Aren't they kind, sister? For the past eleven days, we've not been sleeping at night. What a life we live here, sister Pepeiyé! You are lucky to be living in the world's most beautiful and peaceful country.

Finally, sister, there are no taxis or any means of transportation here. Let me ask, sister Pepeiyé, if you had a car would you drive it on a road with more than ten thousand pot-holes within a stretch of two kilometres? I trust you. You

won't. The roads here are probably the worst in this entire world, so, no commercial motorcyclists or taxi drivers bring their bikes or taxis here. The consequence is that we trek about nine kilometers to school and nine, back. We cannot enjoy any social life because there's no means of transportation. Oh, how I wish I was with you in Canada, enjoying the good things of this life! Well, life is like that!

Will you possibly come home at Christmas? Please buy us a generating set and a car. We need them badly. I know you are a student but, thank God your fiancé gives you a lot of money! When coming, please, be careful of the numerous kidnappers in our country now, when you take a taxi from the airport to our new "great" village here. Please give my warm regards to Avogado, Lemlem, Bro Rusty, Uncle Thunder and the only 'mosquito' in your net, I mean your handsome fiancé, Bro Awilo.

Till I read from you, sister Pepeiye, cheerio!

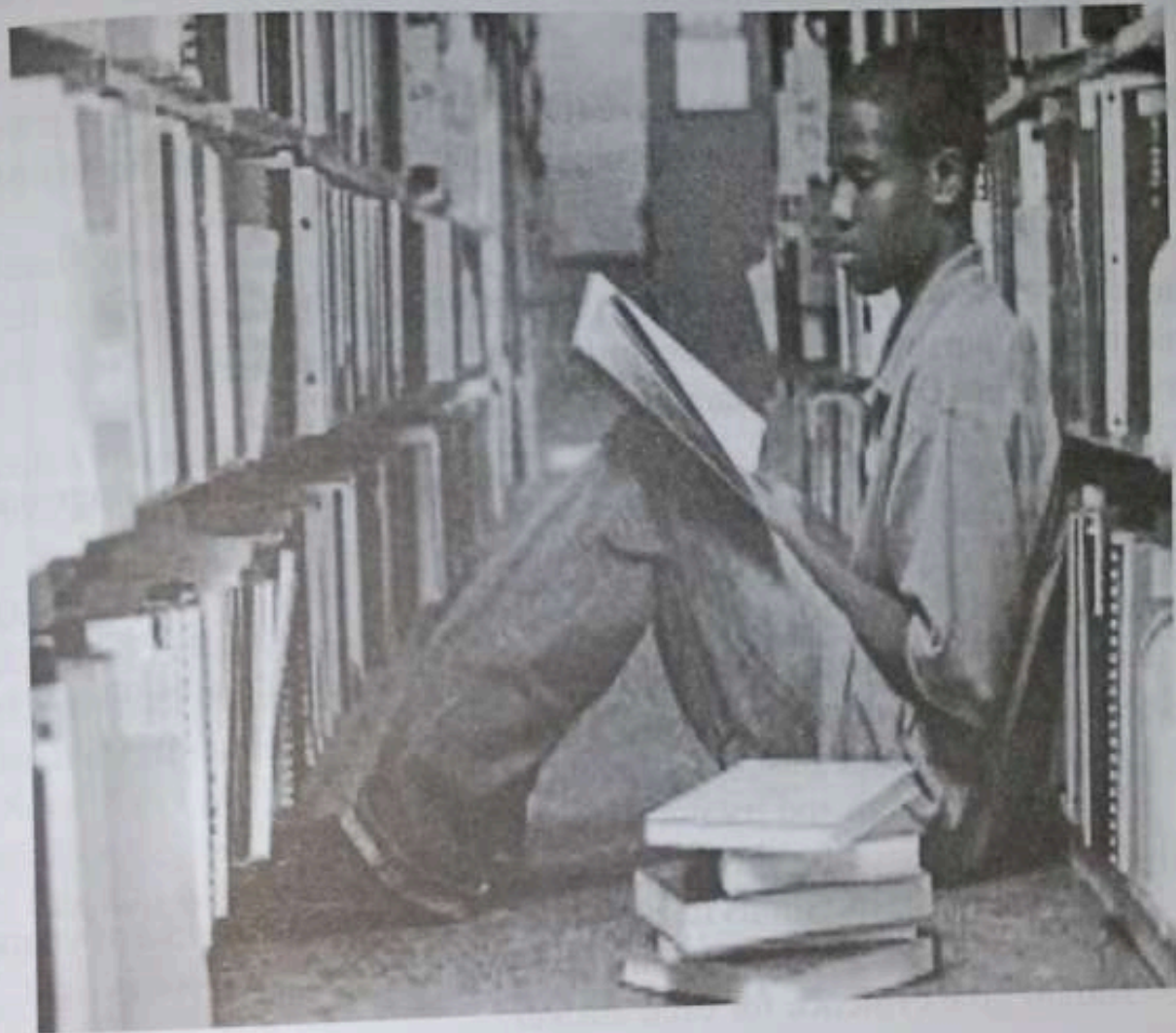
Yours ever,
Ajantala.

Analysis and Comments

- Did you take note of what the question means when it mentions "overseas", "parents", "studying overseas?"
A letter going *overseas* must show the country FROM where it is written, in the address. Look at the address in this letter above. Can you write yours like that? Try! If it is not going overseas, you do not need to mention **your** own country's name.
- Your discussion in the letter must reflect activities and events happening to your *parents*, and, the fact that your sister is *studying* and not *working* overseas tells you that you cannot ask her for money unless you do so wisely.
- To start this letter, first draw an outline. Assemble the 3 points. Arrange them so that one will lead to, or be linked with the next point. When you open a new paragraph, quickly state, *in the first sentence* what the point you want to make in that paragraph is. Look at the letter above, again.
- Your sentences should be short (but make a complete sense each time) so that you can know if the sentence is wrong. If it is long, you will not know when it is wrong. Spell carefully.

PART FOUR

COMPREHENSION



**HOW TO READ, UNDERSTAND AND ANALYSE
COMPREHENSION PASSAGES**

COMPREHENSION

Comprehension is the art of reading, understanding and analyzing any written sign, communication codes or text (words). We shall focus directly on comprehension as an aspect of public and school examination in this section. The following are some of the patterns of structuring comprehension passages and tests in English, in general.

1. Direct Questions

These are questions which do not have to do with any technique. The answer to a direct question is usually in the passage. A direct question will be any of the following:

“Where were the masquerades before the festive started?”

“What type of person is Cecilia, according to the passage?”

“Why is smoking considered dangerous by the writer?”

You will discover that the answers to these questions are in the passage under which they appear.

Approach

This general approach is used for all questions under comprehension. This is a step-by-step method which you must follow as they appear:

- Read all the questions under the passage;
- Understand them and try not to forget them;
- Read the passage for the first time;
- Go back to the questions one-by-one trying to find answers of yours;
- You should be able to say why you feel that your answer is right. You should give evidence for each answer.

2. Mechanical Questions

You may be asked to say what the functions of mechanical devices (punctuations) are, as they are used in the passage. The commonest punctuations are:

(a) Full stop (.)

This is used to show the end of a sentence.

It is also used to show abbreviations e.g. Prof. (for Professor) etc.

(b) Comma (,)

is used to divide a subordinate clause and the main clause, e.g. When I came from school, I ate.
is also used to separate items, e.g. A book, pencil, box, ruler and an eraser. It could be used before a non-defining relative clause.
The man who stole the oranges, is in police net.

comma could also be used before or after a comment or a subordinate clause which gives additional information to the statement e.g.
The pencil, though new, cannot write well.

(c) **Colon (:)**

This is used to introduce a long list of words or items e.g. He bought several things: rulers, pencils, books, pens and dusters.

(d) **Semi-colon (;)**

It is used to separate main clauses which are not joined by a conjunction e.g. The man is old; he may die soon. It is six o'clock; the sun may set now.

Semi-colon may also replace comma, e.g. there are two things to do; first going to Lagos; second ironing clothes.

(e) **Dash (—)**

Note that dash is longer than hyphen (-). The dash is used:

To make the statement real.

It is also used in modern English to introduce a set of items, just as the colon does. Several people — doctors, lawyers, clergymen and others — came for the burial.

So, its function here is that it introduces a set of items (people at the burial ceremony).

(f) **Hyphen (-)**

Hyphen is:

i) Used to form compound words, e.g. half-hearted, Major-General, etc.

ii) Could also help to form compound words which are separated by prepositions, e.g. father-in-law, president-in-waiting.

iii) It is also used to form compound adjectives preceded by 'a', e.g. a three-hour lecture, a four-man delegation, etc.

Note that: when you use 'a...' the noun e.g. 'hour' and 'man' in the two samples above (after the hyphen) will not be in plural form.

(g) Parenthesis ()

These in American English, are known as brackets. Parentheses help us to say more about something for example, to give additional information about something we have already mentioned in a way that the additional information does not bring any change to the statement. For example,

- (i) Babangida (the oldest dribbler in this town) is here.
- (ii) Our school (the best in town) is eighty years old.

You will notice that if we remove 'the oldest dribbler in this town' and 'the best in this town' from statements (i) and (ii) above, no harm is done to the original statement. So, whatever is inside the two brackets is parenthesis or additional information.

(h) Apostrophe (')

This is used to:

- (i) Show possession, for example,
John's ball = one person.
The boys' shirt = more than one person.
The girl's skirt = one girl.
The girls' skirt = more than one girl.
- (ii) Show contraction, for example,

Cannot = can't, will not = won't, shall not = shan't etc.
1970s = 70s or 70's.

- (iii) Make plural of letters for example,
"Dot your i's and cross your t's."
Also, short words could be pluralised. They are prepositions, conditional pronouns and so on, for example,
He said, because he was hungry, he seemed to see two me's.
There are too many but's and if's in your letter.

(i) Capital Letters

A capital letter is used to start any statement after a full stop.

It is used to start:

names of people: Daley;
names of months: December, September;
days of the week: Monday, Friday;
names of festivals: Christmas, Easter,
Eid-el-fetri, etc;

It also starts school subjects: English Language not: english language or mathematics, etc.

short, it is used to start almost all names.

Word Class Question

The third type of question method is the part of speech question. You may be asked to change certain underlined words from one class to another, for example, 'friend', 'adventure', 'imagine', and 'manage' to adjective form. So you have 'friendly', 'adventurous', 'imaginable', and 'manageable'.

Quotation Question

Under this type of question you may be asked to quote:

a word

a phrase

a clause

There is some technicality about this kind of question. And, God

be good, we have talked about the difference between word, phrase and clause. For example, you are asked to quote a phrase, and you write something like 'when he walked home' then you are not right, since this is a clause – a subordinate clause. So learn the difference between the three. Now, when you quote, you should put a single inverted comma on top for example, 'in the garden' (phrase), 'the boy' (phrase).

Figure of Speech Question

This type of question is to test your ability to recognize literary devices as they are used. A figure of speech is a statement in style; it means more than what is written or brings reality to your idea. Here are just few of them:

Simile

A simile makes comparison between two entities in an indirect form using the words 'as' or 'like' for example,

He sleeps **like** wood.

He is **as** unfeeling **as** wood.

He is **as** fat **as** a cow.

Metaphor

A metaphor is a statement, which compares one thing with another more implicitly than does simile, for example,

He is **a piece of coal**, i.e. he is very dark in complexion.

She is **a tigress**, i.e. she is very ferocious.

(c) **Alliteration**
This is when the first consonant sounds of each word in a statement are alike.
For example, 'Pleasant People Patronise Peter Printing Press' or 'the Plantain Planters Planted Plantain on the Plantain Plantation', etc.

(d) **Euphemism**
Instead of saying someone is a **thief**, we could say he is **light fingered** instead of 'He died' we could say he '**passed on**' or **passed away**', instead of saying '**toilet**' or '**latrine**' we could say **comfort station**. These are softer ways of saying things especially those things which are likely to cause embarrassment to the ear. You cannot in public for example shout 'I am going to excrete'. It is vulgar. Therefore simply be euphemistic: 'I am going to comfort station'.

(e) **Irony**
This is saying the direct opposite of what is meant. If for example, after failing ten times, Alice could be described as a brilliant student then there is an irony. (You could see the opposite in 'falling' and, 'a brilliant...')

(f) **Personification**
This is giving attributes or qualities of life to something, which does not have life. For example, one day, I mistakenly placed a metal plate on my table. Unknown to me, the plate was leaking and it had water in it. Some water had percolated through the holes, on to the table. Couldn't the plate be said to have '**menstruated**' (something which only human beings do)? This will personify the plate – treating it as if it were a human being.

6. **Contextual and Substitution Questions**

Be careful here. Usually questions 7a and 8a come under this method: The questions could be framed in two ways and there is an approach for each:

Replace each of the following with (by) a similar word or phrase that means the same and can replace the one in the passage.

Replace each of the following with a similar word that means the same as the one in the passage.

Now, notice that in (i) we find '**...and can replace the one in the passage**'. In (ii) there is no such statement. That's the difference.

Method (i) demands that you will first remove the underlined word in the passage and put another one. After this, read through and see whether the word you have just put reads well or is grammatical.

In other words, if you find a question in that way, first determine the part of speech in which the word to be removed belongs. The word you are to supply or replace it with should be in the same word class, for example, "Billy is a goat; he fights with everybody".

Now look for a word or phrase which means the same as 'goat' and which can replace it in the passage. Let us try 'stubborn'.

Now, let us remove 'goat' and put 'stubborn' (the new word), in the place of 'goat'.

Then, let us read the sentence and see if it is grammatical. "Billy is a stubborn; he fights with everybody". Is this correct? No! 'Billy is a stubborn'?

This is because 'goat', is a **noun**, 'stubborn', is an **adjective**. So to replace 'goat', let us use a noun phrase:

"stubborn boy". So, let us read over. "Billy is a stubborn boy; he fights with everybody". Is this correct? Yes!

So, the answer is 'stubborn boy' — not 'stubborn'. It is zero if you write only 'stubborn'.

But in case of method (ii) once you put a new word in the gap where you have removed a word, and that word seems to mean the same, you do not need to see if the words sound well in the statement, just leave it, it is correct.

What makes the difference is that one question says **And which can replace the one in the passage** and another does not say that. So watch out!

For both, know that to replace a word, you will not give the dictionary meaning. 'Goat' in that statement would have meant 'a four-legged animal', but it is the context or the way in which the word has been used that determines the meaning of the word. A further example is:

"Good handwriting is an **asset**". What does 'asset' mean here?

No, it is not 'wealth' or the opposite of 'liability'. It means '**endowment**', so, be careful.

7. Grammatical Function Questions

- These questions could be asked in two ways:
- (a) What is the grammatical form or name of '**although these epiphytes grow on trees**'?
 - (b) What is its function?

Speaking with international focus, there are only two: the **formal** and the **informal**. The **semi-formal** is merely an African (WAEC) creation.

A. **Formal Letter**

A formal letter is also called an official letter. It is a letter written by someone or a group of people who are acting officially or who hold offices. They may be related to you but if you are going to discuss official business, you must write a 'formal' letter. These letters include those written to Newspapers, magazines, Periodicals, business units and shops, companies, offices and letters to schools – generally, letters to people who hold offices.

B. **Informal Letter**

This is the opposite of the formal letter. This is a form of letter written to people who are very close to you, e.g. your friend (including pen friends), relatives e.g. brothers, sister, parents, uncle and other close people.

C. **Semi-Formal Letter**

This is the one that is not really official neither is it really friendly in the sense of an informal letter. It includes letter to the friend of your parents, your teacher / principal, your pastor or Imam, older friends etc.

If however, you are writing to the principal of another school (not yours), it means you are writing to someone who holds an office and who is not close to you. In that case the letter is formal.

STEP – BY – STEP APPROACH TO LETTER WRITING

For candidates writing public examinations, immediately you take your question paper, choose the question you are to answer.

The next step is to ask yourself: Is it a *formal*, *semi-formal* or *informal* letter?

You need to do this because, if a letter is formal and you understand it to be semi-formal, it means you will lose marks because the necessary things which a formal letter should have will be missing in your semi-formal approach.

Now, consider the components of the letter.

Components of a Letter

After you have determined the type of letter, fix the following components: You must write down the components so as to guide you. Write them down in your answer booklet and cross them with a pencil.

Please note that this single question has been broken into two. Yet another method is that the examiner may not break them into two.

You may just be asked:

“What is the grammatical function of: **although these epiphytes grow on trees?**”

Whether it is broken into two or not, what you have to do is,

First: state the **form**, that is, the **grammatical name** given to that statement – is it a noun / noun phrase / noun clause, relative phrase / clause, adverbial phrase or clause, etc?

Second: state the function it performs in the place where it appears, for example,

The boy loves driving and riding in the morning.

Question – What is the grammatical function of the ‘**The boy**’?

Answer (a) Form - It is a **noun phrase**.

(b) Function - It functions as the **subject of the clause**.

Question – What is the grammatical function of ‘**driving and riding**’?

Answer (a) Form - It is a **noun phrase or nominalisation**.

(b) Function - It functions as the **complement of the clause**.

Question – What is the grammatical function of the ‘**in the morning**’?

(a) Form - It is an **adverbial phrase of time**.

(b) Function - It **modifies** (the verb) ‘**loves**’.

So, generally, **form** refers to the **name – the grammatical name** or **term** that the statement / word is called while ‘**function**’ refers to the work of the statement performs in the sentence where it appears. Function may refer to whether the statement is the **subject** or **complement** or **object** of the clause. It may, in the case of **adverb** / **adverbials**, function as **modifying** or **qualifying** the verb that comes before, as in the last example above.

Analysis of Grammatical function Structures

All along, we have discussed the two methods of asking a grammatical function question.

Now, note that, when you are asked to "describe", or state the "grammatical name" or "grammatical form" of any underlined part in the sentence, what you are being asked to do is to say whether that underlined statement is:

- a. a **letter**?
- b. a **word**?

If it is a word, you do not need to say it is a word; you must say the type of word it is – is it a **noun**, a **verb**, an **adjective**, a **pronoun**, an **adverb**, an **interjection**, a **preposition**, an article or a conjunction? Let us look at this example:

I know **him**.

With what grammatical term will you describe **him**?

Answer:

Object Pronoun

(You should not say it is a word; you must say the real name given to that type of word, i.e. **him** is the **object** of the sentence. It is also a **pronoun**).

- c. Is the underlined statement a **phrase**?
What type; noun, adjectival, adverbial, prepositional **phrase**? You must indicate this.

- d. Is it a **clause**?
What type of clause; noun, adjectival, adverbial, prepositional **clause**?

The statement: 'I know him' is a **clause** because it contains a verb. You must indicate the type. For example, it is a **noun clause**.

You must also say whether the clause is subordinate or main, or is it a sentence? Once you answer that part of the question you have scored half of the mark under it.

So, the following will help you in identifying grammatical terms / names of structures.

S level (Subject)

At the subject level, you can have:

- (a) **Pronoun**, e.g.

S	P	C
He	is	kind

He here, is a personal pronoun.

- (b) **Noun**, e.g.

S	P	C
<i>Jim</i>	is	kind

Jim is a noun.

(c) Noun phrase

S	P	C
<i>The boys</i>	are singing	hymns

The boys is a noun phrase.

(d) **Nominalisation**

Nominalisation is turning an item that is not a noun into a noun by putting that thing in a different position in the clause.

Nominalisation can be achieved in the following ways.

i. 'that' — e.g.

S	P	C
<i>That Eleje likes her country</i>	is	a fact

The statement written boldly is nominalisation and called a **noun clause / nominal clause / nominalisation**.

ii. to + verb — e.g.

S	P	C
<i>To pass an examination</i>	is	a difficult thing

Here, 'to pass an examination' is a **noun infinite clause** or simply **nominalisation**.

iii. Using gerunds

S	P	C
<i>Singing</i>	is my	hobby

Singing, as used here is a **noun** or simply **nominalisation**.

(e) Noun clause

at the **S level**, we can have a noun clause.

The examples under the process of nominalisation are also relevant here. For example:

S	P	C
<i>That we know what we want</i>	is	certain

Noun in apposition

(D) This occurs when, at the S level, two descriptions refer to only one entity for example,

S	P	C
<i>Gowon, the former head of state of Nigeria</i>	is	handsome

Here, **Gowon** is a noun but because **the former head of state of Nigeria** is still the same person as **Gowon**, it will be called a **noun phrase** – in apposition to **Gowon**.

Also

S	P	C
<i>Our principal, Reverend Jackson</i>		a complete gentleman

Here, **Reverend Jackson** is a **noun phrase** in apposition to **our principal**.

S	P	C
<i>My friend, Mary</i>	has	Travelled

Mary here is simply a **noun in apposition** to **my friend**.

Predicator Level

Grammatical function questions do not usually come from this level because it is easy to identify verbs – whether primary, anomalous, lexical or modal.

Complement Level

At the **C level**, the following structures can be found:

(a) **Noun** — e.g.

S	P	C
I	know	<i>Johnson</i>

Johnson is a noun.

(b) **Pronoun** — e.g.

S	P	C
I	know	<i>him</i>

him is a pronoun.

(c) **Noun phrase** — e.g.

S	P	C
I	Saw	<i>the boys</i>

The boys is a noun phrase.

(d) Nominalisation — e.g.

S	P	C
I	Like	<i>dancing</i>

dancing is a noun or nominalisation.

(e) Noun clause — e.g.

S	P	C
I	know	<i>where you are</i>

where you are is a noun clause.

What is the "thing" that I know?

Answer:

'Where you are'. That "thing" is a noun so, 'where you are' is a 'noun clause' because of the presence of the verb 'are'.

(f) Adjective — e.g.

S	P	C
She	is	<i>beautiful</i>

beautiful is an adjective.

(g) Adjective phrase — e.g.

Alice, please call the girl in white dress. **In white dress** seems to describe the girl I want Alice to call, and as such, it is an adjective phrase — not a prepositional phrase!

(h) Adjectival clause — e.g.

S	P	C
That	is	<i>the girl who broke the glass</i>

who broke the glass describes the girl, and so, is an **adjectival clause** (clause because it has a verb 'broke').

Note that there is no comma before 'who'.

Other ways of identifying the adjectives are as follows:

- Proper Adjectives : English, American, Chinese, Nigerian, etc.
- Adjective of quality : brave, beautiful, young, etc.
- Numeral adjective : six (pencils), ten (boys), fifteen (houses), few

- Demonstrative adjectives: these (boys), that (girl), certain (students)
- Interrogative adjective : which (car)
- Distributive adjective : either, every, every other, neither
- Possessive adjective : my, your, their, its, our, his, her.

(i) **Preposition**

Still at the complement level, we can realise preposition, e.g.

S	P	C
She	came	<i>towards me</i>

towards me is a prepositional phrase.

S	P	C
They	are accused	<i>of robbery</i>

of robbery is a prepositional phrase.

(j) **Interjection (phrase)**

S	P	C
He	said	' <i>Oh!</i> '

Oh! is an interjection.

S	P	C
He	said	' <i>Oh, my God!</i> '

Oh, my God! is an interjection phrase.

(k) **Relative pronoun / Relative phrase / clause**

Any of the following will show a relative pronoun phrase / clause:

Who, whom, whose, which and that.

Linda gave the ball to **whom she liked**.

Whom she liked is a relative clause.

Who came here yesterday?

S	P	C
I	know	Who

who here, is a relative pronoun.

Adjunct Level

At the level of the adjunct, classes like adverbs, adverbial phrases and adverbial clauses operate.

We have:

			degree
			reason
			time
			place
i.	adverb	} of	frequency
ii.	adverbial phrase		condition
iii.	adverbial clause	}	direction
			concession
			consequence

Identification of adverbs, adverbial phrases and adverbial clauses

Note:

If only one word is found at the adjunct level, it is an **adverb of...** time / place / reason, etc.

If two or more words appear at the adjunct level without a verb, then, it is **adverbial phrase of...** time / place / reason, etc. If two or more words appear at the adjunct level with a verb, then, it is **adverbial clause of...** time / place / reason, etc.

Time — e.g.

- Yesterday — *adverb of time*
- Last year — *adverbial phrase of time*
- Before we woke up — *adverbial clause of time*

Place — e.g.

- Here, there, thither — *adverbs of place*

Reason — e.g.

- I read **for success** — *adverbial phrase of reason.*

He shouts because

- he is a bully** — *adverbial phrase of reason.*

Other reason markers are: **For, so that, in order that, because, as, so as to.**
He went home **as** he wanted to see his father — *adverbial clause of reason.*

Concession

Markers that show concession are:

(AI) **though, even though, however, whatever, no matter what, even if, despite the fact that, in spite of, notwithstanding, nevertheless, while, whereas.**

For example,

He read hard, **nevertheless**, he failed

— *adverbial clause of concession.*

Consequence – (Purpose and result)

The following markers are used:

That, so that. For example,

He ran so fast that he won a prize

— *adverbial clause of result.*

Comparison

The following markers are used:

Than and more. For example,

He is taller **than** her.

Degree

The following markers are used:

as... as e.g. **as soon as, as well as, as late as, as brilliant as, well, precisely, much, so, very, too.** For example,

He speaks as much as his sister — *adverbial phrase of degree.*

Manner

Most adverbs of manner end in 'ly'

He speaks **slowly**.

They rush in **hastily**.

However, the words: **friendly, cowardly, rascally** which end in 'ly' are adjectives. For example,

He is a **rascally** boy. (Adj)

They are **cowardly** people (Adj)

Condition

The markers are: if **provided (that), unless, had.**

For example,

FUNCTIONS OF STRUCTURES

S	P	A
I	Would not have come	had it rained

Adverbial (subordinate) clause of condition. Note that: had it rained is the same as if it had rained. 'if it had rained' is an *adverbial clause of condition*.

S	P	A
I	will not greet you	unless you give me some money

Adverbial (subordinate) clause of condition.

GRAMMATICAL NAME	FUNCTION
<p>(1) At Subject Level: Any underlined item at 'S' level could be noun, pronoun, noun phrase, nominalisation, noun clause, noun in apposition.</p>	<p>It functions as subject of the whole clause.</p>
<p>(2) Predicator Level:</p>	<p>Questions do not usually come from this level because it is easy to identify verbs as primary anomalous, lexical and modal.</p>
<p>(3) Complement Level: Underlined items under the complement are noun, pronoun, noun phrase, noun clause, nominalisation, noun in apposition, preposition, interjection. Adjectives / adjective phrase</p>	<p>Any of these may function as object of the preceding verb or as complement of the whole clause.</p> <p>This qualifies the noun before it.</p>
<p>(4) Adjunct Level: Adverbs, adverbial phrase and adverbial clauses.</p>	<p>This modifies the preceding verb or adjective or, it may even modify a preceding adverb. e.g. He speaks very well. 'Very well' is an adverbial phrase modifying <i>speaks</i>.</p>

PAST QUESTIONS ANSWERED: COMPREHENSION

The following past questions have been answered and analysed so that a candidate can follow the pattern and method used by the author, in his / her own attempt. Various types of questions have been fielded and analysed in a way that there is no questioning method that is not included here. They should be regarded as examples and guide.

1982, November. Section B, Question 8

We are not all **born with silver spoons in our mouths**, neither are we all going to end up owning typewriters. Good handwriting is an **asset** easily acquired and almost impossible to lose. The applicant who cannot put forward his case in neat, **legible** handwriting is liable to remain on the job market for a long time. Examination candidates may likewise prejudice their chances with illegible handwriting. The case for teaching handwriting, therefore seems quite strong.

Unfortunately, for a number of years, this has been ignored. In consequence, many teachers do not know how to teach handwriting and in many cases, they themselves do not know how to write clearly, and cannot therefore offer their students a suitable model. Many children also assume, **because no stress is laid on it**, that good handwriting is not necessary. If this situation is to be **rectified**, there must first of all be an acceptance of the fact that bad handwriting prejudices the reader against the writer and what he has written.

(a) Explain in one sentence, the phrase '**born with silver spoons in our mouths**'.

(b) Give, in one word, the meaning of each of the following words as it is used in the passage.

asset;

legible;

rectified.

(c) Is the writer for or against the teaching of handwriting in schools? In not more than two short sentences, give two reasons from the passage in support of your answer.

(d) What is the grammatical function of '**that good handwriting is not necessary**'

I shall not be surprised if some native takes it into his head that the rats are gods and goddesses. I am not sure that I shall **buy** that extreme verdict. I am prepared, however, to accept that they are possessed by non-rat spirits, possibly the ancestral spirits that people here set so much store by.

- (a) For each of the following, give a word or phrase that means the same and which can replace it in the passage.
- buxom
 - a bid
 - donned
 - evaporated
 - buy
- (b) Why did the writer open her door to the rat?
- (c) '**That was presumptuous on my part**'. What did the writer expect the rat to do?
- (d)
 - How did the writer regard herself at the end of the contest between herself and the rat?
 - Quote the phrase that supports your answer here.
- (e) What does the writer's reference to '**some native**' believing that the rats are gods and goddesses' tell you about the natives of the place where the CECO Hotel is situated?
- (f)
 - Find a word or phrase that can replace the word 'some' in the phrase **some native** as it is used in the passage.
 - What effect does the writer achieve by her use of the word 'some' here?

Answers

- (a)
 - Buxom: fat / fleshy / robust / voluptuous
 - a bid: an attempt / an effort / a move / order
 - donned: put on / assumed / showed / gave
 - evaporated: diminished / disappeared
 - buy: agree to / be impressed by / take / believe / accept

Comments

Please note that, the question states:

...And which can replace it in the passage.

It therefore means that you will remove each of the underlined words and put

any of the ones I have given (above) here. You will see that when you now read through the sentence, there won't be grammatical error with the new word you supplied, for example,

Let us take (ii) above, 'a bid'

Then, regaining my self-respect, as indeed I ought to have done, I stamped my foot in (a bid) "an attempt" or "an effort" or "a move" or "order" to frighten it away. So, any of my answers can replace 'a bid'.

- (b) The writer opened her door to the rat because, scratching on the other side of the door which would not stop, disturbed her.
- (c) She expected the rat to run away but it did not.
- (d) i. At the end of the contest, the writer felt that she had been seriously insulted and was afraid.
ii. '... my self-respect having evaporated'.
- (e) The writer's reference to some native believing that the rats are gods tell us that the people there are traditional and superstitious.
- (f) i. Another word for 'some' in 'some native' is 'a'
ii. The effect achieved by the use of 'some' here is the effect of generalization (that is how every native behaves).

WAEC, June 1988, Part B, Section 1, No. 7

COMPREHENSION

Read the following passage carefully and answer the questions on it.

The most memorable experience of my life was an incident that occurred some thirty years ago when I was in the fourth form in the secondary school. In those days, the speech-making and prize-giving day was always a great event. It was always a day when the result of the promotion examinations were announced to the students after weeks of suspense.

The afternoon commenced with all students taking their seats in the large hall, and the members of staff, led by the principal, filing in. There were also three guests, each of them, an important figure in the town. The principal and the dignitaries made speech admonishing the students to work hard in order to attain their goal. Then the prize-giving commenced.

Soon, it was the turn of my class. For the overall best student, my name was called. This was not unexpected, the position having become almost identified with me. Amidst the clapping, I stood up and moved towards the principal

whose outstretched hand held a fat book. I was already before him when he peered through his heavy spectacles, surveyed my figure and held back the book. There was a sudden silence. Students were **amazed** at this turn of events. Then he explained: "You'll have your prize when you pay your outstanding fees".

I stood there, almost petrified. Had I been warned of this disgrace, I would simply not have stood up, let alone bothering to go forward. There I was, the sorry focus of attention. I wished my legs would refuse their function but they did no such thing. On the other hand, they refused to beat a retreat, at least, for those burning seconds. Then suddenly spontaneously, the students started **clapping and hailing me**. Thus, my return journey was more loudly cheered than the outward journey.

For the prize in English, my name was also called. Of course I sat still, but the students hailed on. The prize was kept. For Mathematics, it was the same drama. Somehow the students' behaviour saved the day for me.

Poorly clothed in torn tennis shoes and being a debtor, I was the talk of the school. The little fee I had paid that year was earned through doing menial jobs at weekends, supplemented with donations from some school mates. Father's financial difficulties had been aggravated by a protracted court case. He had no alternative but to ask me to withdraw from school and look for a job. This I had refused to do.

I had borne the cross gallantly until that day when the principal's action threatened to kill whatever courage remained in me. I ordered the tears to gush out to flood my sad face, but the ovations forced the spring to remain dry. I had the loudest ovation that day: the students' response to my plight was my own prize.

- (a) Why were the students usually in suspense before the prize-giving day?
- (b) Why was the announcement of the writer's name as the winner of the best student prize not a surprise?
- (c) What two proofs are there in the passage to show that the writer was liked by his school mates?
- (d) Why was his father unable to pay his school fees?
- (e) "...whose outstretched hand held a fat book".
 - i. What grammatical name is given to this expression as it is used in the passage?
 - ii. What is its function in the sentence?
- (f) "I had borne the cross gallantly ..."

- i. What figure of speech is this expression?
 ii. What does it mean as used in the passage?

- (g) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:
 Memorable;
 Figure;
 Amazed;
 Menial;
 Protracted;
 Plight.

Answers

- (a) They were always in suspense before the day because they were always anxious to know their fate.
- (b) It was not a surprise because he had been winning the prize in previous years.
- (c) i. He was cheered with clapping.
 ii. He was hailed with words of encouragement.
- (d) His father could not pay his school fees because he had spent a lot of money on litigation.
- (e) i. Relative Clause.
 ii. It modifies 'principal'.
- (f) i. Metaphor.
 ii. He had endured all embarrassment and sufferings with courage and boldness.
- (g) i. memorable - remarkable
 ii. figure - personality
 iii. amazed - surprised
 iv. menial - undignifying
 protracted - prolonged
 plight - problem

Read the following passage carefully and then answer the questions on it.

It wasn't only us students who had a good time at Miss Cecilia's expense; everybody did. Miss Cecilia was our Biology teacher. She was grim and strait-jacketed in her judgement and wicked as well.

She insisted that we call her 'Miss' plus her first name because she had been impressed with how maidservants in Jane Austen's play called their social betters by that combination. When we discovered that Miss Cecilia's contact with English Literature did not extend beyond Mansfield Park, our saucy class prefect declared that Miss Cecilia was the living proof of Pope's '*A little learning is a dangerous thing*'. The rest of the school was extremely thrilled that Miss Cecilia considered all of us to be socially handicapped.

But then, to be fair to the lady, academically... the lot.

To Miss Cecilia good girl woke up daily with the rising bell, said her morning prayers, brushed her teeth, and sat bolt upright at the edge of her bed to learn by rote, ten sentences of the biology text book. The idea was that by the end of the leap year, Miss Cecilia's good girl would be able to recite 3,650 sentences in the book without so much as a pause for breath.

Miss Cecilia could not forgive the bad girl who would not keep to this fool-proof road to academic brilliance. But Miss Cecilia could not forgive a lot of student crimes – like leaving our i's undotted and our t's uncrossed in our homework; like when she passed and we caricatured her in our art classes.

We often wondered if her inability to forgive would have made Catherine the Great change the gender in her observation that the more a man knows, the more he forgives.

(a) For each of the following, find another word or phrase that means the same as it is used in the passage:

- i. strait-jacketed
- ii. discovered
- iii. saucy

- iv. thrilled
v. fool-proof
- (b) "... **everybody did**" is the shortened form of a much longer sentence.
Write out the full sentence.
- (c) How did Miss Cecilia see her position in relation to her students?
- (d) In which spheres did Miss Cecilia regard her students below average?
- (e) If Miss Cecilia looked upon lapses such as undotted i's and uncrossed t's as crime, what kind of person was she?
- (f) Change the gender in Catherine the Great's observation – **the more a man knows, the more he forgives.**

Answers

- (a) i. strait-jacketed : old fashioned / unprogressive
ii. discovered : found out / realised / noted
iii. saucy : rude / impudent
iv. thrilled : excited / felt bad
v. fool-proof : useful / effective / efficient / trusted

Comments

Note that the question does not say '... and which can replace it in the passage, therefore, all you do is, look at the meaning of each word that is underlined.

- (b) 'Everybody did', here means: Everybody had a good time at Miss Cecilia's expense.
- (c) Miss Cecilia saw herself as superior to her students.
- (d) She considered her students poor in sociability.

Comments

Remember we read:

'The rest of the school was extremely thrilled that Miss Cecilia considered all of us to be socially handicapped' (socially poor; not sociable).

- (e) She was a very strict / fastidious / careful difficult person.
- (f) It will change to:
'the more a **woman** knows, the more **she** forgives.'

Comments

Gender refers to the words you use in referring to a man or a woman, herself, himself, she / he, etc.

The question has given you **a man** and **he** to change to the

feminine (for female) gender from the **masculine** gender. There is also **neuter** (not neutral) gender – ‘it’.

WAEC, 1998 June Passage B, Question 8

Read the following passage carefully and then answer the questions on it.

A candidate in an examination hall is a close cousin of the boxer in the ring. Both are fighting for a prize or, at least, for some commendation. Their goal is to win, and victory brings fame while failure leads to disaster and frustration. Each victory paves the way for a promotion up the ladder, and the higher one climbs the more exposed to the public glare one gets. A world-boxing champion is like a Nobel Prize winner among academics; each is at the **apex** of his career, but the route to that position can be tortuous and rough.

The examination candidate is not a very normal person for the simple reason that he is under **severe** pressure. Although he is alert and his pulse is fast, he is liable to commit elementary errors without knowing it.

Thus, he may repeat or omit one word, miss the spelling of another, or interchange the positions of two words. If he reads over, which he hardly ever does, he may see what was originally in his brain rather than what is on paper. So, most errors escape him.

More alert than at ordinary times though his brain maybe; it can play funny tricks in the examination hall. Thus while struggling with the question, he may suddenly recall an old joke or a long forgotten and obscure incident right there in the exam hall. **While his pen is dancing furiously on the paper**, the candidate may remember a beautiful tune as if his mind is saying: ‘forget this task, enjoy some music’. Happily, these do not usually disrupt the exercise at hand: the task goes on while the candidate may smile to himself at the strange recall of the joke or music.

The brain can play a different type of trick. A fact long stored up and remembered a short while before the examination can suddenly evaporate. All

attempts to recall it may prove unsuccessful. Usually, till the paper ends, the fact remains **elusive** only to resurface much later when not needed.

The candidate does not fare better in an oral examination. His problems are heightened by the fact that his fate depends entirely on the examiner's assessment of him rather than what he writes down himself. The facial appearance of the examiner is also a strong factor since a stern, unsmiling examiner can be intimidating.

Yet, an examination candidate need not be frightened. He needs all the **calmness** he can muster. He should sleep soundly before the exercise trusting that all the preparations he made earlier will not fail him at the hour of need. The fact is that one forgets more when one is tired, especially when one panics unnecessarily.

- (a) In what two ways is an examination candidate similar to a boxer?
- (b) Identify two direct results of pressure on the candidate.
- (c) Give two examples of the "funny tricks" the brain can play on the candidate.
- (d) Give two reasons why a candidate may have a greater problem at an oral examination than at a written paper.

(e) "...while his pen is dancing furiously on the paper..."

What figure of speech is this?

What does it mean as used in the passage?

(f) "A candidate in an examination hall ..."

What grammatical name is given to this expression as used in the passage?

What is its function in the sentence?

(g) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:

- | | |
|--------------|----------------|
| (i) paves; | (iv) elusive; |
| (ii) apex; | (v) stern; |
| (iii) sever; | (vi) calmness. |

Answers

- (a) They are similar in that,
(i) They are both striving to clinch a targeted glory

- (ii) Both detest failure hence they struggle hard.
- (b) (i) Under pressure, a candidate may commit blunders.
(ii) Under pressure, a candidate behaves abnormally.
- (c) (i) The brain can mislead the candidate to mis-spell a word.
(ii) The brain may fail to remember even simple facts.
- (d) (i) A candidate may be frightened by the examiner's looks or facial expression during an oral examination but it hardly happens in a written examination.
(ii) A candidate in a written examination definitely exudes more confidence than in an oral examination when his fate depends not completely on him but the examiner's assessment.
- (e) (i) It is personification.
(ii) His pen is writing quite fast and hurriedly.
- (f) (i) It is a nominal phrase.
(ii) It is the subject of the whole clause.
- (g) i. paves - gives / makes
ii. apex - top / zenith
iii. sever - great
iv. stern - frightful
v. calmness - cool, emotional stability.

WASSCE

Read the following passage carefully and then answer the questions on it.

One of the puzzle to which I had no solution as a child was how my cousin seal an envelope with his saliva. Each time he wrote a letter for my illiterate father, he merely ran his tongue over the inner edge of the flap of the envelope, folded it and then sealed it. Just like that! In my puzzlement, I tried the same trick repeatedly with two pieces of paper but my saliva failed to hold them together. I then theorized that my cousin's saliva must be gummy. If that was so, why wasn't mine? My studied search for a solution led to the very sound conclusion that my cousin's saliva was gummy because he was the only educated man in the family. By extension, I reasoned that all educated people have sticky saliva.

But it didn't take me long to wonder why my cousin's lower jaw was not stuck to the upper jaw. Indeed, I wondered how morsels of food could roll down to his gullet without sticking to his tongue and palate. Each time I was around

when he ate, I watched him put one morsel after another into his mouth without experiencing any problem in getting down. After many days, indeed weeks, of pondering over this thorny issue, I decided that while all educated men had sticky saliva they had developed a special mechanism for neutralizing the stickiness when eating.

My theory received a severe jolt one day when father had to get a letter written but my cousin was not around. Father sent to the next house for his niece, the nearest educated person. After the lady had written the letter, father brought out an old envelope which had probably been lying forgotten for months on his cupboard. But to my amazement, the flap would not stick well to the body of the envelope no matter how many times she applied her saliva.

In the end, father used some pap as gum. With this, my new puzzle was "Why was the educated man's saliva sticky while the educated woman's saliva was not?" Before long, I decided that the woman's saliva was not so sticky because she was not as learned as the man. So, I updated my theory: the more learned a person was, the more gummy his saliva would be. Fine theory.

The death knell sounded on my latest theory one day when father sent me to buy an envelope from a nearby shop. Having bought it, I studied its flap closely and discovered that its inner edge had some glossy material. It felt sticky to my touch. Curiously, I ran my tongue over it and sealed the envelope. That was it! It got stuck, refusing to be parted no matter how much I tried. When I delivered it that way, father rightly guessed that I had tampered with it. Although I received a spanking, I was consoled that at last, I had unraveled the mystery.

- (a) State the writer's original theory.
- (b) State the modification to the original theory.
- (c) What incident gave rise to the modification of the theory?
- (d) Why didn't the flap stick to the envelope when the woman tried to seal it?
- (e) What lesson did the writer finally learn?
- (f) "The death knell sounded on my latest theory ..."

(i) What type of figurative expression is this?

(ii) What does it mean?

(g) "... which had probably been lying forgotten for months on his cupboard".

(i) What grammatical name is given in this expression?

- (ii) What is the function as it is used in the sentence?
- (h) For each of the following words, find another word or phrase which means the same and can replace it as used in the passage:
- (i) puzzlement
 - (ii) thorny
 - (iii) severe
 - (iv) theory
 - (iv) unraveled

Answers

- (a) His theory was that educated people's saliva was gummy.
- (b) He modified it that an educated person's saliva would become stickier, as he / she learned more.
- (c) The writer's father's niece who was less educated than his cousin could not produce sticky saliva enough to gum the flap of an envelope — a feat which his more educated cousin had performed times without number.
- (d) The flap did not stick to the envelope because age had robbed the envelope of its gum / the envelope was old, hence, it had lost its gum.
- (e) The writer finally learnt that the stickiness of a flap to an envelope had nothing to do with education but that there was always pre-applied gum to the flap of an envelope which engendered stickiness for it.
- (f) (i) It is personification.
 (ii) It means that the theory was disproved / was no more valid became irrelevant.
- (g) (i) Relative subordinate clause.
 (ii) It relates to "an old envelope".
- (h) i. puzzlement - bewilderment / confusion / surprise
 ii. thorny - problematic / difficult / mysterious
- iii. severe - serious / great / terrible
 iv. theory - finding / thesis / idea
 v. unravelled - demystified / simplified / overcome.

Read the following passage carefully and then answer the questions on it.

The black ant is indisputably one of the smallest visible insects on earth. Except with the aid of a very powerful microscope, it is difficult if not impossible to locate the eyes, the mouth, the nostrils (if it ever has any) or any other part of the body. An air of mystery surrounds the existence of this little creature.

Have you ever taken time off your programme to watch these ants move in a row? What gives them the sense of direction, we do not know. Indeed, whoever sends them on an errand and how they even know their destination and the type of errand to run we are yet to be told. But they are an extremely well organised lot.

Certainly, there are no defined routes for them on walls or trees, yet they move in an orderly manner, almost in a straight line. **The beautiful thing about these insects** is that even when their line of movement is disorganized, they soon regroup and connect themselves again to end. If in the process, one of them is killed, they quickly recognize that fact from their various positions. Then one sees them running helter-skelter with a seeming insistence on getting at the comrade to confirm its death.

When this has been done, some of them run zigzag at a tremendous speed to alert the others on the route. Soon, they disappear completely. Later, as if everything were over and forgotten, they reappear and from a new route and continue their movement transporting food or going on one errand or the other as before. Bring your ears close to them and you hear nothing and you wonder what their means of communication could be. Perhaps, most surprising is their high sense of understanding the weather and the climate.

They are just like men in this area. They know when it is the rainy

season and when the dry season comes. In fact, it is true to say that they prepare better for the future than man.

During the dry season, they file out to different places gathering food which store underground. At the sign of the approach of the rainy season, they all get into the hole and seal it up. Surprisingly they re-emerge when the dry season sets in and whoever tells them that the dry season has come we do not know. You can now see the sense in the injunction, 'Go to the ant, thou sluggard, learn her ways and be wise'.

- (a) Why does the writer regard the black ant as one of the smallest insects on earth?
- (b) Give two reasons why the writer thinks that the way ants live is interesting.
- (f) (i) What is the writer's attitude towards the black ant?
(ii) Quote an expression from the passage to support your answer.
- (d) **'When this has been done'**
What does **'this'** refer to?
- (e) **'The beautiful thing about these insects ...'**
(i) What type of figurative expression is this?
(ii) What does it mean?
(f) What quality of the ant is implied in the last sentence of the passage?
- (g) For each of the following words or phrases, find another word or phrase that means the same and can replace it as used in the passage:
(i) indisputably;
(ii) row;
(iii) helter-skelter;
(iv) a tremendous;
(v) area;
(vi) approach.

Answers

- (a) His theory was that educated people's saliva was gummy
- (b) He modified it that an educated person's saliva would become stickier, as he / she learned more.
- (c) The writer's father's niece who was less educated than his cousin could not produce sticky saliva enough to gum the flap of an envelope. A feat which his more educated cousin had performed times without number.
- (d) The flap did not stick to the envelope because age had robbed the envelope of its gum / the envelope was old, hence, it had lost its gum.
- (e) The writer finally learnt that the stickiness of a flap to an envelope had nothing to do with education but that there was always pre-applied gum to the flap of an envelope which engendered stickiness for it.

- (f) (i) It is personification.
 (ii) It means that the theory was disproved / was no more valid / became irrelevant.
- (g) (i) indisputably – incontrovertibly / certainly / surely
 (ii) row – line / caravan / procession
 (iii) helter-skelter – here and there / in panic
 (iv) a tremendous – great / high
 (v) area – aspect / regard
 (vi) approach – advent / coming / eve

COMPREHENSION, 2000 (NECO)

Section B

Question 8

Read this passage carefully and then answer the question after the passage.

Language differ, we know. It probably isn't true of any language that it contains all the words we need – that's why we have to make little phrase of our own – but the English language has a very rich choice of words, and one has its own job to do. Often, of course, you can find one or two words meaning almost exactly the same thing and you've got to choose. The useful rule, I think, is to use the shortest one when you're talking, or writing, unless there's some special reason for using a long one.

And so if you don't want to be misunderstood, choose your words carefully – don't just dig your hands into the English language and pull out a mixed assortment and start scattering them about - don't just use few secondhand or

third - hand or fifty - third hand phrase and trust to luck the person you are talking to will guess at what you mean by them. Strange to say, there are thousands of people who hate to walk about in shabby clothes, but who don't mind walking about with only a few shabby, old worn-out words and phrases in their talk. I know some people who rattle off the names of all the Australian Test Cricketers and who are wizards at racing statistics yet can't express themselves either in talking or writing – because it has been too much trouble for them to master the meaning of a few hundred familiar, useful words.

- (a) Mention ONE distinctive feature of the English Language stated in the passage
- (b) What rule does the writer advise we follow in our choice of words?

- (c) What do you think the writer believes should be people's right attitude to clothes and words
- (d) What does the passage say is a big disadvantage of using a few second-hand or third-hand phrases?
- (e) '... Don't just dig hand into the English Language'
- (i) What figure speech is used in this expression?
- (ii) Explain in one short sentence what the expression means
- (f) 'there are thousands of people **who hate to walk about in shabby clothes**
- (i) What is the grammatical name given to the underlined part?
- (ii) What grammatical function does it perform in the statement?
- (g) What **ONE** word can be used to describe words meaning almost exactly the same thing?

Find another **ONE** word or phrase which means the same and which can replace each of the following words as it is used in the passage.

Answers

- (a) The English Language is distinct in that it has a rich variety of words unlike most other languages
- (b) The writer cautions against the arbitrary use of long or high sounding words suggesting the use of short ones when speaking and writing
- (c) Words, to the writer, like clothes, should be neat, new and tidy
- (d) Using second-hand or third-hand phrases, to the writer, makes ones expression inexplicable and difficult to understand by the listener
- (e) (i) This is personification.
(ii) One should not use just ANY word that occurs to one
- (f) (i) Adjective clause
(ii) It qualifies '... thousands of people'
- (g) Words meaning almost exactly the same thing are

SYNONYMS

- (i) choose – distinguish / prefer one to the other
(ii) assortment – cocktail / combination

- (iii) shabby – dull / old
(iv) worn-out – overused / hackneyed
- trouble – problem / bottleneck / difficult

ANSWERS TO COMPREHENSION PASSAGE WASSCE 2002

B: Comprehension

Question 6

Read this passage carefully and then answer the question after the passage.

It seemed that Joe had just about had it with his wife of three years. He no longer thought her **attractive** or interesting: he considered her a poor housekeeper who was overweight, someone he no longer wanted to live with. Joe was so **upset** that he finally decided on a divorce. But before he served her the papers, he made an appointment with a psychologist for the specific purpose of finding out how to make life as difficult as possible for his wife.

The psychologist listened to Joe's story and then gave his advice: "Well, Joe, I think I've got the perfect **solution** for you. From tonight when you get home, I want you to start treating your wife as if she were a goddess. That's right, a goddess. I want you to change your attitude towards her completely. Start doing everything in your power to please her. Listen intently to her when she talks about her problems, help around the house, take her out to dinner on weekends. I want you to pretend that she's a goddess. Then after two months

of this **wonderful** behaviour, just pack your bags and leave her. That should get to her!"

Joe thought **it was a tremendous idea**. That night he started treating his wife as if she were a goddess. He couldn't wait to do things for her. He brought her breakfast in bed and had flowers delivered to her for no **apparent** reason. They read books to each other at night and Joe listened to her as never before. It was incredible what Joe was doing for his wife. He kept it up for the two full months. After the **allotted** time, the psychologist gave Joe a call at home. "Joe", he asked. How's it going? Did you file for divorce? Are you a happy bachelor once again?" "Divorce?" asked Joe in surprise. "You must be kidding!" I'm married to a goddess. I've never been happier in my life. **I'd never leave my wife in a million years**. In fact, I'm discovering new, wonderful things about her every single day. Divorce? Not on your life" the psychologist hung up wearing a knowing smile.

- (a) Why did Joe consult the psychologist?

- (b) What did Joe think he would achieve by following the psychologist's advice?
- (c) What is ironical about Joe's answer to the psychologist's question towards the end of the passage?
- (d) From this episode, what do you think had really been wrong with Joe's marriage?
- (e) "... it was a tremendous idea".
- (i) What is the grammatical name given to the expression as it is used in the passage?
- (ii) What is its function in the sentence?
- (b) "I'd never leave my wife in a million years"

What figure of speech is contained in the sentence above?

- (g) Why do you think the psychologist "wore a knowing smile"?
- (h) For each of the following words, find another word or phrase which means the same and replace it as it is used in the passage
- (i) attractive
- (ii) upset
- (iii) solution
- (iv) wonderful
- (v) apparent
- (vi) allotted

Comment

My dear, if I were you, I would not have read the passage first. I would have read the QUESTIONS – one after the other, FIRST. As you will realise, there are two major types of questions always, under comprehension

- (a) the direct question starting with
where, when, why, who, what, which "wh" —

The answer to questions such as these is in the passage. Yes, surely in the passage!

There is another grade of comprehension questions called the T. Q, i.e. Technical Questions

These include questions about

- grammatical function,
- figures of speech,
- parts of speech,
- quoting one part out, as your answer etc.

The answers to these are not in the passage; you must think up the answer in your head using residual knowledge of grammatical analysis.

Answers

- (a) Joe consulted the psychologist to find out ways of making his wife's marital life difficult for her so that divorcing her would be easy.
- (b) Joe thought that the psychologist's advice would lead to the breaking-up of his marriage with his wife.
- (c) The irony in Joe's answer is that, although he had thought the psychologist's method would help break up his marriage, he discovered that it conversely strengthened it.
- (d) This episode shows that Joe had not been caring, loving and affectionate with his wife before he visited the psychologist.
- (e) (i) The grammatical name is Noun clause (nominalisation).
(ii) It functions as object complement.
- (f) (i) This is hyperbole
- (g) The psychologist "wore a knowing smile" because he was not surprised – in fact, he knew that Joe's marriage would come out, stronger by his advice to Joe.
- (h) (i) **attractive** means beautiful / fascinating
(ii) **upset** means disturbed / cross
(iii) **solution** means answer / way out
(iv) **wonderful** means strange / queer
(v) **apparent** means clear / definite
(vi) **allotted** means allocated / apportioned

Comments

My dear, please take note of how I have correctly numbered my answer. Do it exactly like that at your examination.

In this question part, there are direct questions (that have in-built answers in the passage) and Technical questions which cannot be easily answered unless you study the approach to technical questions. If you have forgotten them, race back to the appropriate section in this book.

Section B

Question 6: Comprehension

When health workers first came to the village and talked about family planning, no one took them seriously, including Amusa, whose young wife was then pregnant with their first baby. Had their father and forefathers before them not have as many wife and children as they desired? **And had they not been able to take care of their families?** So everyone shunned the family planning clinic which was **established** in the village shortly afterwards.

Twelve years later, Amusa was a clerical assistant in the city and lived with his wife and eight children in a single room because he could not afford large quarters. For as long as he could remember, his large family had been going through difficult times, which appeared to be worsening lately. Only yesterday, his third child had been sent away from school because her parents could not replace her old and torn school uniform. Last year, their first son could not proceed to the secondary school, as the family could not afford the cost. Then recently, the landlord had **announced** his intention to increase the rent.

Amusa found himself thinking about the days when he was himself a young child. His own father had two wives and thirteen children, yet as far as he could remember, the family had not faced anything similar to what he was **going through** now. He suddenly realised that this was because the times had changed and that the requirements of modern living put great pressure on large family sizes. His father's time and age had been different: he had been a

successful farmer in the village, had lived in his own house, employed members of his large family as farm hands and fed everyone from the abundance of the farm. On the other hand, Amusa lived in the city on a limited income. He had no farm nor even a vegetable garden, and had to pay for everything, from his rented room to the smallest domestic need of his family. And at four or five times what they cost a few years before!

It was then that he sadly remembered the health workers and their gospel of family planning. How he wished he had listened and taken their advice! Unfortunately, he had not. **And what was even more unfortunate** was that the millions in Amusa's **shoes** became wiser only when it was too late.

- (a) What advice do you think the health workers gave to the villagers?
- (b) Give **two** reasons why the villagers did not take the health workers seriously.

- (c) Give **two** indications of Amusa's financial difficulties.
Mention any **two** differences between Amusa's condition and his father's.

(d) "And what was even more unfortunate..."
(e) What grammatical name is given to this expression as it is used in the passage?

(i) What is its functions?

(ii) "And had they not been able to take care of their families?"

(f) What literary device is used in this expression?

(i) What does it mean?

(ii) For each of the following words or phrases, find another word or phrase which means the same and which can replace it as it is used in the passage:

(g) shunned;

(i) established;

(ii) announced;

(iii) going through;

(iv) limited;

(v) shoes

Answers

(a) I think the health workers advised the villagers to trim or plan their families regarding the number of children they would have.

(b) The villagers did not take the health workers seriously because,

(i) Their fathers and fore fathers kept large families.

(ii) Their fore fathers were able to provide materially and all-round for their children and family members.

(c) These two things show that Amusa is in financial difficulties:

(i) His third child could not replace a torn uniform occasioning her being driven from school.

(ii) His son lost secondary school education because Amusa could not afford the cost.

(d) (i) Amusa was a clerical officer; his father was a farmer.

(ii) Amusa was a tenant in a house; his father was a landlord.

(e) (i) It is noun clause.

- (ii) It is the subject of the whole clause.
- (f) (i) It is a rhetorical question
(ii) Their fore fathers had been able to provide what their family members needed.
- (h) (i) shunned – disregarded / spited / browbeat
(ii) established – founded / started
(iii) announced – indicated / shown / disclosed
(iv) going through – experienced
(v) limited – little / small / meagre
(vi) shoes – conditions / situation / circumstance

Question 7

The great white shark is at the top of the marine food chain. In the shark family, it is the king; it will eat anything, even other sharks. But as it gets older, bigger and slower, it develops a **preference** for seals, penguin and carrion, especially dead whales.

In locating their food, most sharks use all their senses, including excellent vision. Their sense of smell is **incredible** and their ears are aided by pressure-sensitive cells along each side of their body. Nothing escapes this eavesdropping system, which is attuned to vibrations in the water. Sharks also have a sixth sense which enables them to detect the weak electrical fields **emanating** from the beating heart or the swimming muscles of a potential prey.

The white shark's most fearsome assets are its huge head, its black eyes, and its razor-sharp, serrated teeth. The circulatory system of the white shark is different from that of most other sharks. Its blood temperature is about three to five degrees Celsius above water temperature; this speeds up digestion and adds to its strength and endurance.

It is known that the white shark spits out its wounded prey after an initial, powerful bite. Then it waits for the victim to die before eating it. Why does it use this bite-and-spit strategy? Experts **speculate** that this is because of its eyes. Unlike other sharks, the white shark has no eyelid like membrane to protect its eyes; rather, it rotates them in their sockets when a collision is imminent. **At the moment of impact**, the eye is left exposed, perhaps to the flaying claws of a seal. Therefore, for the white shark, a quick **mortal** strike and release is common behaviour.

The public image of sharks has been greatly coloured by the novel jaws which was turned into a popular movie. Overnight the shark became evil incarnate. However, it is not a demon craving human flesh. The smell of blood does not drive it into a feeding frenzy as it does certain other sharks. Nevertheless it is a dangerous animal that should be treated with caution and respect.

- (a) How do sharks use their sixth sense?
- (b) In what significant way is the circulatory system of the white shark different from that of other shark?
- (c) What, according to the passage, is the probable reason why the white shark waits for its victim to die before eating it.
- (d) (i) What is the writer's attitude to the white shark?
(ii) Quote an expression from the passage to support your answer.
- (e) "At the moment of impact..."
(i) What grammatical name is given to this expression as it is used in the passage?
(ii) What is its function?
- (f) "However, it is not a demon craving human flesh"
What figure of speech is contained in this expression?
- (c) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:
- (i) preference;
(ii) incredible;
(iii) emanating;
(iv) speculate;
(v) mortal;
(vi) coloured.

Answers

- (a) Sharks' sixth sense is a sensitization effect which tells the shark about the presence or nearness of a prey waiting to be caught.
- (b) The white shark's circulatory system differs from that of other sharks in that its system speeds up digestion, its temperature, being supernormal, consequently giving it strength and endurance which other sharks lack.

- (c) It is probable that the white shark's eyes become temporarily defective or dysfunctional during the first bite at its target, hence the need to recover from the blur, to see the trapped / wounded prey.
- (d) (i) The writer certainly adores, or is impressed by the character traits of the white shark, especially because it inspires awe.
 (ii) "... a dangerous animal that should be treated with caution and respect".
- (e) (i) It is an adverbial phrase of time.
 (ii) It modifies "is left".
- (f) (i) It is a metaphor
- (h) (i) preference – liking / better love
 (ii) incredible – great / high
 (iii) emanating – erupting / coming
 (iv) speculate – guess / insinuate / suspect
 (v) mortal – deadly / fatal / terrible
 (vi) shoes – distorted / confused

WASSCE NOVEMBER, 2007

Section B: COMPREHENSION

Question 6

Read the following passage carefully and answer the questions on it.

I woke up hale and hearty that fine day, singing praises to God.

The phone began to ring in quick succession, congratulating me on my eightieth birthday.

My wife and the others had gone to the market with the driver to buy a few more things for the party leaving me alone at home. While I lay on the sofa, ruminating on the activities of the day, a group of six hefty boys came in, each in a three-piece suit. They came wearing friendly looks which attracted me. I jumped out of the sofa and gave them a very warm reception.

I waved them to seats while they kept congratulating me on the occasion. I served them and each, with relative ease, voraciously reduced **the mountain of pounded yam** with **assorted** meat in egusi soup set before him. They washed it down with chilled beer.

"Now to business," one of them, apparently their leader, said after the lavish entertainment. He cleared his throat and said, "Chief, we heard of your birthday party and have come to rejoice with you and take our share. So quietly go in and bring out all the money and clothes for today's occasion". "In your own interest, cooperate," another added.

At first, I was in a fix. I tried hard to make out what was happening or about to happen. The more I tried, the more my mind went blank. While I was in this state, two of "my friends", who had all along been watching, suddenly got up and released two "bean cakes" (as they were commonly called) into the air. "Boom!" Now, I woke up. My heart beat faster pumping blood as if to gush it out through my feet. The gunshots were intended to assure me that they meant business. **Before I could recover from the shock**, a blow from another robber **dazed** me. I fell and lay helpless on the floor while two others went in and ransacked everywhere.

While this drama was going on, no one came in or went out. This gave them additional advantage to **comb** the rooms as they wished. I came back to my senses much later after they had gone with everything; but then it was too late to raise an alarm. This, **in no small way**, ruined the day.

- (a) How did the robbers easily outwit the writer?
- (b) State the main reason why the writer was helpless.
- (c) How did the writer give the visitors a warm reception?
- (d) What was the irony in the story?
- (e) *Before I could recover from the shock...*

What grammatical name is given to this expression as it is used in the passage?

What is its function?

- (f) *...the mountain of pounded yam...*
- What figure of speech is used in the expression above?

- (g) *While this drama was going on...*

What was the *drama*

- (h) For each of the following words or phrase, find another word or phrase which means the same and which can replace it as it is used in the passage.

assorted;

lavish;

dazed;

comb;

in no small way.

Answer:

- (a) The robbers easily outwitted the writer by appearing friendly with smiles at first sight, to him and by uttering friendly words as well.

Comments: Mention **all** the ways the robbers used in deceiving him — not just one.

- (b) The writer was helpless because he was the only one at home while no one came in nor went out.
- (c) The writer, giving them a warm reception promptly stood up, gave each of them a seat and gave them food and drinks as well.
Comments: Notice that you are to mention **all** the things he did to give them a warm welcome — not just one.
- (d) The irony in the story was that a birthday (usually a happy day) was made a bad – day for the eighty year old man — the occasion that should give him joy gave him a shock.
- (e) (i) This is an adverbial clause of time.
It modifies “dazed” in the whole clause.
- (f) Metaphor is used here.
- (g) The “drama” was the robbery incident and attack of an old man celebrating his eightieth birthday, by six young men who were ordering, shouting, ransacking the house and man – handling the old celebrant.
- (h) (i) **assorted** means different types of/ a variety of/ a cocktail of/a mixed variety.
(ii) **lavish** means, generous / costly / immodest / expensive.
dazed means, hit / burdened / fell suddenly on / jolted.
comb means, search / rummage through / up – turn.
(iii) **in no small way** means, greatly / seriously /
Terribly

WASSCE NOVEMBER, 2007

Section B: COMPREHENSION

Question 7

Read the following passage carefully and answer the questions on it.

The word *illiterate* has become synonymous with *ignorant* in common speech and even sometimes, has a derogatory sense. In spite of this, most illiterates are in no way ashamed of their situation. They are not conscious of being illiterate, nor of what it means to someone who is not. That is why few of them feel any need to change. According to several surveys, sixty and even seventy percent of illiterates have no wish to learn to read, and yet in some countries the illiterate is not a full citizen and has no right to vote. He is *considered* as living on the *fringe* of society.

Illiteracy has come to be regarded as a sickness or a *plague* and we have reached a point where illiterates almost appear to belong to an endangered group which must be wiped out. This is *manifested* by the strong military terminology now used in connection with illiteracy.

We speak of *campaign* and *fight* against illiteracy; of *strategy* and *mass attack*, *liquidating* or *eliminating* illiteracy and of making the final *assault*. Presented in this way, the illiterate bears more resemblance to a hunted animal than a human being who should be helped to better himself and become more useful to society. It might be wiser to *abolish* the use of these negative expressions and to replace them with others that have a more positive connotation.

A new idea is beginning to spread – that of the *society outside the written word*. According to this notion, some social groups are illiterate because they live *outside the written word* and not because they are ignorant. The adult illiterate is not ignorant. In the first place, all adults have some practical

experience of life, especially the older ones *who have had to look for work*, to feed a family and to assume responsibilities, however small. Of course he has no general culture; geography, history and science are part of another world. Yet he has perhaps sold and certainly bought a number of things. He has received money for his work and has had to check that the sum was correct. Consequently he has used *rudimentary* methods to do simple sums.

- (a) How, according to the passage, do people see illiterates?
- (b) What evidence is there to suggest that in some countries illiterates are not regarded as full citizens?
- (c) What does the use of military terminology suggest about illiteracy?
- (d) State two points of view which the writer has about the adult illiterate.
- (e) *According to this notion...*
To what does *this notion* refer?
- (f) *... who have had to look for work...*
What grammatical name is given to this expression as it is used in the passage?

What is its function?

- (d) What does the writer mean by... *geography, history and science are part of another world*?
- (h) For each of the following words find another word or phrase which means the same and which can replace it as it is used in the passage.
considered;
fringe;
plague;

manifested;
abolish;
rudimentary.

Answer:

- (a) People tend to see illiterate people as undesirable people in the modern society who should be removed.
- (b) Illiterate people in some societies are not regarded as full citizens from the fact that they are disenfranchised, that is, not allowed to vote at political elections.
- (c) The use of military terminologies to describe illiteracy and illiterate people suggests that illiterate people are seen as society's enemies or even dangerous elements who must be conquered.
- (d) About adult illiterate people, the writer feels that
They are not ignorant but have practical experience of everyday – life.
The adult illiterate person uses native intelligence.
- (e) The “notion” refers to, looking at illiterate people as those who only cannot read or write but who have full intelligence about things happening around them.
- (f) (i) **grammatical name is:** a relative clause
(ii) **function:** It modifies “the older ones”
- (g) This means that illiterate people have no formal, deep, western education.
- (h) (i) **considered** means, regarded / held / looked at.
(ii) **fringe** means, outside / periphery / brink / helm.
plague means, disease / scourge / malady.
manifested means, shown / suggested / highlighted.
- (v) **abolish** means, stop / cancel / abrogate / eliminate.
- (vi) **rudimentary** means, elementary / basic / simple / fundamental.

You are advised to spend about 50 minutes on this section.

Question 6.

Read the following passage carefully and answer the questions on it.

It was a little past 10 am. but the medium-sized hall that served as a prayer house was already brimming with people from different parts of the metropolis, who had come to seek cure or answers to their problems. The majority of these lots were those with seemingly **intractable** mental health conditions. The superintendent of the prayer house in question was often spoken of in whispers as possessing uncanny spiritual powers to exorcise evil spirits. It was also believed that he had answers to numerous illnesses that defied orthodox medication. Wednesday of each week was set aside for these healing sessions.

On this particular Wednesday, noisy **supplications** to the Most High and ceaseless invocation of his name to free those supposedly held captive by alleged evil spirits had reached fever pitch. Suddenly, a middle-aged man broke loose from the crowd and ran as fast as his **wobbly** legs could permit. Some male workers from the prayer house gave him a hot chase.

At first, **bemused** by-standers rained curses on the fleeing man, wondering why a man in his right senses would in broad daylight rob a house of God. They obviously mistook him for a robber fleeing from the scene of his crime. But he was not. Minutes later, he was caught and chain hand and feet, despite his struggle against his captors who **intermittently** lashed him with horse-whip. As he was being violently dragged along the street, the man ceaselessly muttered incomprehensible words that sounded like the **muttering of a colony of baboons**. Then, a cleared picture of the situation dawned on the on-lookers. The man, after all, was not a thief and had stolen nothing; rather, his ability to think and reason properly had taken flight of him. Simply put, he was mentally **deranged**.

The above incident is a common occurrence in many parts of the country. It aptly underscores the devastating mental health conditions plaguing a sizable number of people in recent times. It also points to the unspeakable and inhuman treatment which people with such health disorders suffer at the hands of self-styled spiritualists. This is the usual lot of mental patients whose **family members refuse to take advantage of orthodox treatment**.

What brought the people to the prayer house?

State the functions of the superintendent of the prayer house.

What was wrong with the on-lookers' assessment of the run-away man?

Mention **two** instances of inhuman treatment in the passage.

What is the writer's attitude towards the treatment of lunatics at prayer houses?

"...like the muttering of a colony of baboons."

What figure of speech is contained in this expression?

"...whose family members refuse to take advantage of orthodox treatment."

(i) What grammatical name is given to the expression as it is used in the passage?

(ii) What is its function?

For **each** of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:

(i) intractable

(ii) supplications

(iii) wobbly

(iv) bemused

(v) intermittently

(vi) deranged

Answers to Question 6

The quest for cure for ailments and solution to different life's troubles brought the people to the prayer house

The Superintendent of the church

(i) healed the sick

(ii) drove out/ cast out evil spirit from people

(c) solved other problems of the people

(c) The on-lookers thought he was a thief but he was not. The onlookers' judgement was therefore hasty and incorrect

(d) First, the middle aged man was lashed with horse-whip and, second, he was bound hands and legs in chain.

(e) It is the passage writer's view that lunatics and mental patients should seek treatment in Western-type medical hospitals instead of going to spiritual homes.

- (f) The figure of speech involved here is simile
- (g) (i) **Grammatical name/Form:** This is a possessive relative clause
 (ii) **Function:** It functions as the complement of the clause
- (i) **intractable:** incurable/
 irredeemable/unassailable/unsolvable/ difficult
- (ii) **supplications:** entreaties/, prayers,
- (iii) **wobbly:** unstable/imbalanced/crooked/twisted
- (iv) **bemused:** confused/ puzzled/distracted/surprised/
 (v) **intermittently:** periodically/sporadically/from time to
 time/spasmodically
- (vi) **deranged:** unstable/ afflicted/sick

WAEC, JUNE, 2010.

Question 7.

Read the following passage *carefully* and answer the questions on it.

Miss Williamson announced in class one day that she wanted one of us to live with her to help her with domestic work after school. There was a rush to volunteer which took her completely by surprise. When she recovered and had quietened our excited shouting, there was a moment during which no one dared breathe, as she scanned the eager faces. What made her choose me I have never found out, but I had noticed before that she was partial to me. 'All right Karimu,' she said. 'You can come; but first run along and get your father's consent'.

My parents were only too glad to have one mouth fewer to feed and my brothers and sisters to see the back of one who inevitably, had begun to assume an air of superiority in talking to them. Miss Williamson's bungalow was a stone's throw from the school. That very evening saw me installed on a mat in a corner of her back veranda. I was unable to sleep, excited at the thought of good fortune that had come my way. To be within earshot of Miss Williamson's English all day, to have access to her books, to nurse the possibility, overwhelming even in thought, of going with her to Rofunkti---all these visions kept my eyes wide open and my brain racing until very late that night. With my 'lapa' pulled right over my head and happy beyond all description in my heart, I smiled myself to sleep

I learnt a very great deal in Miss Williamson's bungalow. Apart from improving my English, I learnt about the world outside, and began to sense that there were barriers much higher and much less easily gauged than those of mere language and colour, between my own people and those from whom she sprang. The smiling teacher in the daytime often became the brooding, restless, ill-tempered spinster in the evening. Her bungalow was shared by another lady, a doctor, also a Scot, who travelled to and fro between the two villages on a bicycle. I noticed that when not at their work or talking about it, these two women showed no sign of being happy. As I grew up with them, I found myself wondering what had made them leave their own country and come to live this strange life among people whose ways were totally different from theirs.

- (a) Why was Miss Williamson completely surprised?
- (b) Why was Karimu's family happy to see him go to stay at the bungalow?
- (c) State the overwhelming thought that kept Karimu awake.
- (d) What did Karimu find difficult to understand about the two ladies?
- (e) Mention the identical trait in these two ladies' behaviour
- (f) "*What made her choose me...*"
 - (i) What grammatical name is given to the expression as it is used in the passage?
 - (ii) What is its function?

(g) "*I smiled myself to sleep.*"

What is the meaning of this expression?

For **each** of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage:

- (i) scanned
- (ii) inevitably
- (iii) nurse
- (iv) visions
- (v) gauged
- (vi) brooding

Answers to Question 7

She was surprised because there were too many students willing to live with her; she did not expect that the idea would fascinate many students.

... his parents' financial burden was going to be lightened and second, his
... and sisters who saw him as a threat to their peace would have rest of
... once he left the house.

... overwhelming thought that filled his heart was the prospect of being
... to Miss Williamson and do many things in common with her.

... was puzzled about why, in the first instance, the ladies left Scotland, to
... in a new culture.

... two ladies were moody and unhappy, except when they were at work.

Grammatical term/ Form: This is a nominal (noun) clause
or nominalisation .

Function: it is the (inverted) complement of the clause.

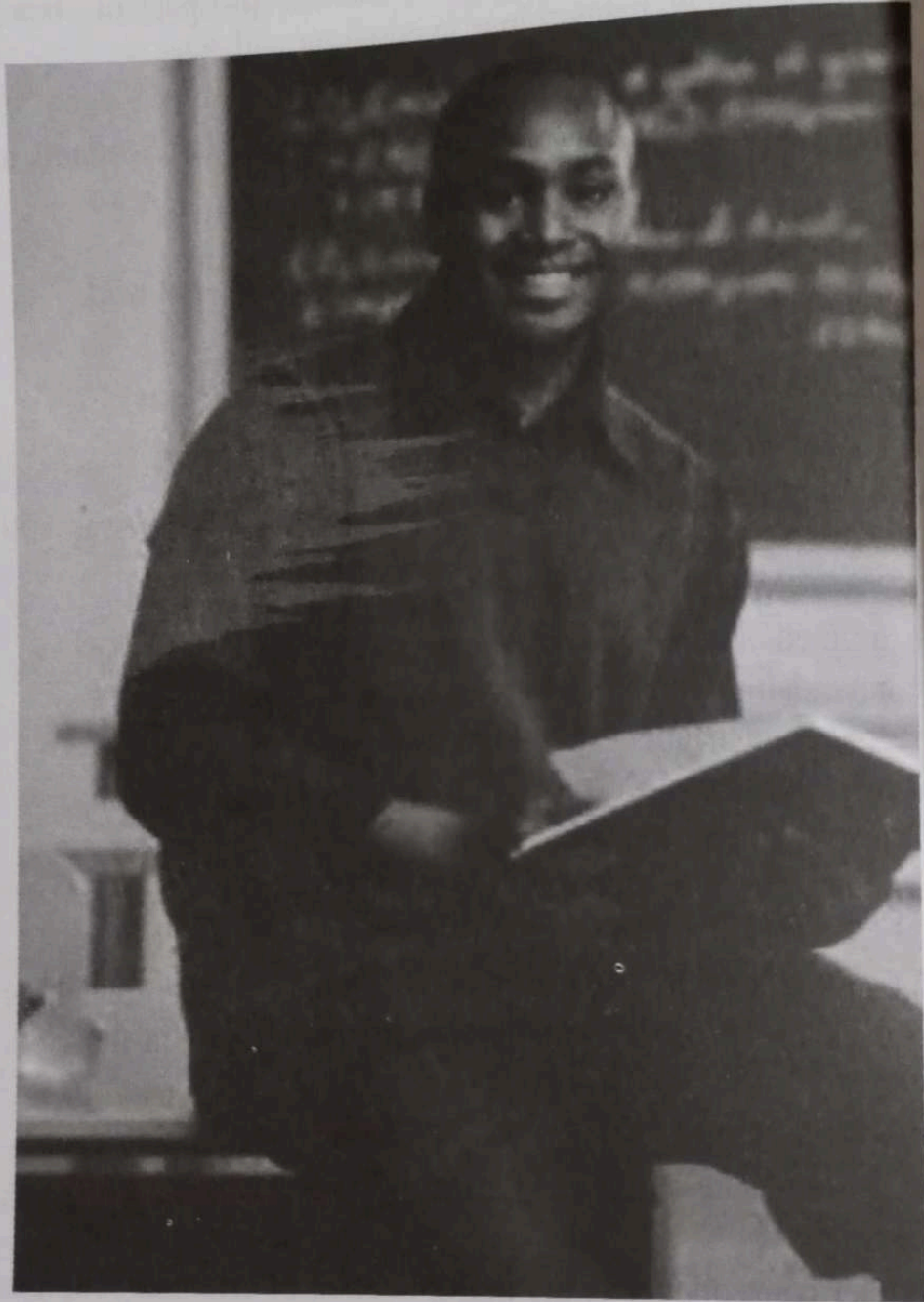
... means that Karimu slept off, without knowing it, while he was still
... ing.

- (i) **scanned:** examined/ studied/evaluated.
- (ii) **inevitably:** navoidably/ unchangeably/ certainly /determinedly
- (iii) **nurse:** imagine/ponder/fantasize/ think about
- (iv) **visions:** prospects/ possibilities/ imaginations/potentialities
- (v) **gauged:** measured/ quantified/ determined
- (vi) **brooding:** dissatisfied/quiet/gloomy/ sad/meditative .

- Unemployment in Africa is also caused by the dwindling fortunes of national economics, necessitating cuts in the work force.
- (b) * One consequence of unemployment is the prevalence of poverty.
* Another consequence is the multiplication of criminal activities in society.
- (c) • Unemployment can be solved when government establishes commercial industries and encourages private organizations to do the same.
• Unemployment can also be solved if graduates have functional and practical education in handiworks and simple trades, while still studying.

PART FIVE

SUMMARY MADE EASY



**UNDERSTANDING THE THEORY AND PRACTICE OF
PRÉCIS WRITING AND WORD ECONOMICS**

SUMMARY, PRECIS WRITING AND WORD ECONOMICS

Summary simply means writing a long prose in such a way that the *important* points in the original message will still be retained in your own much *short* form. Are you able to compress a great deal of information into small manageable portion?

Learners' problems under summary have to do with how to understand the usually long and seemingly incomprehensible passages; picking the real points out from examples and illustrations and finding an acceptable method of writing out your answer.

How to understand a summary passage

Look, a lot of things have been brought together to form the summary passage given you. Once you recognise them, you will be able to know which is useful and which is not.

What would you find in the passage?

These are the three things that make up a summary passage.

1. Examples

In trying to drive home a point, summary passage writers usually give examples. What is an example? It only shows almost the same thing as a main point, but an example is not something true or real; it is something only assumed, for instance,

'On week days, such as Tuesday or Thursday'.

Here, **Tuesday or Thursday** is an example of week days.

2. Illustrations

An illustration is stronger than an example. Illustration is a point used in supporting what has been said. Unlike an example, it is something real and practical, for instance, 'I like the wet season much and I usually do a lot of farming then. Last June, I planted some yams'.

So, **last year I planted some yams** is an illustration of the liking I have for the wet season. I think you know the difference now.

3. Main Point

The main points of the passage are the ideas which examples and illustrations are only trying to bring to reality. So, in the illustration in '2' (above), "I like the wet season" is my main point, but the underlined part

is the illustration. You may have many points supported with numerous examples and illustrations.

Warning:

If you have not been asked to give the example or illustrations by the author of the passage, you should supply only Main Points. If you have to give main points, but have given examples or illustrations, you have not summarised.

Theme

You must identify the theme of any passage you read. Theme simply means the lesson you could learn from the passage – the real focus; what could be gained as fact from the passage: for example:

Now, even if you must find a collective name / word as your answer, you cannot write it in phrase form e.g.

Answer: "Everybody". No! put it in clause form:

"Everybody wears the jeans now".

2. Siamese Question

Just as the name implies, a Siamese question is a set of two identical and very related questions, so much that, answer to one may be carelessly given to another; for example,

- (a) State one way in which to keep your teeth strong.
- (b) State the steps you can take to keep your teeth strong.

So look at them both. Which is which? **WAY** is different from **STEP**, for example,

"One could get to heaven if one is a follower of the Lord Jesus Christ, the saviour of the world. In this manner he should pray, believe in Him, fast help others and be faithful".

Now, questions:

- (a) State one way in which to get to heaven.

Answer: One must **become a Christian**.

- (b) State the steps...?

Answer: **One must discipline oneself** (to mean 'pray' and 'fast' – in the passage) and **obey the biblical laws** (to mean: help others, be faithful, believe in Him).

first you must understand the demands of each question. You can do this by first interpreting the question into your mother tongue, I mean, the language you speak best.

The Argumentative Summarisation Method

Questions formed under this method will require you to 'summarise the arguments **for or against** what is discussed in the passage. If this is the case, you only have to **shorten the points which the writer** makes in the passage. For example, if you are arguing for **space exploration**, this should be done in very few but exact words.

Instructions and Questions

Do not ever disregard instructions. Instructions are different from **questions**. An instruction will say: **In not more than five sentences**, state ten reasons for....

Now, it means you must obey that instruction by putting **two reasons in one sentence**. You can do this by using conjunctions: **and, but, nevertheless, therefore**, etc. for example, Man should go to space to create entertainment for people **and** in order to know more about other creatures.

How to write down your answers

First, the numbering of your questions should not be at the side of the sheet but in the middle of the sheet.

Look, when you are asked to write five sentences for five points, for example, you are not to number the sentences 1, 2, 3, 4, 5, ... NO! Just write each sentence out. By a full stop, it is known that you have finished the first sentence. Start on another line, for neatness purpose.

Writing down your points

A great many candidates do ask: can I lift or write what I find in the passage word-for-word as my answer? I say NO, SIR! Do not engage in complete lifting. The following methods are ways of changing the words of the passage, if they happen to be your answer.

Message Interpretation Method

This is saying what is in the passage in another way. There are levels of interpretation.

(i) **Literal Interpretation**

This is when you interpret something the way it appears. It is not the message that is interpreted, e.g. 'gbomogbomo' (Yoruba word for kidnapper) has been translated as 'carry-child, carry-child'. This is wrong. Also a literal interpretation of 'his conscience is dead' is 'his conscience is no more alive'. DO NOT use literal interpretation, use the connotative interpretation.

(ii) **Connotative Interpretation**

This is when you try to 'understand' a sentence or message and therefore, say it in a shorter form and in a **different** way but which means the same as the real information, for example, "His conscience is dead", connotatively means "He does not feel bad even if he does bad" or simply, "He is unfeeling". The trick is just try to understand the passage. DO NOT write it in the same way as it appears, but use the connotative style.

PAST QUESTIONS ANSWERED SUMMARY PASSAGES

WAEC, November, 1990 Question 9.

Read the following passage and then answer the question on it.

A study conducted in Nigeria recently recognised three varieties of spoken English. Speakers of the first variety exhibit characteristics of a very long and difficult process of 'internal interpretation' from the mother-tongue into English. Thinking and expression do not go closely together. A listener would note this the way the speaker pauses before expressing himself apparently deciding which words to use and how to arrange them. Thus, thinking is exclusively through the medium of the mother-tongue and English is thus a poor shadow of the original thoughts of the speaker. Moreover, when discussing with other speakers, utterances heard invariably have to be translated silently into the mother-tongue to be maximally meaningful, and then responses are translated from the mother-tongue into English. Consequently, the long, indirect route make statements slow, halting and jerky.

The second variety speakers exhibit features described above, but to a much lesser degree. Internal translations from the mother-tongue to English still take place during the speaker's expression of opinion and complex concepts, but the process now takes a shorter span of time. With ordinary words or simple ideas, internal interpretations need not intervene between the points at which the thoughts are conceived and the time it is given verbal expression. Discussions are quicker and smoother though these might not always be entirely free from minor halting gaps.

With the third variety speakers, thought is almost entirely in English and translation is not needed. The speaker has a wealth of linguistic weapon to choose from to express the minute distinctions between similar concepts and these come quickly and easily. Thus, for instance, whereas speakers of the lower varieties have only the word 'rain', the speaker of variety III recognizes the distinctions between 'shower', 'down-pour', 'drizzle', 'mist', 'deluge', etc. and uses each in the appropriate context. Also, his mastery of the sounds and features of the English Language equips him to express the utterances accurately and automatically without having to pause and think of the correct version of a sound since he masters the various distinctions in the pronunciation of each vowel and each consonant.

We need to recognise, however that most Nigerian learners of English 'graduate' from one variety to another, from the lowest stratum of variety I to the highest stratum of that variety, and then to variety II, and so on until they achieve III. Lengths of periods of education, exposure to standard English and personal conscious effort, play major roles in deciding what variety a particular speaker uses.

Finally, we must recognise that most speakers of the higher varieties are still capable of reverting to the lower ones, if they choose. Thus we can find even a Nigerian professor of phonology switching to the lowest stratum of variety I if he feels so inclined when discussing with a house-servant or a porter.

- (a) In three sentences, one for each, summarise the distinctive characteristics of the speakers of the three varieties of English described in the passage.
- (b) In two sentences, one for each, describe the conditions under which a person can:
 - (i) move from a lower varieties to the upper ones;
 - (ii) switch from a higher variety to a lower one.

Answers

- (a) (i) Speakers of the first variety exhibit incompetence in speaking and understanding English sentences because of the long interpretation process of any message from vernacular to English.
 - (ii) Speakers of the second variety are a little better than speakers of the first, in terms of the interpretation process. Variety III speakers showcase all-round linguistic competence.
- (b) (i) A person can move from lower varieties to the upper if his / her social and educational standards improve.

- (ii) One can switch from a higher to a lower variety so as to level up with the lower variety, only temporarily.

PAST QUESTIONS ANSWERED, ANALYSED: Summary Passage

Question 8

Read the following passage carefully and answer the questions on it.

Are you scared of speaking before a large audience or even making suggestions in public? This need not be. You can make effective speeches in public. Here are few pointers.

Perhaps the important step is to be sure of what you are going to say. This is obvious enough, but it is amazing how many people get up to speak when they have very little to say. After one inconsequential point, they discover they run out of steam. So to ensure you can speak well, get enough points to speak about, examine them in-depth and digest them thoroughly. The more points you have, the more conversant you are with them, the more confident you will be.

How do you present your speech? Certainly before you begin, you will be a bit uneasy. Even the most experienced speaker feels the same way before beginning a speech. This is not bad; in fact, it is a good tonic for a successful speech. To overcome this, do not rush headlong into the task. Rather, it pays to breathe in, out, heavily, deeply, calmly. Then begin the speech, slowly, calmly, carefully, in a clear, confident voice. This is when you are going through the salutation: "Chairman, Honourable Guest of Honour, Distinguished Ladies and Gentlemen." By the time you finish this and go through the usual ritual of stating that it is a great pleasure to stand before this august gathering to discuss a few points, you would have reached a point of emotional equilibrium. You should now be sufficiently calm to go on with the speech.

Somewhere at the beginning, and at strategic points in your speech, you should introduce flavour into what you are saying. You would not want to serve without sugar after all. So, you should inject some humorous remarks once in a while. But this calls for skill. To start with, you cannot introduce humour indiscriminately, otherwise you might sound like a jester. Experienced speakers most often introduce humour early in their speeches, presumably to ease the tension in the hall. But these jokes must be brief, purposeful and closely related to the point.

Many speakers are scared by the countenance of the listeners. Not all their looks are friendly. However, there are bound to be a few friendly ones, and it

is advisable to pick them out, look at them from time to time, and ignore the hostile ones. Looking at the friendly faces keeps you at ease.

You are advised to write out your speech in full after which you should read it several times before the day. You could get a willing listener to criticize your delivery. Do this several times until you can almost recite it. Notice that we are not advising you to memorise it, because you could forget vital areas due to anxiety. Writing out and practising the speech make you much familiar with the context, indeed with every word.

Speech-making is an art. While it is true that some are gifted in speech-making, it is more correct that anyone who doesn't suffer from speech handicaps can learn to deliver effective speeches. And you can become a master in this art.

- (a) In one sentence, state the intention of the writer.
- (b) In five sentences, one for each, summarise the five steps for making a good speech and the reason for each step.

Answers

- (a) The writer intends to teach the basic rudiments of public speech delivery.
- (b) Steps for making of good speeches (and the reasons) are that:
 - (i) The speaker must have enough points so as to maintain the steam of the speech.
 - (ii) Such speaker should overcome initial anxiety which will prevent a muddled-up presentation.
 - (iii) The speaker should use anecdotes to liven the speech and ease audience's tension.
 - (iv) A good speaker must overcome the psychological shock of depressive eye contact to ease his or her speech disposition.
 - (v) A good speech must have been practised for speech content familiarity.

Section C, Summary Question 8

Scientists have made spectacular advances in genetic engineering in the last few years. The benefits of this genetic revolution to mankind are immense and almost limitless. In the field of medicine, many of the diseases

that have hitherto proved incurable can now be eradicated using genetic engineering. It is now possible to identify the specific gene responsible for any given disease and to replace the diseased gene with a healthy one. This new technology can now be used to cure such serious diseases as diabetes, sickle cell anemia and cancer. Geneticists (specialists in genetic science) claim that there are several other medical benefits that can be derived from this new science. They assert that by increasing the neurons in the brain, we could slow down the ageing process.

Scientists are now on the threshold of being able to re-design the human body to make it function more efficiently. This interesting aspect of preventive medicine involves the intervention of the doctor to ensure that the fetus contains no disease gene that can develop into a disease later on. Moreover scientists can now build and develop organs for transplant surgery. Patients who need heart or kidney transplants no longer have to wait endlessly for donors or be worried that the donated organ would be rejected by their body's immune system.

Perhaps the greatest benefits of the genetic revolution are in the areas of crop and livestock production. Cloning, or the creation of a new plant or animal from the genetic information carried in one cell, has already been done with plants and animals. The result is the production of grains that yield their own fertilizers or can be grown in factories without sunshine and soil. Already in the United States and America, genetically modified (GM) potatoes, tomatoes, apples, etc. are on sale in supermarkets. The main difference between these GM products and their conventionally produced counterparts is that the former are usually bigger and have a longer shelf-life than the latter. Consequently, most shoppers would rather go for the GM products, other things being equal. GM livestock are usually a good bargain. Imagine being offered a chicken the size of a turkey or a sheep almost as big as a cow! If the price and the taste are comparable, then the house wife would generally prefer the GM breed, just as we now prefer the so-called 'agric' fowls to our small local breed.

There are, however, serious potential dangers. The greatest risk is the escape - by accident or by design - of harmful microbes from the laboratory into a world that has no defence against them. Some scientists have speculated that the HIV virus may have originated from the case of Adolf Hitler who, in furtherance of his political

...creating 'a superior race', abused scientific knowledge and plunged the world
... World War II. For this reason, many governments have been cautious, or even
...sacred, to give the geneticists the necessary approval to implement the results of

...researches. There is no guarantee that man can be trusted not to use this new found
...power for destructive ends.

In four sentences, one for each, summarise four benefits of genetic
engineering to man.

In two sentences, one for each, state two dangers inherent in genetic
engineering.

Answers

- (i) Genetic engineering benefits man in curative medical and health treatment.
- (ii) It benefits man in preventive health care.
- (iii) It benefits man in regenerative or creative health care by building new organs.
- (iv) It benefits man in agricultural production.
- (i) Genetic engineering can infect the world with microbe induced diseases.
- (ii) It can provide man-destroying knowledge.

WASSCE NOVEMBER, 2007

Section C: SUMMARY

Question 8

Read the following passage carefully and answer the questions on it.

The problem of unemployment seems to be a serious one in many African countries. It has become a big monster staring these countries in the face with its negative consequences. In the days of old, before school leavers were out of school, jobs were there waiting for them. Then, they could pick and choose which jobs they wanted.

Times have changed. Now, it is easier for a camel to go through the needle's eye than for a graduate to secure a job. What is responsible for this state of affairs? Where have the jobs gone? In all these countries very many institutions of learning have been established over the years — universities, polytechnics, colleges of

education and technical colleges. One can imagine a country with forty universities, excluding the private ones. Every year these institutions turn out thousands and thousands of graduates who go into the over-saturated labour market to search for non-existent

jobs. The problem is that as the educational opportunities are being expanded at a rapid rate, little or no thought is given to the provision of employment. So, most of the graduates roam the streets.

The depressed economies of these countries is also a problem. Government firms, private establishment, factories and industries are fast cutting down their work force. Words such as *rationalization, disengagement, retrenchment*, have crept into the vocabulary of these countries. And so, suddenly, thousands of the hitherto employed are fired. What are the consequences of unemployment? The high level of poverty prevalent in these countries is a direct result of unemployment as the unemployed citizens have no means of *keeping body and soul together*.

Secondly, the saying, *an idle mind is the devil's workshop* is quite applicable here. It has been discovered that most of the criminal activities such as burglary, armed robbery, and hired assassination are perpetrated by the unemployed people. They have also become ready-made tools being used as thugs by heartless politicians as instruments of oppression, terror and vandalism.

Should this problem remain unchecked? No. The governments of these countries have to address it and urgently too, otherwise the countries will become ungovernable. First and foremost, they should make it a matter of priority to create employment for the teeming population of job seekers. This can be done by **establishing profitable** ventures which will, apart from providing jobs, generate income for the government. Enabling environment should be created by the government to encourage the private sector to establish factories and projects that will provide employment.

One other important thing that should be done is to train students before they graduate, to be self-employed. This may involve training the potential graduates to engage in *simple trades such as sewing, soap making, painting, interior decoration, writing novels and short stories, manufacturing of household items, farming* and so on, depending on the disciplines of the students involved. If these measures are taken, unemployment will be drastically reduced if not totally eradicated.

- (a) In two sentences, one for each, state the **causes of unemployment** in many African countries.
- (b) In two sentences, one for each, state **the consequences** of unemployment.

- (c) In two sentences, one for each, **state the solutions** to the problem of unemployment suggested by the writer.

Answers:

- (a)
- Unemployment in Africa is caused by too many qualified graduates chasing few available jobs.
 - Unemployment in Africa is also caused by the dwindling fortunes of national economics, necessitating cuts in the work force.
- (b)
- One consequence of unemployment is the prevalence of poverty.
 - Another consequence is the multiplication of criminal activities in society.
- (c)
- Unemployment can be solved when government establishes commercial industries and encourages private organizations to do the same.
 - Unemployment can also be solved if graduates have functional and practical education in handiworks and simple trades, while still studying.

PART SIX
ORAL ENGLISH MADE EASY



AN INTRODUCTION TO THE SOUNDS OF ENGLISH

ORAL ENGLISH: AN INTRODUCTION TO THE SOUNDS OF ENGLISH

Under this aspect, we will discuss the sounds that are produced in English, each time we speak – particularly as these sounds are relevant to the Oral English syllabus of the SSCE and the various syllabi of international examination bodies.

We will not discuss the intricacies of place and manner of articulation (making speech). We will go on to discuss the syllabus provisions, straight away. The syllabus recognises two aspects:

- (a) the segmental features;
- (b) the supra – segmental features.

The supra – segmental features have to do with studies in such aspects as stress, rhyme and intonation. Whereas the segmental features are responsible for moderating the quality of the speeches we make, anyone who knows about the segmental but not the supra-segmental is not yet a successful speaker of the English Language.

The Segmental Features

At the beginning of this book, it is pointed out that each human language has its own letters which represent or form the alphabet. You have seen that A E I O U are **vowels** while the others between A and Z are **consonants**.

These are just letters, not sounds. There are many **vowel sounds** called **monothongs** and **diphthongs**. Monothongs are twelve, altogether and diphthongs are eight. Five vowel letters produce twenty vowel **sounds**.

VOWEL SOUNDS

MONOTHONGS

We have said that monothongs are twelve. They are symbols that represent only one vowel sound in English.

pronunciations have been given to help understand the pronunciation of the symbols (sounds) described.

VOWELS

Sounds	Words & Symbols	Words & Symbols
/ɔ:/	oll /ɔ:l/	boy /bɔ:/
/ɪə/	here /hɪə/	idea /aɪdɪə/
/ɪə/	fair /fɪə/	hair /hɪə/
/veɪ/	sure /ʃʊə/	tour /tʊə/

CONSONANTS

Sounds	Words & Symbols	Words & Symbols
/b/	boy /bɔ:/	bed /bed/
/d/	dog /dɒg/	dig /dɪg/
/f/	free /fri:/	draft /dræft/
/g/	get /get/	give /gɪv/
/h/	hail /heɪl/	house /haʊs/
/k/	kill /kɪl/	keep /ki:p/
/k/	club /klʌb/	flee /fli:/
/m/	man /mæn/	name /neɪm/
/p/	park /pɑ:k/	keen /ki:n/
/p/	prime /praɪm/	leap /li:p/
/s/	cement /sɪment/	scene /si:n/
/p/	part /pɑ:t/	pit /pɪt/
/v/	van /væn/	live /lɪv/
/w/	white /waɪt/	
/z/	zip /zɪp/	zoo /zu:/
/tʃ/	chalk /tʃɔ:k/	chief /tʃi:f/
/ʃ/	she /ʃi:/	shy /ʃaɪ/
/dʒ/	beige /beɪdʒ/	prestige /prestɪdʒ/
/θ/	thing /θɪŋ/	tenth /tenθ/
/ð/	they /ðeɪ/	thus /ðʌs/
/θ/	thing /θɪŋ/	sing /sɪŋ/

Yet there are some sounds which should be pronounced with care. When, particularly, you have to listen to a tape recorder talk, you should be ready to listen to identify the difference between the following vowel and consonant sounds.

Now, try to pronounce the following and identify the differences. The pronunciation for each is in front of it.

VOWELS

bad	/bæd	/bird	/bɜ:d	/bud	/bʌd
cat	/kæt	/cart	/kɑ:t		
cot	/kɒt	/cut	/kʌt	/court	/kɔ:t
had	/hæd	/hard	/hɑ:d		
hot	/hɒt	/hut	/hʌt	/heart	/hɑ:t
pill	/pɪl	/peel	/pi:l		
pat	/pæt	/part	/pa:t		

CONSONANTS

wish	/wɪʃ	which	/wɪ:tʃ
ceased	/si:st	seized	/si:zd
both	/bɒθ	boat	/bəʊt
lose	/lu:z	loose	/lu:z
glass	/glɑ:s	glaze	/gleɪz
house	/haʊs	horse	/hɔ:s
offer	/ɒ:fər	over	/əʊvər
prizes	/praɪzɪs	prices	/praɪsɪs
tree	/tri:	three	/θri:
buzz	/bʌz	bus	/bʌs
feather	/feðər	fetter	/feta
pat	/pæt	bat	/bæt
pit	/pɪt	fit	/fɪt
fan	/fæn	van	/væn
sheep	/ʃi:p	cheap	/tʃi:p
thus	/ðʌs	does	/dʌz
they	/ðeɪ	day	/deɪ
sell	/sel	shell	/ʃel
son	/sʌn	sun	/sʌn
true	/tru:	through	/θru:
tens	/tens	tense	/tens

Now, if you are to undergo a practical, oral examination you should be able to listen and differentiate between sounds before you write them down.

Note: This is to remind you that where you find double dots as in full colon ':' after a symbol, it means you will prolong the sound, e.g.

Cart / / = kaat

Keep / / = kiip

STRESS IN ENGLISH

In many African languages, some methods are used to mark the words for pronunciation purposes. This marking on top or below the word will show which will be pronounced loud or low. Stress cannot be described without first discussing the syllable.

All words in the English Language have at least one syllable. When there is a word, one part of it may be pronounced differently from the other part(s).

A syllable may therefore be defined as part of a word that can be **produced at one heart-beat.**

In every syllable, there must be a vowel sound. For example, *interdenominationalism* (the longest word in the dictionary) can be syllabicated as follows: **in-ter-de-no-mi-na-tio-na-li-sm** = ten syllables.

A word may have one syllable, known as **MONO-SYLLABLE**; **two** syllables **BISYLLABLE**, **more than two** – **POLYSYLLABLE**, for example,

Monosyllable - man, boy, girl, good, etc.

Bisyllable - Mon / day, Eng / lish, Fa / ther, E / ffort, etc.

Polysyllable - Beau / ti / ful, per / so / nal, re / co / ver, etc.

Now, back to stress. When there is more than one syllable in a word, one syllable will be pronounced louder than the other sounds, for example, Law-
yer.

Here, it will be **LAW**-yer, **SPEAK**-er, en-**DURE**, re-**VENGE**. So from this, you will see that the syllable that is pronounced louder than the other(s) is called **Stressed** or **Accented Syllable**. The part that is not pronounced loudly is called **Unstressed** or **Unaccented Syllable**.

HOW TO DETERMINE WHERE TO PUT STRESS

When a word carries a stress, the stress is often shown by the mark (') e.g. for example, **Tailor**.

First, determine how many syllables are in the word. Here, there are two:
Tai - lor.

Now that **Tail** has a stress, it means **Tail** is the only syllable that

uses that stress. The other syllable will not be pronounced loudly: **TAIL** - or.

In the Yoruba language (in Nigeria), there are marks to show pronunciation of words,

do - re - mi

So to pronounce **Awure**, it must sound:

(do-mi-re)

(a-wu-re) =

Olodumare = re-mi-do-re-do

(re-mi-do-re-do)

(O-lo-du-ma-re) =

Ipata = do-mi-mi

(do-mi-mi)

(i-pa-ta) =

A prominent problem most Africans have in pronouncing English words with the right stress is that of 'linguistic interference'. This means that a Yoruba man will pronounce bread (an English word) with the tone pattern of Yoruba, thus:

mi-mi-do = bu-re-di

Whereas it is a one-syllable word in English: bread / bred / So, learn the English stress patterns. Instead of 'do-re-mi' in Yoruba, the English stress pattern can be said to consist of / **dou** / and / **mi** / sounds only. So, anywhere a syllable is pronounced / **dou** /, it will not receive a stress, that is, that syllable must not be pronounced as loud as the others. Examples are:

Education = dou - dou - mii - dou

E - du - **ca** - tion

It means 'E' and 'du' will not receive any stress because they have do-do, sound but 'ca' will have a stress because it is 'mi' sound. And 'tion' will not carry a stress because it is a dou sound. So, we have:

e / du / CA / tion = dou - dou - mi - dou

See also 'Teacher = mi - dou

mi - do = TEAcher.

And also Effi'cacious = dou - dou - mi - dou NOT 're - re - mi - do' which is a Yoruba tone pattern.

SUR vey	"		
pro TEST	"	PRO test	"
com BINE	"	COM bine	"
com PRESS	"	COM press	"
con CERT	"	CON cert	"
con DUCT	"	CON duct	"
con SORT	"	CON sort	"
con TRACT	"	CON tract	"
fre QUENT	"		
pro DUCE	"	PRO duce	"
pro GRESS	"	PRO gress	"
pro JECT	"	PRO ject	"
re FUSE	"	RE fuse	"
seg MENT	"	SEG ment	"
		MI nute	"
		AU gust	"
mi NUTE	dou - mii		
au GUST	"		
FRE quent	"		

CATEGORY III (a)

In three-syllable words, the stress may fall on the first, second or third syllable. Here, the stress falls on the first:

Pho / to / graph, **mi** / ni / mum, **mo** / ther / ly,
In / sti / tute, **bro** / ther / hood, **hope** / less / ly.

CATEGORY III (b)
Second syllable stressed:

ope / **RA** / tor,
a / **PREN** / tice,
hi / **LLA** / rious,

pa / **TER** / nal,
a / **BAN** / don,
bom / **BAS** / tic,

de / **MO** / tion,
to / **MO** / rrow,
re / **DUN** / dant.

CATEGORY III (b)
Third syllable stressed:

un / der / **STAND**, un / der / **SEXED**, over**STATE**,
wa / rran / **TEE**, bri / ga / **DIER**, etc.

CATEGORY IV
Number stressing

(a)

Teen numbers (stressed on the second syllable):

thir**TEEN**, four**TEEN**, fif**TEEN**, six**TEEN**, seven**TEEN**, eight**TEEN**,
nine**TEEN**.

(b)

Numbers in Tens (stress on the first syllable):

THIRTY, **FORTY**, **FIFTY**, **SIXTY**, **SEVENTY**, **EIGHTY**, **NINETY**.

CATEGORY V

Change in stress as word changes from one class to another. Here, a noun e.g. **economy** can change to an adjective **economic**.

Or from **compile** (verb), to **compilation** (noun). When a change so occurs, the stress usually changes.

Some words in this category are:

compile (vb)	- com PILE	compilation (n) - compi L ation
resign (vb)	- re SIGN	resignation (n) - resig N ation
explain (vb)	- ex PLAIN	explanation (n) - expla N ation
politics (n)	- POL itics	political (adj) - po L itical
nation (n)	- N ation	nationality (n) - natio N ality
compute (vb)	- com PUTE	computation (n) - computa T ion

CATEGORY VI

Stressing Compound Words

(a) When noun compound words are to be stressed, the stress falls on the first syllable:

'Auditor-General, 'Mother-in-law, 'Post-office, 'Commander-in-Chief, 'Vice-principal, 'House-prefect, 'Head-of-State, 'Girl-guides, 'Bye-Law, 'On-looker, 'By-stander, 'Managing Director, etc.

(b) When verb compound words are to be stressed, the stress falls on the second syllable:

over**STRESS**, under**PAY**, out**CAST**, back**DATE**, under**GO**, etc

STRESSING SENTENCES

All along we have been discussing stressing of individual words. If you have been given a sentence or even a passage to read, how do you recognise the words to stress? Simple!

The rule is that you will stress the 'open class items', including nouns, verbs, adverbs and adjectives.

You should avoid stressing 'closed system items' which include: pronouns, prepositions conjunctions and articles (the, a).

Now, let us try to stress this clause:

The **man** in the **class** is my **uncle**
do **mi** do do **mi** do do **mi-do**

The **MAN** in the **CLASS** is my **UNCLE**.

However, if emphasis is to be shown, closed system items can be stressed for example,

A. Did you say that man is on the bed?

B. No, he is **UNder** the table.

under is stressed here to emphasize where the man is.

RULES FOR STRESSING WORDS AND SENTENCES

1. **DO NOT** put a stress on any of the following:

(a) **Pronouns and Possessives** including:

he, she, it, we, you, they, him, her, me, us, them, this, these, those, that, his, its, my, your, our, their.

Auxiliary Verbs

including:

can-could, may-might, shall-should, will-would, must, need, dare, is, was, are, were, am, has, have, had.

Articles

including:

a, an, the.

Preposition

Monosyllabic prepositions, for example,

In, on, at, for, by, with; cannot be stressed. However

occasionally, prepositions with more than one syllable may be stressed e.g.

be**FORE**, **UN**der, a**GA**INST, a**RO**UND, af**TER**.

Conjunctions and Correlatives

including:

and, but, either... or, neither... nor.

These items can be stressed, however, to show emphasis.

When in a clause / sentence, **The** is pronounced /**dha**/ when it comes **before** a consonant letter-word. For example,

The (**dha**) man, boy, cow.

But if **The** comes before a vowel letter-word, it is pronounced (**dhi**) e.g. The (**dhi**) elephant, orange, umbrella, idiot.

Intonation

Mood is the feeling you experience at a particular time. At one time you may be angry, at another you may be happy or even wish to ask a question. It is therefore clear that the **PITCH** – the level of your voice will not be the same when you ask a yes – no question and when you say what you know (as in a declarative statement). This variation of the level of pitch is termed **INTONATION**.

Intonation is of two types – **Rising** and **Falling**.

Rising Intonation

The rising intonation is that tone that rises from a low pitch slowly until it gets to the highest level. It is used for the following:

- (a) **For making requests:**
Can I see you, please?
May we sit down?
- (b) **For asking a question whose answer is 'Yes' or 'No': e.g.**
Do you know him?
Are they friends?
- (c) **For making controversial statements or statements of surprise:**
That boy is likely to win.
We didn't know he could slap the teacher.
- (d) **To ask the first of two questions:**
Will you see me or go to the market first?

Falling Intonation

- This represents the pitch that falls. Its functions include:
- (a) **For making imperative statements (commands)**
Walk out of here!
Report the case immediately!
 - (b) **For asking questions starting with interrogative adverbs; WH question, for example,**
Why are you here?
Who saw you?
How many are they?
Where did they go? etc.
 - (c) **For making declarative statements:**
She is beautiful.
The boy speaks English well.

Types of Questions You could Expect in Oral English Examinations

An Oral English Test can be conducted by using both mouth and paper (Oral and written).

The following question types are common:

1. **Word - Class question**

A list of words will be given and stressed. You are to identify whether it is a noun, verb, adjective, etc. For example:

Record (n), record (vb), import (vb), import (n).

2. Odd – One – Out question

This type of question is set from the perspective of pronunciation. You will be required to recognise the one whose pronunciation is different from the others. When you are faced with this type of question, you must consider certain things.

(a) Consonants

(At various levels: initial, medial, final) e.g.

A	B	C	D
Pack	Park	Carp	Rack

You will discover that the final consonant in A, B and D is /k/ whereas in C it is /p/.

(b) Symbols

This means that the difference between symbols of the sounds must be watched.

(i) there /ðɪə/ / them / ðem / theme / θi:m /
they / ðeɪ /
(ii) thin /θɪn / thick /θɪk / thee / ði: /

Practise with the following:

	A	B	C	D
1.	kill	call	cell	corn
2.	fire	hire	fine	higher
3.	tree	three	treat	trip
4.	seal	sick	seem	seed
5.	deep	dream	drape	dreary
6.	check	shock	cheap	ship
7.	sketch	skeptic	sketch	scepter
8.	scale	skin	sketch	scepter
9.	gown	down	mown	clown
10.	push	fish	wish	pitch

3. Syllable – identification question

Here, a list of words may be given A – E. Four of them may have stress on the first syllable (but the stress may not be put on any). You may be required to identify the word that is stressed on the second syllable, for example:

A	B	C	D	E
enter	promote	dearer	liver	father

Which of them carries a second – syllable stress?

enter	-	mii – dou	(first syllable stressed)
promote	-	dou – mii	(second syllable stressed)
dearer	-	mii – dou	(first syllable stressed)
liver	-	mii – dou	(first syllable stressed)
father	-	mii – dou	(first syllable stressed)

So, 'promote' is the answer.

4. Consonant - Cluster question

Consonant – cluster refers to a situation where consonant sounds are up to two, three, four, and so on, one, following the other in a word. To determine the clusters, it is not the word itself that shows them. So we must first write out the pronunciation of the word. You still remember what consonant sounds are. Let us see some examples of consonant clusters:

Word	Consonant Cluster	Pronunciation
Student	istju:dənt /	stj (initial position)
new	nju: /	nj (initial position)
sculpts	skɒlpts /	pts final position)
nests	nests /	sts (final position)
shrink	ʃrɪŋk /	nk (final position)

So, candidates are advised to study pronunciation patterns in standard pronouncing dictionaries, so they can recognise where there are clusters of consonant sounds.

Remember, the cluster cannot be determined by looking at the word itself but at its pronunciation.

Find below, words that have two, three, four consonant sounds in clusters.

Note:

You cannot find a word with more than three, four consonant sounds that occur at the initial, and a maximum of four, at the end of an English word.

The structure of a syllable is:

C + C + C + V + C + C + C + C, also written as:
(C03) V (C04) also written as (CCC) V (CCCC)

You should attempt to indicate the syllable structure of the following words:

Clusters: **Two consonants**

forks / / = ksstructure = (C) V (CC)

Now, attempt these:

- | | | | | | | |
|---------|---|---|---|-------|-----------|--------|
| 1. Maps | / | / | = | _____ | Structure | _____? |
| 2. rend | / | / | = | _____ | Structure | _____? |
| 3. hand | / | / | = | _____ | Structure | _____? |
| 4. rant | / | / | = | _____ | Structure | _____? |

Clusters: **Three consonants**

ants / / = ksstructure = V (CCC)

Now, try these:

- | | | | | | |
|-----------|---|---|---|-----------|--------|
| 1. camps | = | / | / | Structure | _____? |
| 2. mixed | = | / | / | Structure | _____? |
| 3. jumped | = | / | / | Structure | _____? |
| 4. masks | = | / | / | Structure | _____? |

Clusters: **Four consonants**

glimpsed = / glimpst / syllable structure = (CC) V (CCCC)

Now, attempt the following:

- | | | | | | |
|------------|---|---|---|-----------|--------|
| 1. prompts | = | / | / | Structure | _____? |
| 2. exempts | = | / | / | Structure | _____? |
| 3. tempts | = | / | / | Structure | _____? |
| 4. sculpts | = | / | / | Structure | _____? |

5. Silent – Letter questions

You may be given a list of words and asked to identify the sounds that will not be pronounced in each word. The sounds that can be omitted may occur at the initial, medial or final positions

For example:

apos(t)le	(medial)	(g)nash	(initial),
colum(n)	(final)	cas(t)le	(initial),
(P)neumonia	(initial)	phle(g)m	(initial),

And these:

(K)now	(initial)	of(t)en	(initial),
(P)sychology	(initial)	(P)salm	(initial),
si(g)n	(medial)	thin(g)	(initial),
bom(b)	(final)	ta(l)k	(initial),
(h)nest	(initial)	resi(g)n	(initial),
yo(l)k	(medial)	su(b)tle	(initial).

6. Test of markers of Inflection

When a word moves from its base form, for example, **take** (vb) to **takes**, the word is said to have inflectional ending.

Now, question can be asked on that, whether in oral presentation or in written form. You will be asked to show the appropriate pronunciation for inflectional ending in 's' and those ending in 'ed' past tense / past participle.

The treatise is divided into two: 's' and 'ed' pronunciation.

A. 'S' – PLURAL INFLECTION: Pronunciation

Where 's' shows plural, e.g. boys, houses, glasses, etc., the last pluralising 's' is not always pronounced as / s /.

It can, at different times be pronounced as / z /, / iz /, / s /

Rules

(i) If you have / j, k, f, t, p / as in brooks, staffs, pots, and cups – coming before the last 's' after those sounds will be pronounced as / s /.

Pronounce the words above.

(ii) If you have any of the following consonant plus 's', the 's' should be pronounced as (iz).
They include: /
buzzes, hisses. / as in judges, churches, vision, washes.

So, look for words that end in those sounds, then put an 's' (or 'es') and pronounce everything together, ending the pronunciation with /z/.

Other consonant sounds with / s / inflection are:

/ b, d, g, l, m, n, v / as in cabs, cards, rags, things, bells, calls, dons, moves and myths.

7. Word – Stress questions

Here, as has been pointed out, you may be asked to identify where the stress falls – in all the syllables that constitute a word. Even if a word has five syllables, as in:

examination, international, administrative.

You should know which syllable is stressed, for example, examiNATION, interNATIONAL.

Read more on syllables and stress.

8. Sentence – Stress questions

You have been warned that whether in written form or when you are asked to read a passage, there are certain words you should avoid stressing – the 'closed system items' like pronouns, prepositions, conjunctions, articles and interjections.

All other parts of speech found in the sentences – noun, verb, adverb and adjective – can be stressed.

Stress this:

The boy and girl live in Jamaica but do not know each other.

9. Contrastive Stress question

Here you may be given different statements / questions and emphasis will be placed on different aspects of what that statement is about, for example,

1. I **SAW** the thief yesterday.

Meaning: because 'SAW' is stressed, it shows that I did not hear the rumour, but actually **SAW**.

2. I saw the **THIEF** yesterday.

Meaning: Thief stressed: I saw the thief – **not any other person**.

3. I saw the thief **YESTERDAY**.
YESTERDAY stressed: I saw the thief not today or last week but yesterday.

Now, try the following:

1. I **STOLE** his book = ?
 2. I stole **HIS** book = ?
 3. I stole his **BOOK** = ?
 4. **I** stole his book = ?
- What does each of the statements mean?

10. Intonation question

Here, you will be tested on how to read / identify a question with 'wh', a command, a declarative statement, etc. Now, turn the pages back and learn the pattern under Intonation.

ORAL ENGLISH PAST QUESTIONS ANSWERED

NECO 2000 English Paper III

SECTION 1

For questions 1 – 15, choose from the options A to E, the one that has the **SAME VOWEL SOUND** as the one represented by the underlined letter(s).

Example Bee

A. Bead B. Bill C. Lick D. Rice E. Wished

The correct answer is A because only 'Bead' contains the same vowel sound as the one underlined in 'Bee'.

1. Wind
A. Built B. Pride C. Reason D. Refugee E. Weed
2. Breath
A. Head B. Berth C. Friend D. Meat E. Paint
3. Marry
A. Ban B. Harsh C. Palm D. Plait E. Maid
4. Bath
A. Earth B. father C. Fern D. Girl E. Serve
5. Drunk
A. North B. Stormed C. Watched D. Wonder E. Wrath
6. Norm

7. A. Dawn Pull B. Honour C. Hunt D. Just E. Mother
8. A. Chew Cough B. Moon C. Should D. Tool E. Who
9. A. Aunt Lose B. Board C. Dull D. Sorry E. Sword
10. A. Mouse Heard B. Null C. Posh D. Soon E. Worse
11. A. Absurd Woman B. Counter C. Doctor D. Laugh E. Third
12. A. Church Tray B. Earth C. Heard D. Journey E. Particular
13. A. Cry Poor B. Hose C. Rake D. Trim E. Try
14. A. Aware Flight B. Care C. Idea D. Sure E. Tear
15. A. Bill Allow B. Fierce C. Height D. Joys E. Meet
16. A. Home Tray B. Toast C. Town D. Soul E. Zero

SECTION 2

For questions 16 – 30, choose from the options labelled A to E, the one that has the **SAME CONSONANT SOUND** as the one represented by the underlined letter(s).

Example Card

A. Brown B. Delay C. Grill D. Feather E. Kettle

The correct answer is B because only 'Delay' contains the same consonant sound as the one underlined in 'Card'.

16. Party
 A. Cupboard B. Philosophy C. Python
 D. Psalm E. Psychology
17. Harbour
 A. Capable B. Limp C. Mopped
 D. Physics E. Upright
18. Entry
 A. Fiddle B. Little C. Nature
 D. Then E. Watch
19. Adorn
 A. Above B. Adjourn C. Aloft

20. Across
 A. Cease
 D. Choice
21. Figure
 A. Decree
 D. Lacked
22. Soldier
 A. Adamant
 D. Endure
23. Wretched
 A. Besiege
 D. Purge
24. Photograph
 A. Enough
- D. Vat
25. Of
 A. Another
 D. Suffer
26. Oath
 A. Gather
 D. Utter
27. Though
 A. Breath
 D. Thick
28. Essay
 A. Archipelago
 D. Gaze
29. Sure
 A. Choir
 D. Visual
30. Yesterday
 A. Dwindle
 D. Union
- E. Leather
- B. Chain
 E. Quite
- C. Chair
- B. Ghost
 E. Picked
- C. Hackle
- B. Advantage
 E. Joke
- C. Derive
- B. Gesture
 E. Sponge
- C. Pleasure
- B. Python
 C. Theory
- E. Vineyard
- B. Defend
 E. Tougher
- C. Prove
- B. Method
 E. Writhed
- C. French
- B. Dove
 E. Thwart
- C. Southern
- B. Butcher
 E. Shark
- C. Concert
- B. Machine
 E. Zealous
- C. Seven
- B. Joyous
 E. Various
- C. Leisure

For questions 31 – 35, choose from the options labelled A to E, the one that **RHYMES** with the word given.

Example: Choose the word that rhymes with Carry.

- A. Carrying B. Coming C. Marry

D. Money E. Worry
The correct answer is 'Marry' which is C, and therefore the answer C would be shaded.

31. Crater
A. Caller B. Loafer C. Python
D. Pauper E. Various

32. Queue
A. Few B. Loom C. Lure
D. Moon E. Poor

33. Height
A. Cry B. Pant C. Plate
D. Site E. Weight

34. Great
A. Blade B. Crate C. Knit D. Teeth E. Treat

35. Own
A. Brown B. Frown C. Gown D. Phone E. Town

SECTION 3

For questions 36 – 40, choose from the options labelled A to E, the one that has the **CORRECT STRESS** with the one given. In these words only one syllable has the main / primary stress, this syllable is written in capital letters.

- Example: Choose the syllable that is stressed in 'exaggeration'.
A. Exa-gge-ra-tion B. e-XA-ggeration C. e-xa-GGE-ration
D. exa-gge-RA-tion E. exa-gge-ra-TION

The correct answer is letter D, because the main / primary stress is on the 'fourth' syllable.

36. imperialism
A. IM-pe-ria-lism B. im-PE-ria-lism
C. im-pe-RIA-lism D. im-pe-ria-LI-sm
E. im-pe-ria-li-SM

37. Metamorphosis
A. ME-ta-mor-pho-sis B. me-TA-mor-pho-sis

C. me - ta - MOR - pho - sis

E. me - ta - mor - pho - SIS

D. me - ta - mor - PHO - sis

38. Denominator

A. DE - no - mi - na - tor

C. de - no - MI - na - tor

E. de - no - mi - na - TOR

B. de - NO - mi - na - tor

D. de - no - mi - NA - tor

39. Solidarity

A. SO - li - da - ri - ty

C. so - li - DA - ri - ty

E. so - li - da - ri - TY

B. so - LI - da - ri - ty

D. so - li - da - RI - ty

40. Manipulator

A. MA - ni - pu - la - tor

C. ma - ni - PU - la - tor

E. ma - ni - pu - la - TOR

B. ma - NI - pu - la - tor

D. ma - ni - pu - LA - tor

SECTION 4

For questions 41 - 45, choose from the options labelled A to E, the one that has the **DIFFERENT PATTERN** from the other four.

Example: Choose the word that has a different stress pattern from the other four.

A. accord B. arrange C. contain D. never E. offer

The correct answer is 'offer', which is letter E, and therefore would be shaded.

41. A. accept B. anger C. contain
D. newer E. offer
42. A. adjust B. concur C. corner
D. promote E. revise
43. A. beautiful B. educate C. honorary
D. intestine E. mitigate
44. A. addition B. awareness C. compatible
D. election E. occasion
45. A. clean B. clever C. meeting
D. reason E. recall

SECTION 5

For questions 46 - 50, choose from the options labelled A to E, the one that best answers the statement or question containing an emphatic stress word at the beginning of the item. The emphatic stress word is written in **CAPITAL** letters.

- D. Do we seldom visit the botanical garden?
 E. Do we seldom visit the zoological village?

Answers to Model Oral English Questions

1.	C	11.	E	21.	B	31.	E	41.	51.	A			
2.	C	12.	C	22.	E	32.	C			52.	C		
3.	D	13.	D	23.	B	33.	D	43.			53.	D	
	C												
4.	B	14.	C	24.	A	34.	B	44.				54.	A
	C												
5.	D	15.	C	25.	E	35.	D	45.				55.	C
	E												
6.	A	16.	C	26.	B	36.	C	46.				56.	E
	B												
7.	A	17.	C	27.	C	37.	C	47.				57.	A
	C												
8.	B	18.	B	28.	C	38.	D	48.				58.	B
	D												
9.	D	19.	D	29.	B	39.	C	49.				59.	A
	B												
10.	D	20.	E	30.	D	40.	D	50.				60.	E
	B												

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From the words lettered A to D, choose the word that has the same vowel sound as the one represented by the letter(s) underlined.

- crush
(a) full (b) push (c) rush (d) bull
- wood
(a) mouth (b) tool (c) woo (d) should
- rich
(a) margarine (b) theme (c) enormous (d) police
- sort
(a) hoard (b) lost (c) work (d) scourge
- oo
(a) good (b) whose (c) wool (d) hook
- eak
(a) pleasant (b) steak (c) seat (d) great
- back

8. lock (a) mass (b) class (c) basket (d) dance
9. pearl (a) water (b) lurk (c) luck (d) wan
10. market (a) guard (b) punish (c) furnish (d) heart
11. mate (a) bad (b) shall (c) basket (d) map
12. gross (a) deceive (b) height (c) sleight (d) freight
13. endow (a) loss (b) sofa (c) cost (d) moss
14. kite (a) plough (b) cough (c) dough (d) nought

15. share (a) sardine (b) favourite (c) undermine (d) perquisite
(a) fear (b) near (c) dear (d) wear

From the words lettered A to D, choose the word that has the same consonant sound(s) as the one represented by the letter(s) underlined.

16. peace (a) cupboard (b) psychotic (c) compare (d) physical
17. thumb (a) thirst (b) though (c) thyme (d) asthma
18. went (a) apostle (b) moisten (c) ceased (d) diseased
19. kind (a) knee (b) unique (c) knight (d) knife
20. cab (a) beast (b) debt (c) comb (d) womb
21. tender (a) handsome (b) sandwich (c) refreshed (d) mumbled
22. beg (a) hedge (b) reign (c) aghast (d) gist
23. stench (a) chronic (b) champion (c) chagrin (d) nonchalant
24. danger (a) regime (b) beige (c) soldier (d) guitar
25. strength (a) restraint (b) bastard (c) abstain (d) distinct

26. aspire
 (a) empire (b) castigate (c) sphere (d) experience
27. station
 (a) equation (b) vision (c) detention (d) explosion
28. fun
 (a) of (b) tough (c) verse (d) serve
29. breathe
 (a) theme (b) athlete (c) fathom (d) method
30. zeal
 (a) assist (b) concern (c) averse (d) resort

From the words lettered A to D, choose the word that rhymes with the given word.

31. except
 (a) suspect (b) elect (c) slept (d) repent
32. depend

(a) ascend (b) rescind (c) deepen (d) sender

33. seek
 (a) caustic (b) wreck (c) pique (d) tropic
34. scout
 (a) couple (b) doubt (c) count (d) mouth
35. boundary
 (a) country (b) quandary (c) laundry (d) foundry

From the words lettered A to D, choose the word that has the correct stress.

36. consultative
 (a) CON-sul-ta-tive (b) con-SUL-ta-tive (c) con-sul-TA-tive
 (d) con-sul-ta-TIVE
37. navigator
 (a) NAV-i-ga-tor (b) nav-I-ga-tor (c) nav-i-GA-tor
 (d) nav-i-ga-TOR
38. interrogate
 (a) IN-ter-ro-gate (b) in-TER-ro-gate (c) in-ter-RO-gate (d) IN-ter-ro-GATE
39. politician
 (a) POL-i-ti-cian (b) pol-I-ti-cian (c) po-i-TI-cian
 (d) pol-i-ti-CIAN
40. irregular

- (a) IR-reg-u-lar (b) ir-REG-u-lar (c) ir-reg-U-lar
(d) ir-reg-u-LAR

In the following options lettered A to D, all the words except one have the same stress pattern. Identify the one with the different stress pattern.

41. (a) complicate (b) generate (c) distribute (d) persecute
42. (a) menace (b) respect (c) solace (d) journal
43. (a) repute (b) centre (c) envy (d) background
44. (a) external (b) confession (c) envelope (d) enamel
45. (a) energy (b) difficult (c) competent (d) exhibit

In each of the following sentences, the word that receives the emphatic stress is written in capital letters. From the questions lettered A to D, choose the one to which the given sentence is the appropriate answer.

46. The money was cleverly hidden **INSIDE** a mattress.
(a) Was the jewellery cleverly hidden inside a mattress?
(b) Was the money cleverly hidden inside a mattress?
(c) Was the money cleverly hidden under a mattress?
(d) Was the money cleverly hidden inside a freezer?
47. The angry driver was **RUDE** to the judge.
(a) Was the hungry driver rude to the judge?
(b) Was the angry driver polite to the judge?
(c) Was the angry lawyer rude to the judge?
(d) Was the angry driver rude to the prosecuting counsel?
48. Detectives combed the house for weeks without finding any **CLUE**.
(a) Did the detectives comb the house for weeks without finding any blood stains?
(b) Did the detectives comb the house for days without finding any clue?
(c) Did the soldiers comb the house for weeks without finding any clue?
(d) Did the detectives attack the house for weeks without finding any clue?
49. The policeman **RELEASED** the driver after accepting the latter's explanation.

- (a) Did the magistrate release the driver after accepting the latter's explanation?
- (b) Did the policeman release the journalist after accepting the latter's explanation?
- (c) Did the policeman release the driver after rejecting the latter's explanation?
- (d) Did the policeman detain the driver after accepting the latter's explanation?

50. The MINISTERS travelled to Europe last year.

- (a) Did the Minister return to Europe last year?
- (b) Did the Minister travel to Asia last year?
- (c) Did the Governor travel to Europe last year?
- (d) Did the Minister travel to Europe this year?

From the words lettered A to D, choose the word that contains the sound represented by the given phonetic symbol.

- 51. / i: /
(a) wanted (b) leisure (c) marine (d) peasant
- 52. /]: /
(a) watch (b) wan (c) wash (d) water
- 53. / □ /
(a) company (b) collar (c) college (d) cobra
- 54. / u: /
(a) suite (b) suit (c) took (d) full
- 55. / /
(a) fall (b) some (c) abstain (d) distinct
- 56. / p /
(a) corps (b) receipt (c) coup (d) punch
- 57. / z /
(a) lease (b) resent (c) bats (d) recess
- 58. / tʃ /
(a) champion (b) brochure (c) satchel (d) chrome
- 59. / θ /
(a) smooth (b) thyme (c) worth (d) writhe
- 60. / ŋ /
(a) singe (b) cringe (c) young (d) stranger

APPENDICES

APPENDIX 1:

VERBS AND TENSES

Earlier in this book, you learnt about verbs – words of action and about tenses, which show the difference between time of the execution (when the action took place) and when we are talking about it.

Would you possibly say:

The news has been (a) broadcasted (b) broadcast
(c) broadcasting?

Or

Would you say: The children were all well... (a) breed (b) bred
(c) breeded (d) breded.

It is a matter of knowing the present tense, past tenses and perfect (participle) forms of verbs. We have stressed that, for example, after **has**, **have** or **had**, the next verb to use should be past participle.

I was guest speaker at a university in Nigeria. After the lecture, I spoke to an undergraduate who could not decide what word to use in his statement to me: "Sir, I **have** just **wrote**... oh, sorry... I have just **write** my first semester examination and..." What a shame!! Whether he said "have *wrote*" or "have *write*", is any of the two correct? Is *write* or *wrote*, a past participle verb?

In this section please study the following verbs carefully and learn them. There are two types of verbs in relation to categorisation for tense classification purposes: The regular and the irregular verbs. Regular verbs usually have "ed" or "d" added to them at the end of the word to form their past tense and past participle tense forms, for example.

Present	Past	Past participle
Want	Wanted	Wanted
Live	Lived	Lived
Move	Moved	Moved

However, irregular verbs, which are very many and often used by us, do not take the "ed" or "d", after them, to form the past and past participle forms: they

are treated differently. In this section therefore, your attention is hereby called to almost all the irregular verbs existing in the English Language, so that you will learn the different forms of their past and participle tenses. Doing that will enable you correct that undergraduate: "I have just **written** my first semester examination".

They have been laid out here in alphabetical order for easy reference.

Infinitive	Past tense	Past participle
abide	abode, abided	abode, abided
arise	arose	arisen
awake	awoke	awoken
be	was / were	been
bear	bore	borne
beat	beat	beaten
become	became	become
befall	befell	befallen
beget	begot	begotten
begin	began	begun
behold	beheld	beheld
bend	bent	bent
beseech	besought	besought
beset	beset	beset
bet	bet, betted	bet, betted
bid	bade	bidden, * bid
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
bless	blessed	blessed
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast

browbeat	browbeat	browbeaten
build	built	built
burn	burnt, burned	burnt, burned
burst	burst, bursted	burst, bursted
buy	bought	bought
cast	cast	cast
catch	caught	caught
chide	chided	chided, chidden
choose	chose	chosen
cleave	cleaved, clove cleft	cleaved, cloven
cleft cleave ²	cleaved, clave cleaved	
mishear	misheard	misheard
mishit	mishit	mishit
mislay	mislaid	mislaid
misread / misri:d /	misread / misred /	misread / misred /
misspell	misspelled, misspelt	misspelled, misspelt
misspend	misspent	misspent
mistake	mistook	misunderstood
mow	mowed	mown, mowed
offset	offset	offset
outbid	outbid	outbid
outdo	outdid	outdid
outfight	outfought	outfought
outgrow	outgrew	outgrown
output	output	output
outrun	outran	outrun
outsell	outsold	outsold
outshine	outshone	outshone
overcome	overcame	overcome
overdo	overdid	overdone
overdraw	overdrew	overdrawn
overeat	overate	overeaten
overflow	overflowed	overflowed
overhang	overhung	overhung
overhear	overheard	overheard
overlay	overlaid	overlaid

overpay	overpaid	overpaid
overcome	overcame	overcome
override	overrode	overridden
overrun	overran	overrun
oversee	oversaw	overseen
overshoot	overshot	overshot
oversleep	overslept	overslept
overspend	overspent	overspent
overtake	overtook	overtaken
overthrow	overthrew	overthrown
overwrite	overwrote	overwritten
partake	partook	partaken
pay	paid	paid
plead	pleaded; (USA) pled	pleaded; (USA) pled
proofread /pru:frɪd/	proofread /pru:fred /	proofread /pru:fred/
prove	proved	proven; proved (USA)
put	put	put
quit	quit; quitted	quit; quitted
read /ri:d/	read /red/	read /red
rebuild	rebuilt	rebuilt
recast	recast	recast
redo	redid	redone
rehear	reheard	reheard
remake	remade	remade
rent	rent	rent
repay	repaid	repaid
rerun	reran	rerun
resell	resold	resold
reset	reset	reset
resit	resat	resat
retake	retook	retaken
retell	retold	retold
rewind	rewound	rewound
rewrite	rerid	rid
ride	rode	ridden
ring	rang	rung

rise	rose	risen
run	ran	run
sew	sewed	sewn, (USA) sewed
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shear	sheared	shorn, sheared
shed	shed	shed
shine	shone, * shined	shone, * shined
shit	shitted, shat	shitted, shat
shoe	shod, shoed	shod
shoot	shot	shot
show	showed	shown, showed
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew, slayed	slain
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
slit	slit	slit
smell	smelt, smelled	smelt, smelled
smite	smote	smitten
sow	sowed	sown, sowed
speak	spoke	spoken
speed	sped, speeded	sped, speeded
spell	spelt, spelled	spelt, spelled
spend	spent	spent
spill	spilt, spilled	spilt, spilled

spin	spun, span	spun
spit	spat	spat
spoil	spoilt, spoiled	spoilt, spoiled
spotlight	spotlighted	spotlighted
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
stave	staved, *stove	staved, *stove
steal	stolen	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stank, stunk
strew	strewed	strewed, strewn
stride	strode	strode
strive	strove, strived	stroven
sublet	sublet	sublet
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden, trod
typecast	typecast	typecast
underbend	underbent	underbent
underbid	underbid	underbid
undercut	undercut	undercut
undergo	underwent	undergone
underlie	underlay	underlain
underpay	underpaid	underpaid

undersell	undersold	undersold
understand	understood	understood
undertake	undertook	undertaken
underwrite	underwrote	underwritten
undo	undid	undone
unfreeze	unfroze	unfrozen
unwind	unwound	unwound
unhold	unheld	unheld
upset	upset	upset
wake	woke	woken
waylay	waylaid	waylaid
wear	wore	worn
weave	wove, *weaved	woven, *weaved
wed	wedded, wed	wedded, wed
weep	wept	wept
wet	wet, wetted	wet, wetted
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
withhold	withheld	withheld
withstand	withstood	withstood
wring	wrung	wrung
write	wrote	written
yield	yielded	yielded

ANSWERS TO EXERCISES

EXERCISE 1A

1. J
2. garden
3. a
4. sits
5. teacher

EXERCISE 1B

1. D
2. B
3. B
4. C
5. D
6. D
7. C
8. C
9. D
10. D

EXERCISE 1C

1. True
2. False
3. False
4. False

EXERCISE 1D

1. policeman
2. quiet
3. teacher
4. bachelor
5. spinster

EXERCISE 2A

1. B
2. B

3. C

4. A

5. B

6. B

7. B

8. E

9. A

10. A

EXERCISE 2B

1. Tomatoes
2. Ladies
3. Mice
4. Chairs
5. Children
6. Buses
7. Boxes
8. Stadia / Stadiums
9. Leaves
10. Geese
11. woman
12. feet
13. thieves
14. teeth
15. knives
16. churches
17. dozens
18. monkeys
19. furniture
20. sheep

EXERCISE 2C

1. loaves
2. mothers-in-law
3. flies
4. wives
5. roofs

EXERCISE 2D

- Seamstress
2. paediatrician
 3. septuagenarian
 4. queen
 5. widower

EXERCISE 3A

1. E
2. E
3. D
4. E
5. B
6. B
7. B
8. E
9. D
10. B

EXERCISE 3B

1. I
2. me
3. I
4. me
5. I

EXERCISE 3C

1. I
2. she
3. they
4. you
5. it
6. we
7. he

EXERCISE 3D

1. us
2. them
3. him
4. her

EXERCISE 4A

1. C
2. D
3. C
4. C
5. A
6. D
7. C
8. D
9. C
10. D

EXERCISE 4B

1. The ladies know what they want
2. Aduloju's children speak good English
3. The lions eat only human flesh
4. The strangers like the music
5. My friends read like Professors
6. The women cook good food
7. The teachers teach well
8. The men cry daily
89. The prisoners work hard every morning

10. The students study diligently

EXERCISE 4C

1. was
2. are
3. am
4. were
5. is

EXERCISE 4D

1. are
2. is
3. will
4. can
5. have
6. must
7. ought to
8. were
9. shall
10. are

EXERCISE 5A

- 1a. slowly (B)
- 1b. adverb of manner
- 2a. quickly (D)
- 2b. adverb of manner
- 3a. every day (C)
- 3b. adverb of frequency
- 4a. fortnightly
- 4b. adverb of frequency
- 5a. so (C)
- 5b. adverb of degree
- 6a. everywhere (B)
- 6b. adverb of place
- 7a. last week (A)

7b. adverbial phrase of time

8a. on Friday (D)

8b. adverbial phrase of time

9a. because he did not study

9b. adverbial clause of reason

10a. (E)

10b. (C)

EXERCISE 5B

1. brilliantly
2. expertly
3. tomorrow
4. every day
5. there
6. always
7. angrily
8. tactfully
9. anywhere. Aloud
10. very
11. early
12. yesterday
13. where she was kept
14. at my own time
15. because they were careless
16. immediately
17. like lightening
18. although he cannot get them to pay his school fees
19. before their death
20. if I catch you.

EXERCISE 5 C

1. quickly
2. fast
3. reluctantly
4. easily
5. readily
6. slowly
7. regularly
8. completely
9. cruelly
10. brilliantly

EXERCISE 5 D

1. quickly
2. gently / carefully
3. brilliantly
4. aloud
5. quietly

EXERCISE 5 E

1. adverb of manner
2. adverb of time
3. adverb of time.
4. adverb of manner
5. adverb of time
6. adverb of degree
7. adverb of degree
8. adverb of place
9. adverb of manner
10. adverb of frequency

EXERCISE A

1. A
2. A
3. E
4. E
5. D

6. D
7. B
8. A
9. E
10. C

EXERCISE 6 B

1. beautiful
2. wild
3. handsome
4. sharp
5. oval
6. diligent
7. brilliant
8. faithful
9. little
10. young

EXERCISE 6 C

1. wicked
2. strong
3. fearful
4. dark
5. interesting
6. generous
7. old
8. cold
9. different
10. special

EXERCISE 6 D

1. those
2. that
3. this
4. these
5. that

EXERCISE 6 E

1. father
2. most beautiful
3. taller
4. prettiest
5. elder
6. older
7. more brilliant
8. fast
9. better
10. better
11. least
12. ugliest
13. cleaner
14. latest
15. worse
16. worst
17. bad
18. more patient
19. more comfortable
20. darkest

EXERCISE 7 A

1. B
2. A
3. C
4. E
5. D
6. E
7. D
8. D
9. B
10. C

EXERCISE 7 B

1. but
2. or
3. and

4. but
5. although
6. whereas
7. and
8. neither
9. either
10. while
11. can not... but also
12. both...and

EXERCISE 7C

1. neither
2. both
3. while
4. and
5. or
6. although
7. but

EXERCISE 8A

1. A
2. B
3. C
4. D
5. both...and
6. D
7. C
8. B
9. D
10. E

EXERCISE 8B

1. both
2. than
3. either
4. nor
5. can not only
6. neither

7. or
8. and
9. when
10. than

EXERCISE 8 C

1. and
2. or
3. and
4. and
5. but
6. and
7. but
8. but
9. while
10. but

EXERCISE 9A

1. C
2. C
3. C
4. E
5. D
6. B
7. C
8. B
9. B
10. B

EXERCISE 10A

1. B
2. A.
3. C
4. D
5. C
6. B

7. D
8. B
- 9A

EXERCISE 10B

1. different from
2. for what
3. agreed to
4. him for
5. for one year
6. reply to
7. opposite to
8. superior to
9. rejoice
10. congratulate on
11. angry at
12. prefer rice to
13. to school on
14. interfere with
15. deal in (sell)
16. travel in my car
17. write to you
18. reply to
19. guilty of
20. satisfied with

EXERCISE 10 C

1. against
2. at
3. of
4. of
5. in
6. of
7. with
8. at
9. of
10. with
11. on

12. upon
13. in
14. in
15. of
16. of
17. in
18. on
19. in
20. with

EXERCISE 11A

1. C
2. B
3. D
4. A
5. C
6. C
7. C
8. E
9. D
10. C

EXERCISE 11B

1. on
2. at
3. with
4. by
5. for
6. for
7. on
8. in
9. with
10. to

EXERCISE 12 A

1. Jummy
2. My friend and I

3. The stubborn student
4. some water
5. They

EXERCISE 12B

1. E
2. D
3. D
4. B
5. D

EXERCISE 12 C

1. Some people
2. The English language teachers
3. Pamela
4. A Judge
5. A word
6. Anybody
7. Everywhere
8. The police
9. Preachers
10. the door
11. They
12. Andy and Osama
13. You
14. Certain men
15. Ismail
16. He
17. I
18. Chima
19. Soccer
20. All Nigerian citizens

EXERCISE 13B

1. lives
2. understands
3. is
4. have
5. is
6. are
7. was
8. were
9. has returned
10. will be

EXERCISE 13 C

1. was attacked
2. were annoyed
3. go
4. saw
5. go

EXERCISE 13D

1. We shall not see them tomorrow
2. I am not happy
3. They did not see the Principal in the school
4. We do not know who they are
5. Some students do not cheat in examinations
6. I cannot drive with eyes closed
7. Many people do not like swimming
8. Brenda does not eat in-between meals

9. The child has not been examined by the doctor
10. Everyone does not know them

EXERCISE 13E

1. Somebody saw them
2. I saw somebody
3. We have had our lunch
4. She has combed her hair
5. They have seen the teachers
6. Pattaya is far from Bangkok
7. London is like New York
8. I can eat with chopsticks
9. The students knew who the men were
10. Children love apples

EXERCISE 14A

1. E
2. B3. C
4. C
5. E
6. D
7. C
8. C
9. B
10. C

EXERCISE 14B

1. Angela...a novel
2. I...reading and writing
3. Mary and Joseph...each other
4. Sutin...a letter
5. We...French

EXERCISE 15A

1. E
2. C
3. A
4. E
5. C

EXERCISE 15B

1. E
2. E
3. B
4. C
5. D
6. A
7. A
8. E
9. B
10. A

EXERCISE 16A

1. E
2. E
3. B
4. C
5. D
6. A
7. A
8. E
9. B

10. A

EXERCISE 16B

1. Spoke
2. Broadcast
3. Ran
4. Cut
5. Hid
6. Withdrew
7. Met
8. Swam
9. Read
10. Taught

EXERCISE 16C

1. Set
2. put
3. 3. Saw
4. said
5. built
6. broke
7. felt
8. crept
9. burst
10. was
11. hurt
12. arose
13. farted
14. made
15. swore
16. did
17. drove
18. tore
19. stole
20. lost

EXERCISE 16D

1. are singing
2. is working
3. are playing
4. am eating
5. are beating

EXERCISE 17A

1. singular
2. pronoun
3. singular
4. plural
5. present
6. past
7. plural

EXERCISE 18A

1. has
2. is
3. be
4. being
5. will cry
6. eaten
7. sewn
8. is
9. been
10. has spoken

EXERCISE 18B

1. knows
2. nobody
3. nothing
4. every
5. looks

EXERCISE 18C

1. do
2. she
3. coming

8. verb
9. preposition
10. verb

EXERCISE 17b

1. loves
2. was
3. is
4. comes
5. reads

EXERCISE 17C

1. he
2. does
3. see
4. getting
5. studying
6. is
7. is
8. girls
9. brother
10. has

EXERCISE 19A

1. these
2. chair
3. those
4. all of
5. makes

EXERCISE 19B

1. usually
2. very
3. so
4. myself
5. themselves

4. come
5. any
6. travel
7. has
8. you
9. was
10. last year

EXERCISE 17D

1. is used to
2. to dancing
3. prefers
4. look forward to
5. passing

EXERCISE 19C

1. advice
2. advised
3. comprises
4. discuss
5. elder

EXERCISE 19D

1. hanged
2. laid
3. comprises
4. discuss
5. elder

EXERCISE 20A

1. feather
2. looking
3. are supposed
4. so
5. will

ABOUT THE AUTHOR



Dele Ashade, author of eighteen English-Language teaching texts — published in Germany, Thailand and Nigeria, is Nigeria's leading authority on the Grammar / syntax of Modern English, and Applied Linguistics. Among his books are **The Invisible Teacher: A Complete SSCE/GCE Text, A to Z of JAMB'S English; One Thousand Rules of English; Junior 'A' one English for Primary Schools (Books1-6); Jss1-3 and sss1-3; Church**

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An erstwhile public Language-Instructor - by - Television with the Nigerian Television Authority, Victoria Island, Ashade has taught English in more than 60 Nigerian cities in domiciliary and nomadic teaching campaigns. He has been guest speaker at more than 150 language, educational and media forums, having travelled in over 22 countries. He has also been a Columnist with the Sun Nigeria, teaching Public Communication.

Ashade was nominated by the British Council in Manchester United Kingdom to receive the international Teaching Innovation Award in London, and he received the 'Pedagogue of the Year 2010' Award of Pedagogues International, among other national and international awards and recognition. Formerly an EFL Instructor and Consultant in the People's Republic of China, he was until recently of the University of Victoria, British Columbia, Canada.

ABOUT THE BOOK

This book teaches:

- ❖ Simple ways of forming correct sentences in English with rules to guide you away from errors.
- ❖ The grammar of English completely simplified
- ❖ Authoritative methods of writing letters.
- ❖ Essay writing, made easy
- ❖ Summary writing, using the simplest and best methodology.
- ❖ Teaching of Oral English in a simplified and understandable way
- ❖ Analysed and well answered past questions on Letter Writing, Essay,
- ❖ Comprehension, Summary and Oral English-- to show you examples of how to answer these aspects by yourself in the examination hall
- ❖ Appendices Full instructions and secrets of success are also blown open to you for your unchallengeable success.