NOTE OF LESSON ON ENGLISH LANGUAGE

A. Vocabulary Development

Vocabulary refers to all the words that a person knows or uses.
(i) **Words associated with parts of a vehicle**

Use your dictionary to check up the meaning of the following words then discuss them with your teacher.

1. bonnet
2. radiator
3. carburetor
4. ignition
5. fan belt
6. foot belt
7. hand brake
8. head lamp
9. bumper
10. rear light
11. parking light
12. interior mirror
13. steering wheel
14. seat belt
15. alternator
16. tyres
17. tube
18. clutch

**Exercise:** List ten parts of a vehicle.

(ii) **Word associated with travelling iia.**

**ROAD**

**Vehicles:** Car, lorry, bus, motorcycle

**Road condition:** tarred, rugged, pothole, ditch, traffic

**Environment:** bend, slope, steep, narrow, hump

**Road mishap:** accident, collision, ghastly, fatal

**Others:** Oncoming, road side, dual carriage, road sign, seeding, lay by, entry/exit

**iib. AIR**

1. plane
2. airport
3. flight
4. ticket
5. run away
6. tarmac
7. passenger plane
8. helicopter
9. crash
10. boarding
11. arrival
12. departure
13. arrival
14. departure
15. boarding
16. hanger
17. pilot/co-pilot
18. fly
19. radar
20. Embassy
21. check – in
22. visa
23. visa
24. control tower
8. cargo plane 18. hostess
9. chopper

iic. SEAS
1. ocean liners 11. sailor
2. sail 12. stevedores
3. boat 13. captain
4. steams 14. routes
5. gallons 15. cabin
6. floating 16. wharves/wharfs
7. ports 17. on-shores
8. vessels 18. berths
9. quays 19. anchor
10. disembark/debark 20. dock

iid. RAIL
1. train 7. track
2. commuter train 8. rail
3. coaches 9. derail
4. freight 10. level crossing
5. station 11. railway yard

B. Words associated with cultures and institutions
i. **Definition:** Culture can be defined as the total way of life of a particular group of people. This includes; customs, habits, beliefs, values, behavior.

ii. **Ceremonies:** Naming ceremony, burial ceremony, marriage ceremony, religious ceremony, festival, chieftaincy installation, title taking,..

iii. **Institutions:** Social norms, morality, nation, customs, social class, family, tradition

iv. **Others:** age group, arts, songs, sculpture, folktale, cult, society
C. Words associated with Government and Administration

GOVERNMENT
1. authorization
2. autocracy
3. democracy
4. despot
5. presidential
6. parliamentary
7. colonialism
8. policy
9. diplomat
10. non – alignment
11. ambassador
12. conference
13. government
14. candidate
15. election
16. treaty
17. international
18. parliament
19. contest
20. Constituency

ADMINISTRATION
1. ministry
2. department
3. agency
4. affairs
5. official gazettes
6. consulate
7. corporation
8. income/revenue
9. budget
10. Institution

D. Word associated with law and order
1. accused
2. acquit
3. adjournment
4. summon
5. alibi
6. arrest
7. bail
8. verdict
9. solicitor
10. counsel
11. dock
12. guilty
13. judge
14. sentences
15. jury
16. client
17. magistrate
18. crime
19. plaintiff
20. defendant
21. oath 
22. Perjury

A. VOCABULARY DEVELOPMENT

I. Word associated with law and order:

Words associated with law and order:
- police force, civil defence, mobile police, court tribunal, plaintiff, defendant,
- count summon, prosecutor, accused, acquit, guilty, handcuff, imprison,
- innocent, judge, police, bail, grant, arrest, appeal, adjournment.

Use the dictionary to find the other meanings of the words associated with law and order.

barrister 
investigation 
detained executor 
police custody
solicitor 
on bail

discharge and acquit 
jump bail
evidence 
imprisonment 
option of fine 
guilty
allegation 
not 
guilty
verdict

ii. Differences between British and American spelling

There are minor spelling differences between Standard British and American English:
The English spoken in Nigeria and other West African countries is said to be British English because Nigeria was colonized by Great Britain.

<table>
<thead>
<tr>
<th>British</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td>colour</td>
<td>color</td>
</tr>
<tr>
<td>honour</td>
<td>honor</td>
</tr>
<tr>
<td>behaviour</td>
<td>behavior</td>
</tr>
<tr>
<td>favour</td>
<td>favor</td>
</tr>
</tbody>
</table>

tre” and “er”
centre  center
metre  meter
litre  liter
theatre  theater

“c” and “s”
offence  offense
defence  defense

“z” and “s”
analyse  analyze
summarise  summarize
catalyse  catalyse

“me” and “m”
Programme  program

Others
cheque  check
counsellor  counselor
doughnut  donut
judgement  judgment
licence (v)  license (v)
licence (n)  licence (n)
realise  realize
pretence  pretense
tyre  tire

GRAMMAR

Nouns and Noun Phrase
Definition: A noun is the name given to a group of words which name persons, places, things, groups, quality, ideas, Examples: Jide, Lagos, table, government, beauty, clothe, tree, people
TYPES OF NOUNS

1. **Common Noun:** These are nouns that are used to name things that belong to the same class or share similar features. e.g. city, book, country, boy, man, grass, tree, animal.

2. **Proper Noun:** A proper noun is a name of a particular place, month, day, festival. e.g. Dasola, Kano, River, mountain, Monday, January, Christmas.

3. **Collective Noun:** These are the nouns that name a group of things regarded as a whole, e.g. forest, army, park, crowd, fleet, flock, congregation.

4. **Abstract Noun:** These are the nouns that name things that cannot be seen and touched but can be felt or experienced, e.g. joy, beauty, health, salvation, bitterness, pain.

ii. **NOUN PHRASE**

Noun phrase can be defined as a group of words that function as a noun but does not have a verb. a. The boy is dancing  
   b. The tall boy is dancing  
   c. I like my daddy’s brand new Toyota Camry Saloon Car  

**Note:** A noun phrase performs the same functions as nouns. It can act as the subject or object of a verb.

**Characteristics of Noun Phrase**

i. Articles, other determiners and adjectives usually come before the head word in a noun phrase:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a goat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>the goat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>many black goats</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ii. Adjectives, prepositional phrases and clauses can come immediately after the head word in a noun phrase: 

a. the boy inside

b. the pillow on the bed

c. the woman who is around

B. PLURAL FORMS OF NOUNS (Regular and Irregular)

Concept of Pluralization

Pluralisation is a process by which the plural forms of nouns are derived from the basic words.

Plural forms of nouns

(i) Regular plural

Process 1: The plural of most nouns are formed by adding ‘s’ to the singular word.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>books</td>
</tr>
<tr>
<td>boys</td>
<td></td>
</tr>
<tr>
<td>school</td>
<td>schools</td>
</tr>
<tr>
<td>bag</td>
<td>bags</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Loss</th>
<th>losses</th>
<th>9</th>
<th>batch</th>
<th>batches</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Watch</td>
<td>watches</td>
<td>10</td>
<td>branch</td>
<td>Branches</td>
</tr>
<tr>
<td>3</td>
<td>Bench</td>
<td>benches</td>
<td>12</td>
<td>fish</td>
<td>Fishes</td>
</tr>
<tr>
<td>4</td>
<td>Witch</td>
<td>witches</td>
<td>13</td>
<td>box</td>
<td>Boxes</td>
</tr>
<tr>
<td>5</td>
<td>Bus</td>
<td>buses</td>
<td>14</td>
<td>kiss</td>
<td>Kisses</td>
</tr>
<tr>
<td>6</td>
<td>Torch</td>
<td>torches</td>
<td>15</td>
<td>brush</td>
<td>Brushes</td>
</tr>
<tr>
<td>7</td>
<td>Tax</td>
<td>taxes</td>
<td>16</td>
<td>max</td>
<td>Maxes</td>
</tr>
<tr>
<td>8</td>
<td>Fox</td>
<td>foxes</td>
<td>17</td>
<td>topaz</td>
<td>Topazes</td>
</tr>
</tbody>
</table>

Process 2: Nouns that end with ‘s’, ‘sh’, ‘x’, or ‘z’ from their plural by adding ‘es’; to the singular words.
**Process 3:** Note, Nouns that end in ‘o’ after a consonant form their plurals by adding ‘es’ to the base words.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plurals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moto</td>
<td>mottoes</td>
<td>Cargo</td>
<td>Cargoes</td>
</tr>
<tr>
<td>Negro</td>
<td>negroes</td>
<td>Veto</td>
<td>Vetoes</td>
</tr>
<tr>
<td>Mango</td>
<td>mangoes</td>
<td>Hero</td>
<td>Heroes</td>
</tr>
<tr>
<td>Potato</td>
<td>potatoes</td>
<td>Tornado</td>
<td>tornadoes</td>
</tr>
</tbody>
</table>

**Process 4:** Nouns that end with ‘y’ after another consonant letter change the ‘i’ before adding ‘es’

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby</td>
<td>babies</td>
<td>Country</td>
<td>Countries</td>
</tr>
<tr>
<td>Army</td>
<td>armies</td>
<td>Story</td>
<td>Stories</td>
</tr>
<tr>
<td>City</td>
<td>cities</td>
<td>Duty</td>
<td>Duties</td>
</tr>
<tr>
<td>Lady</td>
<td>ladies</td>
<td>Commodity</td>
<td>Commodities</td>
</tr>
<tr>
<td>Sky</td>
<td>skies</td>
<td>Factory</td>
<td>Factories</td>
</tr>
</tbody>
</table>

**Process 5:** Some nouns that end in consonant ‘f’ take ‘v’ before adding ‘es’.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plurals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaf</td>
<td>leaves</td>
<td>calf</td>
<td>calves</td>
</tr>
<tr>
<td>Knife</td>
<td>knives</td>
<td>Self</td>
<td>selves</td>
</tr>
<tr>
<td>Life</td>
<td>lives</td>
<td>Thief</td>
<td>thieves</td>
</tr>
<tr>
<td>Half</td>
<td>halves</td>
<td>Hoof</td>
<td>hooves</td>
</tr>
<tr>
<td>Loaf</td>
<td>loaves</td>
<td>Scarf</td>
<td>scarves</td>
</tr>
<tr>
<td>Wife</td>
<td>wives</td>
<td>Sheaf</td>
<td>sheaves</td>
</tr>
</tbody>
</table>

**Process 6:** Some singular nouns that end ‘o’ after a vowel form their plural by adding ‘s’.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuckoo</td>
<td>Cuckoos</td>
</tr>
</tbody>
</table>
Radio

**Process 7:** Nouns that end in ‘oo’, ‘o’ formed their plural by adding ‘s’.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>proof</td>
<td>5</td>
<td>Cliff</td>
</tr>
<tr>
<td></td>
<td>proofs</td>
<td></td>
<td>Cliff</td>
</tr>
<tr>
<td>2</td>
<td>roof</td>
<td>6</td>
<td>Reef</td>
</tr>
<tr>
<td></td>
<td>roofs</td>
<td></td>
<td>Reefs</td>
</tr>
<tr>
<td>3</td>
<td>hoof</td>
<td>7</td>
<td>Gulf</td>
</tr>
<tr>
<td></td>
<td>hoofs</td>
<td></td>
<td>Gulfs</td>
</tr>
<tr>
<td>4</td>
<td>chief</td>
<td>8</td>
<td>Dwarf</td>
</tr>
<tr>
<td></td>
<td>chiefs</td>
<td></td>
<td>Dwarfs</td>
</tr>
</tbody>
</table>

**Process 8:** Some nouns that end with “y” after a vowel take ‘s’ to form their plural.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>key</td>
<td>5</td>
<td>Monkey</td>
</tr>
<tr>
<td></td>
<td>Keys</td>
<td></td>
<td>monkeys</td>
</tr>
<tr>
<td>2</td>
<td>donkey</td>
<td>6</td>
<td>Ray</td>
</tr>
<tr>
<td></td>
<td>Donkeys</td>
<td></td>
<td>Rays</td>
</tr>
<tr>
<td>3</td>
<td>day</td>
<td>7</td>
<td>Essay</td>
</tr>
<tr>
<td></td>
<td>Days</td>
<td></td>
<td>Essays</td>
</tr>
<tr>
<td>4</td>
<td>play</td>
<td>8</td>
<td>Jerseys</td>
</tr>
<tr>
<td></td>
<td>Plays</td>
<td></td>
<td>Jerseys</td>
</tr>
</tbody>
</table>

**ii. Irregular Forms**

Below are the processes by which irregular form takes to make plural formation.

**Process 1:** Some plurals are formed by changing the internal vowels of the base words.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Louse</td>
<td>5</td>
<td>Tooth</td>
</tr>
<tr>
<td></td>
<td>lice</td>
<td></td>
<td>teeth</td>
</tr>
<tr>
<td>2</td>
<td>Oasis</td>
<td>6</td>
<td>Man</td>
</tr>
<tr>
<td></td>
<td>oases</td>
<td></td>
<td>men</td>
</tr>
<tr>
<td>3</td>
<td>Woman</td>
<td>7</td>
<td>Goose</td>
</tr>
<tr>
<td></td>
<td>women</td>
<td></td>
<td>geese</td>
</tr>
<tr>
<td>4</td>
<td>Crisis</td>
<td>8</td>
<td>Basis</td>
</tr>
<tr>
<td></td>
<td>crises</td>
<td></td>
<td>bases</td>
</tr>
</tbody>
</table>

**Process 2:** Some nouns are formed by adding ‘en’ to the base word examples.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
</table>
Process 3: Some nouns remain unchanged in both the base and the plural forms.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheep</td>
<td>sheep</td>
</tr>
<tr>
<td>Deer</td>
<td>deer</td>
</tr>
<tr>
<td>Furniture</td>
<td>furniture</td>
</tr>
<tr>
<td>Vermin</td>
<td>vermin</td>
</tr>
<tr>
<td>equipment</td>
<td>equipment</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Process 4: Some nouns are singular in form but are always used in plural. Example: People, police, clergy, dice, furniture, information, rice, yoke, advice, machinery, money, poultry, press

Process 5: Some nouns appear plural in form while they are actually singular. Examples

- **Dress:** trousers, pyjamas, shorts, pants, knickers, jeans,
- **Subjects:** physics, mathematics, metaphysics, linguistics, economics, civics

**Tools:** pliers, scissors, bellows, spectacles, tweezers, forceps, shears, pincers,

**Diseases:** measles, rickets, mumps

**Part of the body:** intestines, bowels, vitals, entrails

**Games:** cards, draughts, billiards, bowls

Process 5: Some nouns have two forms of plural

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish</td>
<td>fish</td>
<td>fishes</td>
</tr>
<tr>
<td>duck</td>
<td>duck</td>
<td>ducks</td>
</tr>
<tr>
<td>medium</td>
<td>mediums</td>
<td>media</td>
</tr>
<tr>
<td>formula</td>
<td>formulas</td>
<td>formulae</td>
</tr>
<tr>
<td>Hair</td>
<td>hair</td>
<td>hairs</td>
</tr>
<tr>
<td>beauty</td>
<td>beauty</td>
<td>beauties</td>
</tr>
<tr>
<td>terminus</td>
<td>terminuses</td>
<td>termini</td>
</tr>
</tbody>
</table>
**antelope**  |  **antelope**  |  **antelopes**  
**Iron**  |  **Iron**  |  
**fungus**  |  **funguses**  |  **fungi**  
**aquarium**  |  **aquariums**  |  **aquaria**  
**stadium**  |  **stadiums**  |  **stadia**  

**Process 6:** The plural of some compound nouns can be formed by adding suffixes to the first element.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>editor-in-chief</td>
<td>editors-in-chief</td>
</tr>
<tr>
<td>passer-by</td>
<td>passers-by</td>
</tr>
<tr>
<td>director-general</td>
<td>directors-general</td>
</tr>
<tr>
<td>head of department</td>
<td>heads of department</td>
</tr>
<tr>
<td>brother-in-law</td>
<td>brothers-in-law</td>
</tr>
<tr>
<td>command-in-chief</td>
<td>commanders-in-chief</td>
</tr>
<tr>
<td>coat of arm</td>
<td>coats of arm</td>
</tr>
<tr>
<td>solicitor-general</td>
<td>solicitors-general</td>
</tr>
<tr>
<td>court-martial</td>
<td>courts-martial</td>
</tr>
</tbody>
</table>

**Process 7:** Some compound nouns take plural suffixes in the second elements.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>grown-up</td>
<td>grown-ups</td>
</tr>
<tr>
<td>boy-friend</td>
<td>boy-friends</td>
</tr>
<tr>
<td>maid-servant</td>
<td>step-fathers</td>
</tr>
<tr>
<td>major-general</td>
<td>major-generals</td>
</tr>
<tr>
<td>bye-law</td>
<td>bye-laws</td>
</tr>
</tbody>
</table>

**C. PRONOUNS**

**Definition:** A pronoun is a replacement for a noun to avoid repetition. Examples of pronouns include: he, she, they, us, it, this, these, that, those, we, I, you, each, somebody, no one, few, several, myself, themselves.

**TYPES OF PRONOUNS**

1. Personal Pronouns
2. Demonstrative Pronouns
3. Possessive Pronouns
4. Interrogative Pronouns
5. Reflexive Pronouns
6. Relative Pronouns
7. Indefinite Pronouns
8. Reciprocal Pronouns
9. Nominative and Objective Pronouns

**Personal Pronouns:** These pronouns refer to three categories of persons, objects, things, animals, ideas. They are:

(i) **First Person:** The person speaking or reporting an event.

(ii) **Second person:** The person or thing or idea that is spoken to or being addressed.

(iii) **Third person:** The person or thing that is spoken about or that is being discussed.

(a) First person pronouns I (singular) and *We* (plural) take plural verbs.

   (i) I go to school everyday.

   (ii) We go to school everyday.

(b) The second pronoun, ‘you’, (singular and plural) take plural verbs

   (i) You (Olu) have a new dress.

   (ii) You go to the market once a week.

(c) The third person plural pronoun, *they*, takes the plural verb.

   (i) They have been here since yesterday.

   They attend the seminar every month.

(d) The third person singular pronoun, he, she, it, takes singular verbs.

   (i) He attends the seminar

   (ii) He / She has one week to prepare for the examination.

   (iii) It eats twice daily.
Examples of personal pronouns are, I, you, he, she, it, they, him, her, we, us, them

2. Demonstrative pronouns: These are used to point out people or things. Examples are: this, that (singular), these, those (plural). ‘This’ and ‘these’ point out people or things that are close to the person speaking, while ‘that’ and ‘those’ point out things that are distant. (i) This is my father.

(ii) These are my friends.

(iii) Those are my neighbours.

(iv) That is the man who teaches us English Language.

3. Possession pronouns: Possessive pronouns indicate possession. They include: my, mine, our, ours, yours, their, hers, his, its etc.

(i) The principal refused to release our bags.

(ii) Their’s is a unique case.

4. Interrogative Pronouns: This is derived from the word interrogation. These pronouns are used to ask questions. They are: who, what, where, when, whose, whom, which

(i) Who sent you on this dangerous journey?

(ii) What is your favorite food?

(iii) Which of the building is yours?

5. Reflexive Pronouns:

These pronouns make reference to the subject in the sentences. Reflexive Pronouns are: himself, herself, myself, itself, themselves etc.

(i) My mother washes her clothes herself.

(ii) The president himself visited the scene of the accident.

E. PRESENT AND THE PAST TENSES

There are five types of tenses
(a) **Present Tense**: This is always formed by removing the infinitive ‘to’. For example, read, write, knock, sleep, run, eat, come, dance, see.

(b) **Past tense**: Many verbs add ‘d’ or ‘ed’ at the end to become past, e.g. announced, jumped, moved. Past tense can be also divided into:

(i) regular and (ii) irregular

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>dance</td>
<td>danced</td>
</tr>
<tr>
<td>jumped</td>
<td>played</td>
</tr>
<tr>
<td>work</td>
<td>worked</td>
</tr>
<tr>
<td>advise</td>
<td>advised</td>
</tr>
<tr>
<td>walk</td>
<td>walked</td>
</tr>
<tr>
<td>receive</td>
<td>received</td>
</tr>
<tr>
<td>attend</td>
<td>attended</td>
</tr>
<tr>
<td>arrive</td>
<td>arrived</td>
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<tr>
<td>allow</td>
<td>allowed</td>
</tr>
<tr>
<td>defeat</td>
<td>defeated</td>
</tr>
<tr>
<td>embitter</td>
<td>embittered</td>
</tr>
<tr>
<td>yawn</td>
<td>yawned</td>
</tr>
<tr>
<td>roll</td>
<td>rolled</td>
</tr>
<tr>
<td>trust</td>
<td>trusted</td>
</tr>
</tbody>
</table>

**Irregular Verbs**

Irregular verbs do not have a regular pattern of formation. They take forms that are different from their present tense pattern.

Past tense whose past are formed by changing some letters.
Present Tense     Past Tense
sell       sold
make      made
tell
told stand     stood wind       wound grind      ground bend
bent

catch              caught
bleed     bled
meet     met
buy
bought think      thought

Relative Pronouns: These are the same set of pronouns under interrogative pronouns. However, while interrogative pronouns are used to ask questions, relative pronouns are used to introduce relative clauses. These are: who, whom, which, that, whose, when, where.

(i) The landlord whose house was burgled has reported to the police.
(ii) The man who was detained is now the president.
(iii) The dress which my husband bought for me suits my shape.

Indefinite Pronouns: These pronouns are called indefinite pronouns because they do not refer to particular or specific people or things. They are used in a general sense. They include same, somebody, one, someone, one, none, everybody, all, everything, many several, few, more, much, either, both, any, (i) None of the students was present at the seminar.

(ii) Everybody is free to go home now.
(iii) Tell me more

Reciprocal Pronouns: These indicate exchange of action between two or more people. These are: each and one another. other refers to people Examples in sentences

(i) Dayo and Sola fought each other
   One another refers to more than two
(ii) The students taught one another during the teachers’ strike

Nominative and Objective Pronouns
Some pronouns are nominative pronouns they can only be used to function as subjects of verbs. Others are objective pronouns. They function at object position of verbs.

They are

I, you, he, she, it, we, you, they, (Nominative Pronouns): me you him her it, us, them (Objective pronouns).

Below is the table classifying the various pronouns

<table>
<thead>
<tr>
<th></th>
<th>Nominative</th>
<th>Objective</th>
<th>Possessive</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I</td>
<td>me</td>
<td>Mine</td>
<td>Myself</td>
</tr>
<tr>
<td>singular</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second person</td>
<td>You</td>
<td>you</td>
<td>Yours</td>
<td>yours</td>
</tr>
<tr>
<td>singular</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third person</td>
<td>he</td>
<td>him</td>
<td>his</td>
<td>himself</td>
</tr>
<tr>
<td>Singular</td>
<td>she</td>
<td>her</td>
<td>here</td>
<td>herself</td>
</tr>
<tr>
<td></td>
<td>it</td>
<td>it</td>
<td>it</td>
<td>it</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First person</td>
<td>We</td>
<td>us</td>
<td>ours</td>
<td>ourselves</td>
</tr>
<tr>
<td>Plural</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>you</td>
<td>you</td>
<td>yours</td>
<td>Yourselves</td>
</tr>
<tr>
<td>Third person</td>
<td>They</td>
<td>them</td>
<td>Theirs</td>
<td>themselves</td>
</tr>
</tbody>
</table>

Examples of: (Nominative pronoun).

(i) I walk down the road every day.
(ii) He comes to visit once in a while. (iii) You come to visit once in a while.

Note: The verb ‘to be’ (I. e. am is was are, were been being) does not take an object.

I am happy.

They were eager to go home.
D. SEQUENCE OF TENSES

Definition: Sequence of tense relate to rules that make the tense of a subordinate clause depend on the tense in the main clause.

Principle 1

If the finite verb in a sentence is present, those in other parts of the sentence should also be in the present.

They say he sings very well
Tobi says that he is the captain of the team
He sees that he has made a mistake
He goes to school but doesn’t stay in the class.

When the main verb is in the present, the verb(s) in the subordinate

Principle 2: If the finite verb of a sentence is the past the verbs in the other parts of the sentence should also be in the past.

(a) Ola said that he wanted to be goal keeper.
(b) We saw that he won the election.
(c) He knew that he won the election.
(d) They were glad that she graduated.

Sequence of tense can be also defined as the rules that make the tense of a subordinate clause depends on the tense of the main clause.

All our saving were spent but we were pleased.

E. FORMS AND FUNCTIONS OF ADJUNCTS

Definition: Adjuncts are a or group of words that perform the role of an adverb.

Forms of Adjuncts

There are five forms of adjuncts namely (i) time (ii) place (iii) manner (iv) comparison (v) result

Time: Shows when an action of the main verb takes place

a. I came to school this morning.
   a. The train arrived late last night.
Place: shows where the action of the main verb takes place.
   a. They were sleeping in the next room
   b. The boy is playing here

Manner: Shows how an action took/takes place.
   a. She tried to do her work carefully
   b. Slowly she read the book

Comparison: Shows comparison between how an action is/was performed.
   a. He danced as well as the girl
   b. She looks as beautiful as her sister

Result: Shows the outcome/effect of an action.
   a. He worked so hard that he passed his exams.

Function of Adjuncts
   i. Ayo bought a car last week ii. Tomorrow, we are going to Lagos.

It can function as adverbial phrase.
   i. She did her home work quickly. ii.
      The tree fell suddenly.

It can function as preposition phrases Tolu
      works late on Mondays.

SPOKEN ENGLISH

INTONATION

i. Intonation is the rise and fall in pitch while speech. In English, if there are no changes in
   pitch, the speech would sound boring to the listeners. Furthermore, the rise and fall in the
   pitch of the voice shows whether a sentence is a command question or declarative
   statement pitch is also used to convey the attitude of the speaker towards the listeners.

Example; He is telling the truth.
The above statement may either be a declarative statement or the interrogative statement depending on the intonation. If at the end of the above example, a falling intonation is used, it is a declarative statement. However, if a rising intonation is used, becomes an interrogative statement.

(ii) FALLING TONE

The falling tone is used for making

i. Declarative statements  ii. Imperative/command statements iii. Question that are preceded by interrogative adverbs e.g why where, how

Declarative statement
a. Paul goes to school regularly.
b. That boy is good at mathematics

Imperative/command statement
a. Get out
b. Dot’s say so aging.

Interrogative adverbs
a. What a lovely tell day
b. Whom are they waiting for?

Exclamation
a. What a lovely day!
b. How beautiful she is!

Alternative in alternative questions.
 a. Will you do your assignment or your food?
b. Will he write the letter or go to the market

RISING TONE

The rising tone is used in the following ways.

1. For asking polar questions’, i.e those demanding “Yes/No” answer.
2. For making polite request
3. For asking the first alternative questions.
4. For listing items.

**Polar questions**

a. Are you leaving for London tomorrow?
b. Did he see them?
c. Were they contented?

**1. Polite request**

a. May I come in?
b. Can you help me please?
c. May I see receipt

**2. Asking for first alternative questions**

a. Will you do your assignment or eat your food first?
b. Will he write the letter or go to the market first?
c. Will you marry or get a job first?

**3. Listing items**

a. We sew Paul, / Marry, / Musa, / and Bello
b. He ate Rice, / beans, / fried plantain, Spaghetti, / and meat

**iii. WORDS WITH CLUSTERS OF TWO CONSONANTS IN FINAL POSITION**

What is a consonant cluster? This is the coming closely together of consonant sounds in a syllable without any vowels coming in between them.

**Examples:**

F. **COMPREHENSION**

**i. Topic Sentence**

To answer comprehensions questions, you must be able to recognize the key or topic sentence. The topic sentence gives an idea of what the passage is all about. It is the main sentence in a paragraph while other sentences explain it.

**Exercise:** Use your English language textbook. Choose a passage and identify the topic sentences.

**ii. WORD SUBSTITUTION**

In the word substitution section of the comprehension question two – six words from the passage are given candidates. They are asked to give another word or phrase which can replace each of them as they are used in the passage.

Here, it isn’t the dictionary meaning of the word that is demanded but the contextual. Hence, particular attention must be paid to the following:

i. The word substituted for the given word must fit in perfectly

ii. The words also must be in the same part of speech.

iii. If the word is a verb, the substituted word must be in the same tense/number

iv. The substituted word must belong to the same part of speech as the given word.

If the word is a noun, the substitute must also be a noun.
SUMMARY

i. Summary is a brief account conveying the main ideas in a piece of writing. It trains students to express their thought in a brief and clear manner.

HINTS OF SUMMARY WRITING

1. Read the passage carefully and identify the theme (main idea of the passage).
2. Identify the relevant portions that will give you the required points.
3. Do not engage in lifting or copying from the passage.
4. When answering the questions, you must use your own words as much as possible.
5. Do not lift a sentence from the passage.
6. When writing summary, you must know what the passage is about. To get this, you must read the passage over and over again as the topic sentence can be in any paragraph of the passage.
7. Summary answers should be short and concise. Avoid the inclusion of irrelevant, extraneous materials in every.
8. Limit your answers only to information available in the passage.

THE DON’TS IN SUMMARY WRITING

1. Mindless lifting of words from the passage
   Mindless lifting means copying down answers verbatim using the exact word or expressions of the passage.

2. Phrases and Incomplete Sentences
   Candidates are asked to write their summaries in sentence with subject, verbs and probably other part of a sentence present in them, The sentence should be numbered for clarity sake.

3. Irrelevance and examples: Conciseness and relevance are rigidly demanded in summary. Only the most essential point or idea is required.

Example: Only buttresses a point or statement and is not required in summary writing. Repetition and the use of flowery language are also not allowed in summary.
Writing more than required number of sentences
Two points must not be written in a sentence also the required number of sentences should be written even if there are more answers in the passage.

Grammatical and expression errors:
Sentences must be constructed correctly. Marks are deducted for any error made.

Wrong preamble
A wrong preamble which does not flow with the sentences; renders all the sentences wrong. Hence, preamble should be avoided.

Differences between summary and paraphrasing
Summary is an act of extracting information in a longer passage and presents it in a clear and concise language. Paraphrasing is an act of restating a passage using different words or most of the words in the passage in order to convey the same meaning/idea.

Differences
1. Summary must be written in full sentences while comprehension answers can be written in phrases or clauses.
2. Summary must be as brief as possible, paraphrasing can be lengthy.
3. Summary does not require citing examples and illustrations while comprehension accommodates citing examples and illustrations.
4. Summary does not accommodate repetition. Repetition is allowed in paraphrasing.
5. Summary requires one to use his own words while still retaining the meaning/message. Comprehension allows the use of some words in the passage.
6. Summary does not allow one to add his/her information/point even if relevant.
7. Summary does not allow direct lifting/quotation from the passage. Summary does not allow more than the required number of sentences.
Paraphrasing does not have a limit to sentences.

ii. **IDIOMS AND IDIOMATIC EXPRESSION**

**Definition:**
An idiom is a fixed group of words with a special meaning that cannot be guessed from the combination of the actual words used.

The following are sentences with idiomatic expressions; meanings provided in brackets.

i. The students were advised to make hay while the sun shines (i.e. to take advantage of the favorable conditions).

ii. The lecturer later realized that he was casting pearls before swine (i.e. giving assistance to people who do not appreciate it).

iii. Dairo is noted for calling a spade a spade (i.e. speaking without mincing words).

iv. The peace meeting nipped the crisis in the bud (i.e. the crisis was averted).

v. Mary described the occasion as a red–letter day (i.e. the occasion was very memorable).

vi. Break the ice (i.e. make a move to ease tension)

vii. Go round the bend (i.e. to become made)

viii. Jump the gun (i.e. to act before time)

ix. Play god (i.e. to act as if one knows everything)

x. Keep the flag flying (i.e. maintain a good impression)

xi. Go over the edge (i.e. loose one’s tamper)

xii. Flew into temper (i.e. become annoyed)

xiii. Be up and about (i.e. to be active)

xiv. Blow the whistle (i.e. expose someone/reveal a hidden thing)

xv. Take to ones heels (i.e. to run away)
GRAMMAR

i. **CLAUSES**
   a. What is a clause? A clause is a group of word with at least a finite verb. A clause is different from a phrase because it contains a verb. Example, • We heard the news yesterday.
      - She bought two pairs of shoes for her husband.
      - What he told us.
      - If you love her.

   b. **Types of Clauses**
      There are two types of clause namely;
      I. Independent/main/principal clause
      II. Dependent/subordinate clause

**MAIN CLAUSE**
This type of clause expresses a compete thought and can stand on its own as a simple sentence.

   My father is a kind man.
   Akin goes to school.
   We are friends.

Two main clauses may come together to form a single sentence (compound).

**SUBORDINATE CLAUSE**
This type of clause does not express a complete thought and cannot stand on its own as a sentence. It depends on a main clause for its meaning.

   • We bought the book which he recommended.
   • Akin goes to school though his parents are poor.
   • Wait for me where we normally meet.

**Types of Subordinate Clauses**
Noun Clause: It performs the same function as a noun. It can be replaced with a pronoun. A noun clause performs the following functions:

**Subject of a verb**

a) **What he told us** was interesting.

b) **How he entered here** was not known yet.

**Direct object of a verb**

a) His boss questioned **why he failed to carry out the instructions.**

b) Nobody knows **who she is.**

**Direct object of preposition**

a) She laughed at **what I said.**

b) They played with **what I told them.**

Adjectival Clause: This type of clause performs the functions of an adjective by modifying nouns or pronouns.

This is the pencil **which you gave me.**

Here is the book **that was found.**

It was she **who slapped the thief.**

Adverbial Clause: This type of clause performs the same function as adverb

a) Let me know **when you finish the work.**

b) I met her **where she slept.**

c) She did the work **as I told her.**

**COMPLEX SENTENCE**

A complex sentence is made up of one main clause with one or more subordinate clauses. A complex sentence is made up of the main clause and one or more subordinate clauses joined by a relative pronoun or a subordinating conjunction.

a) We saw the boy **who found the money.**

b) I finished the food **because I was hungry.**