

# GST121 MODULE 2: VOCABULARY DEVELOPMENT

## UNIT 1: HOW TO ENRICH YOUR VOCABULARY.

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### 1.0 INTRODUCTION

Word and their meanings are powerful. You need words in mostly every type of communication. You cannot listen, speak, write or read English effectively without the words. The ability to acquire more words (vocabulary) is an advantage to the success of the student. Therefore you need to increase your vocabulary power. To increase your vocabulary power requires a lot of effort on your part. You need to read intensively and extensively. The various ways you can do this are the concern of this unit.

### 2.0 OBJECTIVES

By the end of this unit you should be able to:

- Determine the importance of words to your understanding of English.
- Identify what steps to follow to increase your word power.
- Apply different ways of finding meanings of words in your reading tasks.

### 3.0 STEPS TO TAKE TO INCREASE YOUR WORD POWER.

These steps (1-7) have been spelt out under the sub-title "contents." For your proper understanding, the various ways shall be discussed forthwith.

#### 3.1 Studying the process of word-formation:

One of the ways you can increase and develop your vocabulary is studying the processes of word-formation. In the process of word formation the morpheme has been defined as the smallest unit of speech that has semantic or grammatical meaning and words are composed of such units.

Take a look at these examples:

Jumped walked

Unfair unhappy

These words can be divided into smaller units as follows

Jump+ed            walk+ed

Un + fair            un+happy

These units are morphemes. There are 8 morphemes in the above examples. In the example given, the words jump, walk, fair and happy are referred to as roots while: -ed and un- are referred to as prefix and suffix (affixes) respectively. The two are added to "jump" "walk" "fair" and "unhappy" to form new words. You should know that these morphemes added are referred to as "additive morphemes".

In addition, you should also be aware that any unit of a word that can stand on its own is termed free morpheme (e.g. man, house, food, establish, etc). Likewise any grammatical element added to the root word and which cannot stand on its own is termed a "bound morpheme" for example "un" in "unfair" and "unhappy" in the examples above.

#### Exercise 1

You are to write in the space provided against each word the affix that has been added. The first one has been done for you.

Words

Disappear

Affixes

dis

Unhappy  
Kicked  
Unfold  
Wanted  
Redo  
Attacked  
Jumped  
Untie  
Reads

### 3.1.1 Affixes – Prefixes and Suffixes

As noted earlier, bound morphemes are either added in front of a root word to form a prefix or added at the end of the root word to form a suffix. Affixation, therefore, refers to the combination of free and bound morphemes to form new words. Let us now look at the attribute of these word-formation (morphological) processes.

#### 3.1.2 The Prefix

This refers to the bound morphemes that are added to the front of the root word. Like all other affixes, the prefix has a fixed meaning attached to it. Here are some common example with their possible meanings and usages.

| Prefix | Meaning            | Lexical example                                |
|--------|--------------------|--|
| Un-    | Not, reversal, etc | Unfair, unwise, unclear, unconscious           |
| In-    | The opposite of    | Insense, incompetent, incomplete               |
| Non-   | Not                | Non-conformist, non-alcoholic, non-commercial  |
| Il-    | Not                | Illegal, illogical, illegitimate, ill-mannered |
| Dis-   | Not                | Disloyal, dislocate, disregard, dismember      |
| Mal-   | Bad                | Maltreat, malfunction, malpractice             |
| Multi- | Many               | Multilingual, multidimensional, multicolour    |
| Poly   | Many               | Polygamy, polysyllable, polyandry, polymorph   |
| Bi-    | Two                | Bilingual, bilateral, bicultural, bifocal      |
| Mono-  | One                | Monolingual, monotone, monocultural            |
| Ex-    | Former             | Ex-president, ex-student, ex-charman           |
| Inter- | Between            | International, intercontinental, inter-digital |
| Trans- | Across, change     | Transplant, transport, transform, transmute    |
| Anti-  | Against            | Antibiotic, antidote, anti-clockwise           |
| Sub-   | Lower than, under  | Substandard, sub-dean, submarine, subordinate  |
| Over-  | Too much           | Overdo, overreact, overbear, overcome          |
| Mini-  | Little             | Mini market, mini durbar, mini-dress, mini-cab |

#### 3.3.1 The suffix

This refers to the bound morphemes that are fixed at the end of root-words to form new words. The following are some common examples.

-en- as in gladden, widen, frighten, etc.  
-ish- as in foolish, boyish, childish, etc.

|        |       |                                      |
|--------|-------|--------------------------------------|
| -ness- | as in | loneliness, sickness, etc.           |
| -er-   | as in | finer, maker, driver, etc.           |
| -ed-   | as in | worked, filled, jumped, walked, etc. |
| -s-    | as in | cats, makes, etc.                    |

### Self Assessment:

#### Exercise 2:

Write out ten words using the following affixes:

1. -ence 2. -less 3.-un 4.-ill 5. -ly 6.-ment 7. -irr 8. -al 9. - ist 10. - poly
- 2.

#### 3.1.4 Derivation and inflectional suffixes

You need to know that two major forms of affixes: inflectional and derivation, have long been recognized and it would be beneficial for you to know them.

The derivational suffix is a morpheme that usually changes the word class of a word to which it is added. For instance, the word class of "quickly" is not the same as that of "quick" the former is an adverb, while the latter is an adjective .It is possible for another derivational suffix to follow another one in a word in English: in the word, "naturalization" for instance, the derivational suffix "-ze" follows "natural" and another derivational suffix "-ation" follows "naturalize"

A derivational suffix may also be followed by an inflectional suffix in English. An inflectional suffix is a morpheme that performs a grammatical function in a word without changing the word – class of the particular word. The two words "agree" and "agreed", for instance, belong to the same word-class of verb, but the inflectional suffix /d/ in "agreed" perform the grammatical function of signifying the past tense form.

The two words "cow, cows" also belong to the same word class of noun. The sound /z/ in "cows" is the morpheme that signals that more than one cow is meant.

Inflectional suffixes always come at end the end of the word in English. No other morpheme can usually be added after an inflectional morpheme. In the word "derivations" for instance, the root of the word is derive, the derivational suffix is " -ation" and the inflectional suffix /z/ (spelt's) at the end of the word.

Your word power can be enhanced when you are adequately knowledgeable in such word – formation processes such as:

#### 3.1.5 Plurality

This involves the formation of plural constructions involving the noun and the verb that are full of irregularities. For regular plural formation of noun, 's' is affixed to the root-word. There are various regular form such as the "zero" morpheme whereby there is no morphological change (eg sheep - sheep). Yet another of pluralisation could occur by changing the constitution of the root – word completely or partially e.g. (mouse, mice, child - children)

#### 3.1.6 Gradation of Adjectives

This involves the comparative and superlative degrees of adjectives. The morpheme "-er" is used for comparisons between two things which is the comparative degree e.g. (big-bigger) while the morpheme "-est" is used for the superlative e.g., (big,bigger,biggest),however, there is the irregular form using "more" for comparative and "most" for superlative e.g. (beautiful - more beautiful - most beautiful).

#### Exercise 3: Find the plural form of the following words:

- (I) leaf (ii) chief (iii) luggage (iv) stadium (v) criterion (vi) information (vii) deer (viii) furniture (ix) thief (x) larva

#### 3.2 FINDING MEANING OF WORDS BY WORD ATTACK/ STRUCTURAL ANALYSIS:

Word attack strategies help you code, pronounce and understand unfamiliar words. They help you attack word piece by piece or from a different angle such as:

- Picture cues**  
look at the picture  
Are there people, objects, or actions in the picture that might make sense in the picture?
- Sound out the word:**  
The sound of the word may give some clue to its meaning or its intended force. Onomatopoeic words fall into this category. Examples include “whisper” “whistling” and “rustling” all of which suggest different kinds of sound.
- Form of the word:**  
You will recall that we have discussed the process of word formation in this unit. Once you know the (morphological) form of the word, it is likely you will be able to handle its meaning more efficiently. You will know whether the word has been used as the base/root + suffix or the base/root + prefix. An example is given below:

- Unfaithfulness: not faithful, violating trust**

A learner with adequate knowledge of word formation will identify relationship between “unfaithfulness” and “faith”, “faith” could be regarded as root for the following words: “unfaith”, “unfaithful”, “unfaithfully” when you apply this type of treatment to a word in order to get its meaning, you are doing what could be termed as “structure analysis” of the word. We can diagrammatically represent the analysis done like the one below.

| Root/base + prefix | Root/ base | Root/ base + suffix                | Root/ base + prefix + suffix |
|--------------------|------------|------------------------------------|------------------------------|
| Unfaith            | Faith      | Faithful, faithfully, faithfulness | Unfaithfulness, unfaithful   |

You should know that in the analysis above, the prefix un(negative) gives the words “unfaithful, unfaithfulness” negative meaning (without faith) while the suffix :-ful, + -ness” (positive) give the words: “faithful, faithfulness” positive meaning (full of faith) etc.

### 3.0 FINDING MEANING OF WORD IN CONTEXT

The context is an environment in which the word is used either in a sentence, a paragraph or a passage. A context can give a hint of its meaning. Words often behave like humans, so you should be aware that the company a word keeps tells a lot about it. The context may thus be the circumstance or condition under which a word can be used. No word has an independent meaning immutably attached to it. A word has meaning only in context. Almost all words in English have more than one meaning and what decides the meaning of a particular word is context.

Let us look at the passage below and deduce the meaning of unfamiliar lexical item “Zip” through contextual clues.

*Zip was stopped during the war and only after the war did it become popular. What a difference it has made in our lives. It keeps people at home much more. It has made the remote parts of the world more real to us. Photographs show a country, but only zip makes us feel like a foreign country is real. Also we can see scenes in the street, big occasion are zipped, such as the coronation in 1953 and the opening of parliament. Perhaps the sufferers from zip are the notable people, who, as they step out of an aero-plane, have to face the battery of zip cameras and know that every movement; to have what is called a “zip personality”. Perhaps we can sympathize when members of parliament say that they do not want to be zipped. (From Britain in the modern world by E.N. Nash and A.M. Newt.)*

To infer the meaning of “zip” you have to consider the relationship of the item with events mentioned in the passage i.e. coronation in 1953, scenes in the street, politicians, opening of parliament, etc. from the consideration, one can infer from context that “zip” is likely to be “television”

### **Self Assessment:**

**Exercise 4:** Read the passage below and do the exercise below it;

#### **Programming People**

Programming people means getting other to act consistently as you want them to act. Stern parents or employers are often pretty at this, at least while the subjects are under observation. Hypnotists obtain excellent results in achieving desired behavior from suggested subjects for short periods.

What interests us here are precise techniques for altering long-term behavior patterns in predictable ways. These new patterns may be desirable by the subject or by the programmer or by the organization employing him. For achieving certain kind of long-term programmed behavior the programmer needs not be a scientifically trained technologist. Consider how the intense and unattractive Charles Manson hurried and fascinated million of people a few million years ago by his control methods. He had an ability to induce sustained zombie-like behavior in his followers, mostly girls. They committed random murders in the Los Angeles area. When a member of his "slaves" faced trial they vigorously asserted that the murders were their own idea. They wanted to protect Charlie, who was always somewhere else when the butcheries occurred.

In order to prove his theory that Manson had master-minded the killings of the prosecutor, Vincent Bugliosi, had to spend months uncovering and analyzing the sources of Manson's control over the presumable free and footloose young people. His most important finding are these:

- Manson was gifted at perceiving the psychological needs of others. He assured plain runaway girls needing a father that he would be their father. He assured plain-looking girls that they were beautiful.
- He was careful to destroy preexisting identities. All the members of his clan had to take on new names.
- He systematically destroyed inhibitions as part of his obedience training.
- He offered these insured youngsters a bizarre religion, in which he was the infinite being who would lead them to a world of milk and honey.
- He was careful to identify and probe what each recruit was most afraid of, and to play on it.
- Finally, Manson apparently had some hypnotic powers.

Bugliosi succeeded in convincing the jury that Manson was, indeed, responsible for the members.

(From *Venue Packard; The People Shapers* (Macdonald, 1978))

- a) In paragraph 3, find two nouns meaning more or less the same as "killings"
- b) In paragraph 4, find the word which mean the opposite of:  
Hiding.....

Fail.....

c)

3.1

Guess the meaning of the following as they are used in the text  
 Hypnotist..... Bizarre.....  
 Stern ..... zombie - like.....

**Context and motion of antonyms (opposite) or synonyms (simile)**

An antonym means oppositeness of meaning while synonyms refer to words with similar meanings, so that one word might be able to stand for another. You should note that context and environment of use determines what kind of antonym (opposite) or synonyms (simile) a word may have. A word may be part of the particular register that is the form of language made use of in specific situations or for some topics like sports, tourism and court proceedings. In these cases the register will be technical or legal. When you encounter a word in a sentence or utterance you must attempt to interconnect that word with the surrounding elements.

That way you can grasp the meaning more fully.

Here are some examples of antonyms:

|           |   |            |
|-----------|---|------------|
| Temporary | - | permanent  |
| Shallow   | - | deep       |
| Loyal     | - | disloyal   |
| Possible  | - | impossible |
| Encourage | - | discourage |
| Inside    | - | outside    |
| Increase  | - | decrease   |

Some example of synonyms:

|          |   |            |
|----------|---|------------|
| Connect  | - | join       |
| Achieve  | - | accomplish |
| Category | - | class      |
| Seldom   | - | hardly     |

You should note superficially, the notion of synonyms is a straightforward one: two words are synonyms if they have the same meanings; however, it is extremely difficult to find a pair of words that has exactly the same meaning. So perfect synonyms do not exist in real languages. For instance,

Repair is the synonym of mend

Concept is the synonym of hide

Commence is the synonym of begin

Look at the following sentences:

- i. Daddy, can you mend Teddy's arm?
- ii. Daddy, can you repair Teddy's arm?
- iii. The company undertakes to reimburse the cost of repairing damaged items
- iv. The company undertakes to reimburse the cost of mending damaged items.

Sentence above is more normal than sentence 2 and sentence 3 is more normal than sentence 4. From the four sentences, it is shown that "repair" and "mend" are not absolute synonyms i.e. they cannot have the same meaning in all situations of use.

#### Self assessment

Exercise 5: Read the passage below and give the antonyms of the words under 'A' and the synonym under B.

Most of the import into Kano from the north came down the Air road, and the rest through Kwara and Borno. Apart from salt, there was a coarse silk from Tripoli and a wide range of European trade goods. The latter included Manchester cottons, French silks, glass beads from Venice and Trieste, paper, mirrors and needles from Styria, besides quantities of spices, sugar and tea, Kano was also an important market for natron from lake Chad, and kola nuts.

"The valuable trade in kola nuts, most of which came from Gwanja in the hinterland of the Gold Coast, was largely controlled by the people of Kano. This nut, the Goro of the native and the early Arab settlers, had been in use in the western Sudan since very early time. The twin interlocking kernels were regarded as a symbol of friendship, and no present was complete without kolas. The nut consequently acquired a ceremonial importance, and it became customary to swear oaths on a kola. Its

bitter flavor appeals strongly to the African, it is undoubtedly very sustaining and it is widely regarded as a cure for impotency. Although the heavy cost of transport always kept the price high and for long it was a luxury only the rich could afford, it became, and still remains a necessity to a large part of the population.

| A:          | B:      synonyms |
|-------------|------------------|
| Antonyms    | Symbol.....      |
| Export..... | Twin.....        |
| Latter..... | Flavor.....      |
| Wide.....   | Important.....   |
| Bitter..... | Customary.....   |
| Heavy.....  |                  |

### 3.2 Finding the meaning of words by using your experience (intuition)

You can connect a text to your life experiences and knowledge and through these personalize the information; you can do this by asking yourself questions like:

- Is the subject familiar? Do the characters resemble familiar people? Have you learned about the concept from school, home or other experiences?
- Is the style or genre familiar? Does it resemble other texts?

You can then write down similarities between the current text and your experiences. This approach is more common in the native speaker's situation but extensive reading and rich exposure to English can raise the learner to that level of attainment.

Let us look at the examples below taken from Moody's Varieties of English (1979): In writing on "Kano" the author while writing on the city as a centre of commerce says:

"The valuable trade in kola nuts, most of which came from Gwanja in the hinterland of the gold coast, was largely controlled by the people of Kano. This nut, the Goro of the natives and the early Arab travelers, had been in the western Sudan since very early times. The twin interlocking kernels were regarded as a symbol of friendship, and no present was complete without kolas. Its bitter flavor appeals strongly to the African, it is undoubtedly very sustaining and it is widely regarded as a cure for impotency. Although the heavy cost of transport always kept the price high and for long it was a luxury only the rich could afford, it became, and still remains a necessity to a large part of the population."

Among the words underlined, words like "hinterland", "interlocking" may be difficult for a Nigerian leaner of English but the main crop described in the extract like 'Gwanja', 'Goro', "kola nut" will assist an average learner English to use his experience of the fact that kola nut is common with

Kano and that the nut is regarded as a symbol of friendship because it is shared on different occasions to show solidarity and friendship.

In the same book, under the title "language and through these statements occurred:

*At the common sense level it appears that there is often a distinction between thought and the words we employ to communicate with other people. We often have to struggle hard to find words to capture what our thinking has already grasped, and when we do find words we sometimes feel that they fail to do their jobs properly.*

Through intuitive reaction, the reader links "thought"(thinking) with communication i.e. search for word ~~his~~ <sup>to</sup> express ~~us~~ <sup>we</sup> thought, this is what an average human being does almost every time he wants to speak to other people. It is always a task to find words to merge one's thought and sometimes when words are found they may not adequately express our thought, thus there may be a distinction between what we want to put across and what the words selected have been able to do.

### 3.3 Finding the meaning of word through the dictionary

A good dictionary is an important resource book for English language study but you should make it your last resort while studying. It is a lazy student who will always turn to the dictionary for any meaning of a word. If you are in the habit, it will slow down your reading speed and waste your time. But when all the steps that we have discussed in this unit fail to satisfy your purpose, you can then turn to a good dictionary. A good dictionary will never fail you.

### 3.4 Learning to use the dictionary

The dictionary as a reference book, in addition to containing words and their meanings can be put into uses including the following:

- Alphabetical order of words

- Finding/establishing the different uses into which a word might be put

- Learning the pronunciation and stress of the different words

- Checking the correct spelling for a word

- Learning the grammatical patterns into which a word fits e.g whether a word takes a direct object as in the sentence "The final year students were ordered to vacate the hostel" this shows that the verb "to vacate" is usually followed by an object.

- Under the same vacation, the expressions "to go on vacation" could be found in a good dictionary

- Providing you with useful idiomatic expressions and illustrating the context in which such expressions can be used. E.g.

- a. By taking on the national assembly, the president was walking on a tight rope.
- b. By disobeying his father, Audu knew he was heading for the high jump.

- Teaching common abbreviation e.g.

F.A.O - Food and Agricultural Organization

F.B.I -Federal Bureau of Investigation

P.T.A - Parent Teacher Association

G.D.P - Gross Domestic Product

UNICEF - United Nation International Children's Emergency Fund.

E.U - European Union.

A.U - African Union.

ECOWAS - Economic Community of West African States.

Detecting singular/plural status of words as in "furniture (singular and plural). identified words representing a set or body, as in, team player in a game, "army" - group of soldiers, etc  
Establishing whether a word/expression is archaic or in current use, as in, "thou art" instead of "you are", "thou" archaic word for "you" etc  
Providing different derivational forms of the word e.g. nature – natural, naturally, naturalization.

When you take into consideration so many information you can derive from a page of a dictionary, you will agree that a dictionary is indeed, an asset for students. You should turn to it when necessary. But be aware that dictionary definition are not exhaustive or complete. So use dictionary as a guide.

#### Self assessment:

Exercise: Arrange the following words the way they will appear in a dictionary.

Zebra, prime, book, memo, quote, judge, establish, ode, rural, canoe, idle, necessary, derivation, colloquial, embellish, idiomatic, reproduced, oxford, duplicate, compound.

#### Self assessment:

Exercise 7: List six things the dictionary can provide you.

#### Conclusion

We have made some efforts in this unit to show you the various ways through which you can enhance your vocabulary. The importance of acquiring new words has been stressed and you will agree that you need a lot of English vocabulary to do well in your studies.

#### SUMMARY

In this unit you have learnt:

The importance of words in every type of communication

How to enrich your vocabulary

How to find the meaning of words by word attack

How to find the meaning of words in context

How to find the meaning of words by using your experiences

How to find the meaning of word through the dictionary

In the next unit, you will be exposed to the various word classes

#### 6.0 TUTO-MARKED ASSIGNMENT

Read the passage below and use the method discussed in this unit to find the meanings of the words underlined in the passage. Write out the meaning in the space provided.  
Civilization

I have not yet defined civilization; but perhaps I have made definition superfluous. Anyone, I fancy, who has done me the honour of reading so far will by now understand pretty well what I mean. Civilization is a characteristic of societies. In its crudest form it is the characters which differentiates what anthropologist call "advanced" from what they will call "low" or "backward" societies. So soon as savages begin to apply reason to instinct, so soon as they acquire a rudimentary sense of values – so soon, that is, as they begin to distinguish between ends and means, or between direct means to good and remote - they have taken the first step upward. The first step towards civilization is the correcting of instinct by reason. the second, the deliberate rejection of unmeasured satisfaction with a view of obtaining subtler. The hungry savagge, when he catches a rabbit, eats it there and then, or instinctively takes it home, as a fox might, to be eaten raw by his cubs, the first who, all

... through he was, took it home and cook it was on the road to Athens. He was a pioneer, who with equal  
 ... may be described as the first decadent. The fact is significant. Civilization is sometime artificial and  
 ... Progress and decadence are interchangeable terms. All who have added to human knowledge and  
 ... sensibility, and most of those who have merely increased material comfort, have been hailed by contemporaries  
 ... capable of profiting by their discoveries as benefactors, and denounced by all whom age, stupidity, or jealousy  
 ... rendered incapable, as degenerates. It is silly to quarrel about words: let us agree that the habit of cooking one  
 ... viual may with equal propriety be considered a step towards civilization or a failing away from the primitive  
 ... affection of the upstanding ape.

From this primary qualities, reasonableness and a sense of values, may spring a host of secondaries: a  
 test for trust and beauty, tolerance, intellectual honesty, fastidiousness, a sense of humour, good manners,  
 acceptance of the good things of life, a desire for complete self-expression and for a liberal education, a  
 contempt for utilitarianism and philistinism, in two words: sweetness and light. Not all societies that struggle out  
 of barbarism grasp all or even most of these, and fewer still grasp any of them firmly. that is why we find a  
 considerable number of civilized and very few highly civilized, for only by grasping a good handful of civilized  
 qualities and holding them tight does a society becomes that.

|      |               |      |                     |
|------|---------------|------|---------------------|
| i.   | Crudest.....  | vii  | capable.....        |
| ii.  | Instinct..... | viii | ape.....            |
| iii. | Savage.....   | ix   | fastidiousness..... |
| iv.  | Athens.....   | x    | utilitarianism..... |
| v.   | Pioneer.....  | xi   | philistinism.....   |
| vi.  | Decadent..... |      |                     |

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## UNIT 2: WORD CLASSES

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### UNIT 2: WORD CLASSES

In this unit, you will be introduced to grammatical forms called word classes. You will see how words are grouped into word classes, i.e. open class items as well as closed class items. Open class items are: nouns, adjectives, adverbs and verbs while closed class items are: Preposition, pronouns, articles, demonstratives, conjunctions and interjections.

#### 2.0. Objectives

After studying this unit, you should be to:

- I. State the two word classes (open and closed).
- II. Explain the meaning of open classes with examples.
- III. Explain and illustrate closed items.
- IV. State the main differences between open classes items and closed classes items.

#### 3.0. Word classes

Word classes are often defined according to their inherent semantic features. You should note that there are, however, a great majority of words which cannot be defined based on their semantic features. Whereas it is fairly easy to say that "man" is [+ human+ male+ adult], it is difficult to state precisely the semantic features of

words such as "this, that, on, at, etc" the fact is that these words, unlike words such as: man, woman, etc, do not have clear semantic features, and therefore cannot be defined very easily. The ability of words to be defined based on their semantic properties is very important in differentiating between content and form words.

### 3.0.1. Content and form words

Content words are those words that have independent meaning even when they occur in isolation. They belong to an open class. Form words, on the other hand, are those without independent dictionary meaning of their own when they occur in isolation, rather they can be used in conjunction with other words to signal grammatical or syntactic relationship in the larger construction in which they are found. They belong to closed classes. These two classes will be explained to you below.

#### 3.1. Open classes

An open class is a class of words that can accept new words as the vocabulary of the language expands, and has unlimited membership. You should be aware that some writers use the term "Open Class items" for open classes. You should also note that both open and closed classes are traditionally referred to as "Parts of Speech" because they are structures that are used to realise sentence elements.

Examples of open word classes in English are nouns, verbs, adjectives and adverbs.

##### 3.1.1. Nouns

During your primary and secondary school days you were taught the grammar of English and you know that traditionally, nouns are defined as words that denote people, animals, things or places. This definition will enable you to identify John, dog, aeroplane, teacher, table, Lagos, etc as nouns.

Since the word classes are notions of forms, as opposed to the functional notions which you will study in a separate module, we shall be concerned with the forms of nouns rather than their functional notion in the unit.

You should note that there are four kinds of noun in English:

- Common nouns: dog, man, table.
- Proper nouns: Nigeria, Abuja, Buhari, Mrs Odumosu, John
- Abstract nouns: Beauty, courage, charity, fear, joy.
- Collective nouns: crowd, team, flock, group, swarm, group.

Let us now look at each of the four kinds one by one.

Noun classes: Countable and uncountable (non-count) Nouns.

Generally we have two broad sub-classes of nouns.

Within the general class of nouns, we can distinguish between **COUNT NOUNS** and **NON-COUNT NOUNS** (in some grammars and dictionaries the latter are termed "uncountable nouns").

The distinction between "count nouns" and "non-count nouns" is based on the ways in which different noun patterns with, or select, different determiners. Thus, for example, a count noun never occurs in the singular form without a determiner. Non-count nouns do frequently appear without determiners because they do not change and lack number contrast.

Compare the following examples:

Water is a liquid

A car was passing by

Yam is a root crop

Traffic was passing by

Note also that certain determiners occur only with count nouns, others only with non-count nouns. These determiners occur in the singular only, never in the plural. Compare:

That mango is good

- (Singular)

|                      |   |   |
|----------------------|---|---|
| Mangoes are good     | - | (Plural)  |
| That rice is good    | - | (no plural)   |
| Rice is good         | - |   |
|                      |   | It is however true that many nouns listed as non-count nouns do sometimes occur in the plural, but in such cases their meanings are different from those which they have as non-count nouns: they therefore require separate dictionary entries'. Both lexically and grammatically, each of their "mass" nouns is in effect a "different word" from the corresponding count noun. For example |
| Yam is good to eat   | - | (yam = the substance called yam)  |
| Yams are good to eat | - | (Yams = things called yams,<br>Considered as units)   |

### COMMON NOUNS

Please note that as the name suggests, common nouns are ordinary, everyday nouns. Some of these can be counted (one book, two books, one cat/three cats, etc.) but others as a rule cannot (you cannot say: one butter/two butters, one flour/three flours, etc). A common noun is also one that names an object as the member of a class. All the objects making up a class have common characteristics. That is why such nouns are called common nouns.

### PROPER NOUNS

Proper nouns are names of people, places and objects. In English these do not normally take a preceding determiner or modifying element (the Audu, a Felicia), nor a plural ending (The Janets). Please note that in certain circumstances we can say, for example:

1. He's not the Audu I used to know

OR

2. Would all the Janet's in the room please raise their hands

Note also that proper nouns are examples of what are called "Referring expressions". This is because when they are uttered in a particular context, they uniquely refer to one individual (or place or object) in the world of discourse. For example

- i. Okoro, Ade, Musa
  - ii. Minna, London, National Examination Council
  - iii. Children's Day, Worker's Day, Eyo Festival
- Names of Persons  
- Names of Places  
- Names of Event

You should be aware that all proper nouns have initial capitals.

### COLLECTIVE NOUNS

A collective noun is a subset of common noun. It names a group or collection of people, animals or objects by their form. Collective nouns can take a singular or plural verb; singular if we consider the word to mean a single group or unit.

Our team is the best

*can plural if we take it to mean a number of individuals*

Our team is wearing their new jerseys

When a possessive adjective is necessary, a plural verb with "their" is more usual than a singular verb with "its", though sometimes both are possible:

The Jury is considering its verdict

The Jury are considering their verdict

#### ABSTRACT NOUNS

The word "abstract" refers to something that is outside the physical world of things, that we see, hear, touch, taste and smell. Abstract nouns name qualities, conditions, emotions and actions rather than things or events: gladness, happiness, prudence, loyalty, charity, love, ability, etc.

Abstract nouns are classified under uncountable nouns (non-count nouns). While most abstract nouns do not take the articles "an, a" same can be used in a particular sense with "a/an".

- A help  
My children are a great help to me
- A relief  
It was a relief to sit down
- A knowledge of  
He had a good knowledge of mathematics
- A love/hatred/dread/honor + of  
A love of music                          a hatred of violence

#### PLURALS

i. The plural of a noun is usually made by adding **s** to the singular:

Day - days                    Dog - dogs'                    House - houses

"S" is pronounced /s/ after a /p, k or f/ sound/. Otherwise it is pronounced /z/

#### OTHER PLURAL FORMS

ii. If a noun ends in "o" or "ch, sh, ss, or x", form their plural by adding - es:

|                   |                 |             |
|-------------------|-----------------|-------------|
| Tomato - tomatoes | Brush - brushes | box - boxes |
| Church - Churches | Kiss - Kisses   |             |

But if words of foreign origin or abbreviated words end in "o" and "s" add "s" only:

Dynamo - dynamos                    Piano - pianos

Kilo - kilos

Photo - photos

iii. If a noun ends in "y" following a consonant form their plural by dropping the "y" and add "ies".

Baby - babies                        Country - countries

Fly - flies

Lady - ladies

But if the noun end in "y" following a vowel, form their plural by adding "s"

Boy - Boy's

Day - days, Donkey - donkeys

Guy - guys

iv. If a noun ends in "F" or "fe", drop the "F" or "fe" and add "ves". Examples are

Loaf - loaves

Wife - wives

Wolf - wolves

But there are other words that end in "f" and "Fe" that will take only "s" in the ordinary way. Examples include;

Cliff - cliffs

Handkerchief - handkerchiefs

Safe - safes

- v. Some nouns also form their plural by a vowel change. Here are some examples:
- |               |               |              |
|---------------|---------------|--------------|
| Foot - feet   | louse - lice  | Mouse - mice |
| Woman - women | Goose - geese | Man - men    |
- The plurals of 'child' and 'ox' are "children", "oxen"
- vi. Names of certain creatures do not change in the plural. "Fish" is normally unchanged; "fishes" exists but is uncommon. Some types of fish do not normally change in the plural;
- |          |        |        |        |
|----------|--------|--------|--------|
| Carp     | Pike   | Salmon | Trout  |
| Cod      | Plaice | Squid  | Turbot |
| Mackerel |        |        |        |
- But if they are used in a plural sense, they would take a plural verb  
You should add "s" to others given below:
- |       |           |          |
|-------|-----------|----------|
| Crabs | herrings' | sardines |
| Eels  | lobster   | sharks.  |
- (vii) Certain words are always plural and take a plural verb:  
Clothes      police
- Garments Consisting of two parts:  
Pants, trousers, etc.
- And tools and instrument consisting of two parts:  
Binoculars      pliers      scissors  
Glasses      scales      spectacles.
- (viii) A number of words ending in -ics such as:  
Acoustics      athletics, ethics,  
Hysterics      politics      physics      mathematics, etc.  
Which are plural in form, normally take a plural verb. For example:  
His mathematics are weak  
But names of sciences can sometimes be considered singular:  
Mathematics is an exact science.
- (ix) You should also be aware of words plural in form but singular in meaning. e.g. news (the news is good).  
So also are some diseases like:  
Mumps, rickets, shingles  
And some games:  
Billiards      darts      droughts      bowls      dominoes.
- Some words which retain their original Greek or Latin forms make their plural according to the rules of Greek and Latin:
- |                        |                    |
|------------------------|--------------------|
| Crisis - crises        | oasis - oases      |
| Erratum - errata       | radius - radii     |
| Memorandum - memoranda | terminus - termini |
- But some follow the English rules - dogma - dogmas; gymnasium - gymnasiums. Formula - formulae (though "formulae") is used by scientists)
- There are some words with two plural forms with different meanings:  
Appendix, appendixes or appendices (medical terms)  
Appendix, appendices (addition to a book or long essay /thesis)
- (xi) **COMPOUND NOUNS**  
In some compound nouns, the last word is normally made plural:  
Boy-friends, break-ins      travel agents  
But where "man" and "woman" is joined together, both parts are made plural:  
Men drivers      women drivers
- When compounds are formed of verbs + er and nouns + adverb, the first word is made plural:  
Hangers-on      lookers-on,      runners-up
  - So also compounds composed of nouns + preposition + noun:  
Ladies-in-waiting      sisters-in-law      wards of court
  - Initials can also be made plural  
MPs (members of parliament)  
VIPs (very important persons)
- (xii) The form of the possessive /genitive case.  
• "Is" used with singular nouns and plural nouns not ending in S:  
A man's job      the people's choice  
Men's work      the crew's quarters

|  |  |
|--|--|
| A woman's intuition  | the horse's mouth  |
| A child's voice  | women's clothes  |
| The children's room.   |  |
|  | • A single apostrophe (') is used with plural nouns ending in S: |
| A girls' school  | the students' hostel   |
| The eagles' net  | the Jones' car.  |
|  | • Classical names ending in S usually add only the apostrophe,   |
| Pythagoras' theorem  | Archimedes' law Sophocles' plays                                 |
|  | • Other names ending in S can take S or the apostrophe alone:    |
| Mr. Jones's (or Mr. Jones' house)  | Yeast's (or Yeast') poems.                                       |
| Note that when the possessive case is used, the article before the person or thing "possessed" disappears: |  |
| The daughter of the politician – the politician's daughter   |  |
| The intervention of America – America's intervention.  |  |
| The plays of Shakespeare – Shakespeare's plays.  |  |

### (xiii) Gender

The following are the gender distinctions in English.

- Masculine:

Father, brother, men, boys and male animals

- Feminine:

Mother, girls, spinster, female, animals

- Neuter (common):

The following may be either male or female.

Professor, baby, artist, pupil, student, etc

### Self Assignment Exercise:

(a) Define the term Open class and give some examples.

(b) Supply the plural forms of the following singular nouns

|       |             |        |               |
|-------|-------------|--------|---------------|
| (i)   | Tomato..... | (vi)   | lady.....     |
| (ii)  | Brush ..... | (vii)  | fly.....      |
| (iii) | Loaf.....   | (viii) | goose.....    |
| (iv)  | Wolf.....   | (ix)   | jury.....     |
| (v)   | Box.....    | (x)    | scissors..... |

### 3.1.2 Adjectives

In (3.0) of this unit, you were introduced to open class items.

One of the members of the open classes is the Adjective.

In this section, you will learn the definition and the various types of adjective.

Before we go further, let us define the word adjective. An adjective is a class of words that tells us something about the noun or pronoun it goes with. Its duty, therefore, is to qualify, describe or modify the noun or pronoun that follows or precedes it. An adjective helps us to get a transparent or clearer vision of the person or thing it describes or qualifies.

### Kinds of adjectives

- (a) Demonstrative: this, that, these, those
- (b) Distribution: each, every, either, neither
- (c) Quantitative: some, any, no, little/few, many, much, one, twenty
- (d) Interrogation: which, what, whose
- (e) Possessive: may, your, his, her, its, our, your, their
- (f) Of quality: clever, dry, fat, golden, good, heavy

### Demonstrative adjective

The demonstrative adjective modifies a noun. It is similar in form to the demonstrative pronoun.

(a) This beach was quite empty last June.

(b) These people come from that hotel over there.

(c) That exhibition closed a month ago.

### Distributive adjective

This refers to number which is usually general and not specific.  
Examples:

- (a) Every man had a weapon
- (b) Every man knows what to do
- (c) I tried both keys but neither (of them) worked.

### Quantitative adjective

This kind of adjective shows "how much" of a thing is meant

It is used with or instead of plural or uncountable nouns.

Examples

- (a) I ate some dates.
- (b) Some of the staff can speak French.
- (c) They bought some honey.

### Interrogative adjective

This adjective asks questions such as "what", "which", "whose" etc

Examples

- (a) What dress did he wear?
- (b) Whose book is this?
- (c) Which of the boxes belongs to him?

### Possessive adjectives

This shows ownership of a thing or object. Please note that no apostrophes are used here. You should guide against the common mistake of writing the possessive "its" with an apostrophe. "Its" (with an apostrophe) means "it is".

Examples:

- (a) A tree drops its leaves in autumn.
- (b) She changed her shoes.
- (c) I am in my own room.

### Quantitative adjective

This describes or shows what quality or what state a thing is.

This has the largest number of adjectives.

Examples

- (a) She is a pretty, tall girl.
- (b) He has a handy little calculation.
- (c) The thief had a long sharp knife.

### Comparison of adjectives

Adjectives also take comparison and superlative endings. The comparative form of an adjective indicates the greater extent to which the normal form of the adjective, called the absolute form, applies, while the superlative form indicates the maximal extent (big - bigger - biggest). Here are some further examples.

| Absolute form | Comparative form | Superlative form |
|---------------|------------------|------------------|
| Great         | Greater          | Greatest         |
| Full          | Fuller           | fullest          |
| Good          | better           | best             |
| Beautiful     | more beautiful   | most beautiful   |

### 3.1.3: Verbs.

In 3.1.1 and 3.1.2, we studied nouns and adjectives and we saw how relevant they are to the identification of word classes. You also saw that they also contribute to effective sentence construction. Apart from nouns and adjectives, verbs are very important member of the open classes because they inform the action of any utterance and without them, no utterance will make any reasonable meaning.

#### Classes of verbs

There are two classes of verbs in English.

- (i) Ordinary (full) verbs: to work; to sing; to pray
- (ii) The auxiliary verbs (auxiliary): to be, to have, to do; can, could, may, might; must, ought; shall, should; will, would; to need, to dare and used.

It will be helpful to consider ordinary (full) verbs before studying auxiliaries because most of the tenses of the verb are formed with auxiliaries.

Now that we have been able to identify the two classes of verbs and we have decided to study ordinary (full) verbs first, we can now consider the forms in which they occur.

#### Verb forms

Verbs in English may have a maximum of five forms. Most English verbs have four forms while a few have three forms only.

They can also be divided into regular and irregular verbs. The regular verbs are those verbs that have at least four inflectional forms as in: dance - dances - dancing - danced.

The irregular verbs have five inflectional forms as in:

Swing - swings - swinging - swung - swung.

Sing - sings - singing - sang - sung.

We shall use a table each to illustrate the two (regular/irregular verbs)

### Regular verbs

| Regular verbs add "d" or "ed" to their unchanged base to form the past tense. Most verbs belong to this class |   |            |                 |                                 |
|---|---|------------|-----------------|---------------------------------|
| Regular form  | Present tense 3 <sup>rd</sup> person singular | Past tense | Past participle | Present participle(and general) |
| Play  | Plays   | Played     | Played          | Playing                         |
| Bind  | Binds   | Bound      | Bound           | Bounding                        |
| Say   | Says  | Said       | Said            | Saying                          |
| Catch   | Catches                                       | Caught     | Caught          | Catching                        |
| Make  | Makes   | Made       | Made            | Making                          |
| Hit   | Hits  | Hit        | Hit             | Hitting                         |
| Work  | Works   | Worked     | Worked          | Working                         |
| Move  | Moves   | Moved      | Moved           | Moving                          |
| Stay  | Stays   | Stayed     | Stayed          | Staying                         |
| Jump  | Jumps   | Jumped     | Jumped          | Jumping                         |
| Walk  | Walks   | Walked     | Walked          | Walking                         |
| Add   | Adds  | Added      | Added           | Adding                          |
| Watch   | Watches                                       | Watched    | Watched         | Watching.                       |

### Irregular verbs

Note that three types of irregular verb are identifiable.

Irregular verbs (1) add "d", or "t" to an altered base or "t" to form the past tense – or (2) change their base without adding "d", "-ed" or "t" to form the past tense, or (3) occasionally have no signal for past tense.

| Regular form | Present tense 3 <sup>rd</sup> person singular | Past tense | Past participle | Present participle(general) |
|--------------|---|------------|-----------------|-----------------------------|
| Bend         | Bends   | Bent       | Bent            | Bending                     |
| Beat         | Beats   | Beat       | Beaten          | Beating                     |
| Beget        | Begets  | Begot      | Begotten        | Begetting                   |
| Bite         | Bites   | Bit        | Bitten          | Biting                      |
| Bleed        | Bleeds  | Bled       | Bled            | Bleeding                    |

|       |        |       |       |          |
|-------|--------|-------|-------|----------|
| Dare  | Dares  | Dared | Dared | Daring   |
| Dig   | Digs   | Dug   | Dug   | Digging  |
| Draw  | Draws  | Drew  | Drawn | Drawing  |
| Drink | Drinks | Drank | Drunk | Drinking |
| Hit   | Hits   | Hit   | Hit   | Hitting  |

### Auxiliary verbs

You will recall that we said that there are two classes of verbs in English (ordinary (full) verbs and auxiliary verbs) and we decided to study the ordinary ones first. We shall now look at the various auxiliary verbs. But before we do that, it is pertinent we define what auxiliary verbs are: Verbs that cannot occur independently, but instead function as "helping" verbs' are called auxiliary verbs or simply "auxiliaries". For example

Audu is laughing.

The main verb in this sentence is the -ing form of the verb "laugh". It is preceded by the auxiliary "is" (the 3<sup>rd</sup> person singular form of "be"). One may then ask the question to what extent or In what sense do auxiliaries "help" full verbs.

An auxiliary helps a full (main) verb to the extent that it adds more specific meaning to it. Put differently, an auxiliary specifies from what point of view we should view the meaning expressed by the full (main) verb. Thus, in the example given above, the auxiliary indicates that the laughing is ongoing i.e. that it takes place over a certain stretch of time.

### Auxiliaries and modal auxiliaries

Auxiliaries are sometimes divided in the following way:

| Principal auxiliaries | Modal auxiliaries  | Semi-modals |
|-----------------------|--|-------------|
| To be                 | can - could  | to need     |
| To have               | may - might  | to dare     |
| Be (to do)            | Must - had to<br>Ought<br>Shall - should<br>Will - would | used        |

### Form and use in the formation of tenses "to be" as an auxiliary verb

The following are the form of the auxiliary "to be" when used in the formation of tenses.

#### Present tenses

I am.....

You are.....

He is/she is/it is.....

We are.....

They are.....

#### Past tenses

I was.....

You were.....

He was/she was/it was.....

We were.....

They were.....

### "To have" as an auxiliary verb

#### Present tenses

I have.....

You have.....

He has/she has/it has.....

We have.....

You have.....

They have.....

#### Past tenses

I had.....

You had.....

He had/she had/it had.....

We had.....

You had.....

They had.....

### Examples of auxiliary "to be"

1. I am a carpenter.

- II. He was tall and fair.
- III. John is a fresh student.
- IV. The roads were rough.

Examples of auxiliary "to have"

- I. I have worked.
- II. He has a black beard.
- III. We had lunch at one.

"Do" in the formation of tenses.

Present tenses

- I do.....
- You do.....
- He/she/it does.....
- We do.....
- You do.....
- They do.....

Past tenses

- I did.....
- You did.....
- He/she/it did.....
- We did.....
- You did.....
- They did.....

Examples:

- I. I do not know
- II. He didn't work
- III. He doesn't like me
- IV. I did see him etc

Self assessment Exercise 2: Assign word class labels to the words underlined in the sentences below.

- I. Did he answer you directly?
- II. James flew to Greece last Wednesday.
- III. It was a sunny day in Kano.
- IV. Sadly, we had problems when we arrived
- V. Why did you say that?

Modal Auxiliaries

You will recall that we said in the last section that modal auxiliaries are some aspects of helping verbs which can vary the tense of the verbs. That is, they can be used in the present or past tense.

- 1. Can/Could: for ability

Examples:

I can dance well.  
I couldn't solve that problem.  
Let us go into the room where we can see well

Could you show me the way?

I could get you a copy.

- 2. May/Might: could be used for permission, possibility

Examples:

I may take a day off whenever I want.  
You may leave when you've finished.  
He may take my car.  
They may phone the office and change the appointment.  
He might be waiting at the station.  
He said he might hire a car.  
They might have heard it from Audu.

- 3. "Must" and "have to": used to express obligation.

Examples:

You must wipe your feet when you come in.  
I have to wipe out my feet every time I come in.  
You have to train hard for those matches.  
You must wear your uniform to the meeting.

4. "Ought to", "should": used to express the subjects obligation or duty.
- I. You should send in accurate data for the thesis
  - II. They shouldn't allow parking here, the street is too narrow.
  - III. We should be wearing seat belt on the highway.

#### Semi-Modals:

To need: take note that "need" as an auxiliary verb is seldom used in the affirmative except when a negative sentence is preceded by an expression which changes the negative or interrogative verb into an affirmative.

Examples:

- I. I needn't wear a coat or I don't suppose I need wear a coat.
- II. Need I tell Tom? Or do you think I need tell Tom?

It is however sometimes used in fairly formal English with "hardly/scarcely or angrily".

Examples:

- I. I need hardly say how pleased we are to welcome Mr. John (I needn't say.....)
- II. You need only touch one of the bottoms for all the alarm bells to start ringing. (If you even touch one of the buttons all the balls.....)

#### To dare

This expression is hardly used in the affirmative. It is often used with negatives and interrogative forms with "do/did".

Examples:

- I. He doesn't dare (to) say something
- II. Did he dare (to) criticise my arrangements.

This expression can also be used to express indignation:

Examples:

- I. How dare you open my letters? (I am angry with you for opening them)
- II. How dare he complain? (I am indignant because he complained)

Used

The expression is used to express a discontinued habit or a past situation which contrasts with the present.

Examples:

- I. I used to smoke cigarettes; now i smoke a pipe.
- II. He used to drink beer; now he drinks wine.

'Used' can also be an adjective meaning "accustomed". It is then preceded by "be", "become" or "get" in any tense.

Examples:

- I. I am used to noise.
- II. You will soon get used to the electric typewriters.
- III. They soon get used to the traffic rules.

Self assessment Exercise 3a: Underline the auxiliary verbs in the following sentences

- I. We will assign a new tutor to this student.

- II. Danladi is playing in the garden.
- III. She mustn't wait any longer.
- IV. She may have been abroad.
- V. Audu hasn't done his homework.'

Exercise 3b: Give the feminine form of the following masculine nouns: Man, god, actor, steward, manager, heir, hero, bull, ram, tiger, dog, lion, waiter, bachelor, husband, uncle, nephew, son, cock, host.

Exercise 3c: Give the comparative and superlative comparison of the following adjectives.

|           |       |       |
|-----------|-------|-------|
| Great     | _____ | _____ |
| Much      | _____ | _____ |
| Beautiful | _____ | _____ |
| Sincere   | _____ | _____ |
| Ugly      | _____ | _____ |

Exercise 3d: Give the simple past and past participle of the following verbs.

| Present tense | Past tense | Past participle |
|---------------|------------|-----------------|
| Arise         | _____      | _____           |
| Bend          | _____      | _____           |
| Bereave       | _____      | _____           |
| Cast          | _____      | _____           |
| Creep         | _____      | _____           |
| Cut           | _____      | _____           |
| Dig           | _____      | _____           |
| Drunk         | _____      | _____           |
| Eat           | _____      | _____           |
| Flee          | _____      | _____           |
| Flung         | _____      | _____           |
| Get           | _____      | _____           |
| Grow          | _____      | _____           |
| How           | _____      | _____           |
| Hit           | _____      | _____           |
| Keep          | _____      | _____           |
| Know          | _____      | _____           |
| Lay           | _____      | _____           |
| Lenol         | _____      | _____           |
| Lie           | _____      | _____           |
| Mow           | _____      | _____           |
| Ride          | _____      | _____           |
| Shake         | _____      | _____           |
| Slay          | _____      | _____           |
| Think         | _____      | _____           |
| Thrive        | _____      | _____           |

Undertake

---

---

Wring

---

---

### 3.1.4 Adverbs

This is the fourth open class item you will study in this unit. Adverb can be defined as elements that can be used to qualify a verb, an adjective or some other adverbs. They are used to add meanings to sentences when they (adverbs) modify other parts of speech.

#### Formation of Adverbs

1. Adverbs formed from adjectives (add "ly" suffix)

| Adjective | Adverbs     |
|-----------|-------------|
| Sluggish  | Sluggishly  |
| Beautiful | Beautifully |
| Quick     | Quickly     |
| Happy     | Happily     |
| Extreme   | Extremely   |

Most adverbs of manner and some adverbs of degree are the ones usually formed by adding ly to the corresponding adjectives as shown in the examples above.

2. Adverbs expressing manner or view points (end in "\_wise") : e.g. clockwise, moneywise, knowledgewise, e.t.c.
3. Adverbs showing direction (end in "\_wards") : e.g. eastwards, forwards, westwards, backwards, e.t.c.
4. Adverbs without "ly" from Like: Fast, real, well, late, soon, often, etc are regarded as adverbials" by some linguists.

#### Types of Adverbs

- I. Adverbs that tell how, where, when, to what extent, etc are called ADJUNCTS

Examples:

- a. Felicia walked Majestically to the altar (manner)
- b. The headmaster came early to the meeting (time)

- II. Adverbs that express attitude or view point made (often) by the speaker, are called DISJUNCTS.

Examples:

- a. The bus stopped suddenly.
- b. John greedily ate all the biscuits.

- III. The third is called CONJUNCTS. These types of adverbs join clauses or sentences together. They are often used to link paragraphs.

Examples:

- a. Besides doing the cooking, I look after the garden.
- b. You couldn't earn much, however hard you worked.
- c. The teacher is poor yet he is happy.

Self Assessment Exercise 4: Form adverbs from the following words:

Words

Adverbs

|          |       |
|----------|-------|
| Brave    | _____ |
| Hard     | _____ |
| Happy    | _____ |
| Final    | _____ |
| Simple   | _____ |
| Cold     | _____ |
| Late     | _____ |
| Good     | _____ |
| Clock    | _____ |
| Probable | _____ |

### 3.2 CLOSED CLASSES

You will recall that in the introduction to Unit 2: Word classes", we explained that there are two word classes (open and closed) we also said that there are four items in open classes and six in closed classes. In this section, we shall look at the following closed items: prepositions, pronouns, articles, demonstratives, conjunctions and interjections.

#### 3.2.1 PREPOSITIONS

Prepositions are words normally placed before nouns or pronouns. Prepositions can also be followed by verbs but after "but" and "Except", the verb must be in the gerund form:

- He is talking of emigrating
- They succeeded in escaping

Prepositions tend to be very short, often consisting of only two or three letters. Here are a few examples: at, behind, beside, by for, in, like, of, on, through, under, with, without, by means of, in front of, in spite of, e.t.c.

#### ALTERNATIVE POSITIONS OF PREPOSITIONS

You should be aware that prepositions normally precede nouns or pronouns. In two constructions, however, it is possible in informed English to move the preposition to the end of the sentence:

- (a) In questions beginning with a preposition: - whom/which/what/whose/where:

- i. To whom were you taking? (formal)
- ii. Who were you talking to? (informal)
- iii. In which drawer does he keep it? (formal)
- iv. Which drawer does he keep it in? (informal)

Note also that it used to be thought ungrammatical to end a sentence with a preposition, but it is now accepted as a colloquial form.

Similarly in relative clauses, a preposition placed before whom/which can be moved to the end of the clause.

The relative pronoun is then often omitted:

- i. The people with whom I was travelling (formal).
- ii. The people I was travelling with (informal).
- iii. The company from which I hire my car (formal).

|          |       |
|----------|-------|
| Brave    | _____ |
| Hard     | _____ |
| Happy    | _____ |
| Final    | _____ |
| Simple   | _____ |
| Cold     | _____ |
| Late     | _____ |
| Good     | _____ |
| Clock    | _____ |
| Probable | _____ |

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- i. The people with whom I was travelling (formal).
- ii. The people I was travelling with (informal).
- iii. The company from which I hire my car (formal).

iv. The company I hire my car from (informal).

In addition, from the point of view of meaning, we can say that prepositions often show a relationship of some sort between two entities. For example, in a simple sentence like "The book is on the table", the preposition signal a spatial relationship between the book and its location, which is denoted in this sentence by the prepositional complement.

**Self Assessment:**

**Exercise 5:**

Fill in the appropriate preposition in each of the spaces in the sentences below:

- |                        |   |                   |
|------------------------|---|-------------------|
| 1. I haven't seen Sani | - | two years         |
| 2. She returned        | - | her parents' home |
| 3. They went home      | - | bus               |
| 4. I arrived           | - | the hotel         |
| 5. There is a bridge   | - | the river         |
| 6. The cat jumped      | - | the mantelpiece   |
| 7. He was sitting      | - | his case          |
| 8. We lifted him       | - | the table         |
| 9. Don't touch it      | - | bare hands        |
| 10. He was absorbed    | - | his work          |

### THE PRONOUN

The pronoun is a word used in the place of a noun or a noun phrase. Pronouns are employed basically to avoid repetition of nouns. The word or group of words that a pronoun replaces is called its antecedent.

Pronouns can be any of the following: personal, demonstrative, indefinite, possessive, reflexive and relative. Let us now discuss each one of them

**1. Personal Pronoun:**

This is used to refer to three persons

- |                       |   |                                       |
|-----------------------|---|---------------------------------------|
| (a) The first person  | - | I, we e.g. I see it, he knows you     |
| (b) The second person | - | You e.g. did you see the snake?       |
| (c) The third person  | - | He, she, it, they e.g. They live here |

The personal pronoun follows a particular system of occurrence. The table below roughly summarizes the structure classes of the personal pronoun.

| SINGULAR  |                |                  |                       |                           |
|---|----------------|------------------|-----------------------|---------------------------|
| SUBJECT   |                | OBJECT           | PRONOMINAL POSSESSIVE | SUBSTITUTIONAL POSSESSIVE |
| 1 <sup>st</sup><br>2 <sup>nd</sup><br>3 <sup>rd</sup> Masculine | I<br>You<br>He | Me<br>You<br>Him | My<br>Your<br>His     | Mine<br>Yours<br>His      |
| Feminine  | She            | Her              | Her                   | Her                       |
| Neuter  | It             | Its              | Its                   | Its                       |

| PLURAL                 |      |        |                       |                           |
|------------------------|------|--------|-----------------------|---------------------------|
| SUBJECT                |      | OBJECT | PRONOMINAL POSSESSIVE | SUBSTITUTIONAL POSSESSIVE |
| 1 <sup>st</sup>        | We   | Us     | Our                   |                           |
| 2 <sup>nd</sup>        | You  | You    | Your                  | Our<br>Yours              |
| 3 <sup>rd</sup>        | They | Them   | Their                 | Theirs                    |
| Interrogative/Relative | Who  | Whom   | Whose                 | Whose                     |

## 2. Possessive Pronouns:

These show possession or ownership of something. Examples of possessive pronouns include: mine, yours, his/hers, ours, yours, and theirs.

Examples: This (room) is ours.

That car is theirs too.

You're using mine.

Where's yours?

## 3. Reflexive Pronouns:

These are pronouns ending in “\_self” or “\_selves”. Examples: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

- The new town hall was opened by the chairman himself
- Audu and Muhammad blamed themselves for the accident
- Take care of yourselves.
- Did you take your dog with you?

## 4. Relative Pronouns:

A relative pronoun relates to some nouns or personal pronoun going before it. The particular function of a relative pronoun is to begin either a structure modifying a preceding noun or nominal group, or a structure for which nominal group could be substituted (e.g. tell me what you know). The relatives include:

Who, Whom, Whose, Which, That, What, When, Where, Whoever, Whichever, Whatever, Why, How e.t.c

## 5. Demonstrative Pronouns:

These point out certain persons or things. They are in singular and plural forms: the singular forms include “this” and “that” while the plural forms are: ‘these’ and “those”. The former point to something or person that is close and the latter point to things or persons that are far/remote.

Examples:

- (a) This is my umbrella. That's yours
- (b) These are the old classrooms. Those are the new ones
- (c) Who's that (man over there)? – that's Tom jack.

## 6. Indefinite Pronouns:

An indefinite pronoun does not point to a particular person or thing. Some indefinite pronoun may take singular or plural verbs. Examples of indefinite pronouns are: nobody, nothing, somebody, anything, anyone, any, everyone, none, all, anybody, someone, everybody, something, you, one.

Examples:

- (a) Can you/one camp in the forest?
- (b) They fine you for parking offences
- (c) They say it is going to be a cold winter
- (d) Would someone lend me their binoculars
- (e) Everyone has read the notice e.t.c.

#### 7. Interrogative Pronouns:

They are used for asking questions. Examples are wh\_? Words: who, whom, whose, what, which

- (a) Who pays the bill?
- (b) Whose/which horse won?
- (c) What happened
- (d) Who are these boys? e.t.c.

Self assessment:

#### Exercise 6:

Identify the pronouns in the following sentences and say which type it is. No 1 has been done for you.

- (1) Look at that bird: It always comes to my window (the pronoun's "it", it is a personal pronoun).
- (2) Blame Audu! It was he who chose this colour
- (3) It was Peter who lent us the money
- (4) It is not always easy to amuse oneself on holiday
- (5) Who pays the bill?
- (6) It never occurred to me that perhaps he was lying

#### CONJUNCTIONS

The next item you will study are conjunctions. They belong to a closed class of words that have a linking function. There are two types of conjunctions: "coordinating conjunctions (e.g. and, or, but) and subordinating conjunctions (e.g. that, if whether, for, because, although, when etc.) Let us begin by looking at some examples of structures containing coordinating conjunctions.

- (a) He plays squash and rugby.
- (b) I bought a computer and a keyboard.
- (c) I make the payments and keep the accounts.
- (d) We came in first but (we) didn't win the race.
- (e) Both men and women were drafted into the army.
- (f) He can neither read nor write.
- (g) Not only men but also women were chosen.

#### Subordinating Conjunctions

Subordinating conjunctions introduce subordinate adverb or noun clauses. The subordinating conjunctions are introduced by such words as: when, if, because, although, while, e.t.c. Examples:

- (a) Although Abu passed his exams, he was not satisfied
- (b) Monday arrived at the house while the snake was being chased

Subordinators are quite different from coordinating conjunctions in that they link units of unequal syntactic status.

## INTERJECTIONS

Interjections are expressions of emotion, physical state, agreement, disagreement, and such like. This is usually indicated by an exclamation mark (!). Here are a few examples: ah, erh, hmm, no, oh, ouch, phew, slot, yes, yuck e.t.c.

- (a) Oh! I have made it!
- (b) Wow! She is a beauty

Interjections are regarded as a separate word class in deference to traditional grammarians.

## DETERMINERS/ARTICLES

Determiners are words which specify more precisely the meaning of the nouns they precede. Here is a list of the most common determiners in English with a few examples:

| Determiner | Example               |
|------------|-----------------------|
| The/a      | The/a camera          |
| The/these  | This film/these films |
| That/those | That dog/those dogs   |
| Which      | Which house?          |
| Whose      | Whose classmates?     |

As you can see from the examples above, determiners include a number of sub-groups. One of them is articles which we shall examine shortly. Another member of the sub-group is the possessive namely: my, his, her, theirs, our e.t.c. there is also the numerals: one, two, three e.t.c. Included also as a sub-group are qualifiers: much, more, little, a little, few, a few, most, all, both, several, e.t.c. Demonstrative too form part of the group and they include: this, that, these, those e.t.c.

## ARTICLES:

Let us now look at this important closed class item. The article is a word that usually occurs in company of a noun generally to specify the meaning of the noun. There are both definite and indefinite articles.

### The Definite Article

The definite article specifies or makes specific reference. It is used to refer to something already mentioned: example: "the"

The boy              The girl              The day

The boys              The girls              The days

"The" is the same for singular and plural and for all genders.

Other examples of definite articles include: my, your, his, her, their, this, that, those:

- This show will last till the end of July
- That car of John is always breaking down

### THE INDEFINITE ARTICLES

They are used to refer to something indefinite or not particular. You should take note that this is different from definite articles that specify or make specific reference.

The form "a" is used before a word beginning with a consonant, or a vowel with a consonant sound:

A man, a hat, a university, a European, a one-way street

- He is a European
- I need a man
- He is driving along a one-way street

The form "an" is used before words beginning with a vowel:

(a, e, i, o, u) or words beginning with a mute "h"

An apple              an island              an uncle

An egg              an onion              an hour

- The distance can be made in an hour.
- An onion would be needed for the stew.
- That child needs an egg.

### **Self Assessment Exercise: 7**

- (a) Define the terms Definite article and Indefinite article and give examples of each of them.  
(b) Make three sentences with each of the examples.

### **4.0 CONCLUSION**

Word classes are very important in English. You cannot build up enough English vocabulary without the mastery of the various word classes. You need to be able to use the right word in both your written and spoken English. So, it is pertinent that you learn the English word classes and use them in your speeches and writing.

### **5.0 SUMMARY**

In this unit, you have been exposed to open and closed word classes in English. You have also attempted the various exercises given on the two types of word classes. We hope this will further enhance your vocabulary of English.

### **6.0 TUTOR- MARKED ASSIGNMENT**

6a In each of the following sentences there is a gap. After each sentence, there is a list of words lettered A-E. From this list choose the word or word group that best completes each sentence.

1. It was clear we both enjoyed -----at the party last night.

- A. To dance B. To have dance C. To be dancing D. To dancing E. Dancing

2. Participants at the seminar refused to share their papers.....

- A. Between Themselves B. For themselves C. within themselves

D. Anyone themselves E. Among themselves

3. On Olu's arrival he saw that the house-help with his assistant.....

- A. Was just being introduced B. Was just been introduced C. Had just be introduced

D. Have just being introduced E. Were just being introduced

4. Ade asked if any of the staff could help ..... the mail-bag

- A. Holding B. Held C. To hold D. hold E. To holding

5. Many traders preferred the traditional sack..... the new one.

- A. Than B. from C. To D. for E. Against

6. .... Of the several nurses brought before the matron seemed to know anything about the head-band.

A. Both B. Neither C. Either D. None E. only

7. Audu has resigned from the club although he ..... its secretary general.

A. Used to be B. Used to be C. was used to D. used to E. use to

8. After a terrible experience, Zainab vowed never to travel.....

A. With bus B. By road C. By luxuriantly D. In bus E. On bus

9. The new set of directors was asked..... Their predecessors.

A. To take cue with B. To take a cue from C. to take a cue than

D. to take a cue on E. To take a cue beside

10. Not even his father could..... to continue

A. Prevail with him B. prevail for him C. Prevail in him D. prevail to him E. prevail on him

6. B) Read the sentences below and for each of the underlined word or word group substitute another word or word group that is very nearly the same in meaning as the underlined one.

1. Despite the abortion of the planned trip, the intending travelers continued to wait.

A. Murder B. Slifing C. Abandonment D. Termination E. cancellation

2. Loud ovation heralded the arrival of the national team

A. foredosed B. Beckened C. signaled D. suggested E. Blasted

3. After the investigation, Mohammed was exonerated from blame.

A. Examined B. extolled C. declared D. disabused E. cleared

4. He was so addicted to cigarette smoking that he often avoided decent company.

A. predisposed B. Connected C. conditioned D. appalled E. affiliated

5. The looming crisis was avoided through the action of the Parent Teacher Association

A. Expectant B. imminent C. Blooming D. incipient E. covered

6 C) Read the sentences below and for each the of underlined words or group of word substitute another word or word group that is very nearly opposite in meaning to the underlined one

1. The television station begins its daily programmes with some prayers

A. Commences B. ends C. Finless D. attenuates E. recreates

2. Hockey players insist on good concentration while dribbling.

A. Animosity B. chiregard C. clrobnmess D. Contempt E rely on

3. The company recruitment polry tallied with its principle for excellence.

A. delived into B. differed from C. deviated from D. distanced from E. incurred into

4. Student of Nigerian Universities are tired of incessant closures

A. occu-sunal B. uncessing C. rapid D. contant E. nonchalant

5. Computer facilities have provided some relief to statisticians

A. relear B. receipt C. deceit D. burden E. tariff

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## UNIT 3: TENSES

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### 1.0 INTRODUCTION

You will be introduced to tenses on importance aspect of English in this unit. Tense is a grammatical notion which refer to the way language encodes the semantic notion of time. English has two basic tenses: present tense and past tense. The future time is not considered a tense since it makes use of auxiliaries and the simple present verb form.

#### 3.1 The Present Tense

There are two present tense in English:

- The simple present: I work.
- The present continuous: I am working.

In this section, you will learn how to distinguish between the simple resent tense and the present continuous tense

#### The simple present tense

In the affirmative the simple present has the same form as the infinitive but add an 's' for the third person singular:

| Affirmative  | Negative                      | Interrogation        | Negative interrogation |
|--------------|-------------------------------|----------------------|------------------------|
| I work       | I do not work                 | Do I work?           | Do I not work?         |
| You work     | You do not work               | Do you work?         | Do you not work?       |
| He/she works | He/she <del>do</del> not work | Does he/she/it work? | Do we not work?        |
| We work      | We do not work                | Do we work?          | Do you not work?       |
| You work     | You do not work               | Do you work?         | Do they not work?      |
| They work    | They do not work              | Do they work?        |                        |

Irregular verbs form this tense in exactly the same way.

The present continuous

The present continuous tense is formed with the present tense of the auxiliary verb "be + the present participle".

| Affirmative          | Negative                 | Interrogative         |
|----------------------|--------------------------|-----------------------|
| I am working         | I am not working         | Am I working?         |
| You are working      | You are not working      | Are you working?      |
| He/she/it is working | He/she/it is not working | Is he/she/it working? |
| We are working       | We are not working       | Are we working?       |
| They are working     | They are not working     | Are they working?     |

Negative interrogation: am I not working? Is he/she/it not working? Etc.

Exercise 1: Fill in the blanks with the simple present or the present continuous forms of the verbs given in brackets.

1. I ..... (go) to church every Sundays.
2. I ..... (do) my assignment now. My sister ..... (ply) in the yard.
3. My dog ..... (bark) a lot, but ..... (bark) at the moment.
4. We cannot go now, it ..... (rain).
5. She ..... (seen) to be very busy.

### 3.2 The simple past tense

Please note that:

- a) The simple past tense in regular verb is formed by adding "ed" to the infinitive:  
work                                  simple past: worked
- b) For verb ending in "e" add "d" only  
infinitive: to love                                  simple past: loved
- c) The same form is used for all persons.  
worked                                  You worked                                  He worked etc
- d) The negative of regular and irregular verb is formed with "did not"(didn't) and the infinitive.  
not/didn't work    I did  
did not/didn't work.                                      you
- e) The interrogative of regular and irregular verbs is formed with "did + subject, + infinitive"

- f) Irregular verbs form:  
Please note that these vary considerably in their simple past form:  
e.g. **infinitive**    **simple past**

|          |      |
|----------|------|
| to eat   | ate  |
| to leave | left |
| to see   | saw  |

In this case, you need to learn the past form of each irregular verb, but once this is done, there is no other difficulty, as irregular verbs (like regular verbs) have no inflections in the past tense.

### 3.2 The past continuous tense

The past continuous tense is formed by the past tense of the verb "to be + the present participle".

I was working,

You were working

We were working,

He/she/it was working,

Note that this tense emphasizes the continuity of event in the past.

### 3.3. The present perfect tense

The present perfect tense is formed with the present tense of "have + the past participle: I have worked, etc.

| Affirmative          | Negative                 | Interrogation         |
|----------------------|--------------------------|-----------------------|
| I have worked        | I have not worked        | Have I worked?        |
| You have worked      | You have not worked      | Have you worked?      |
| He/she/it has worked | He/she/it has not worked | Has he/she/it worked? |
| We have worked       | We have not worked       | Have we worked?       |
| They have worked     | They have not worked     | Have they worked?     |

### 3.3 The past perfect tense

Please note that the past perfect is the equivalent of the present perfect.

For example:

Present: Bob has just left

Past: Bob had just left

Note also that this tense is formed with "had" and the past participle:

- Affirmative: I had/ I'd worked, etc
- Negative: I had not/haven't worked, etc
- Interrogative: had I worked, etc
- Negative interrogation: had I not/hadn't I worked? Etc.

### 3.4 The present perfect continuous tense:

This tense is used to describe an action that started in the past and is still continuing. It is formed by the present perfect of the verb "to be + the present participle".

- Affirmative: I have been working, he has been working, etc
- Negative: I have not/haven't been working, etc.

- Interrogation: have I been working?, etc
- Negative interrogation: have I not/haven't I been working?, etc

### 3.4 The past perfect continuous tense

Please note that the past perfect continuous bears the same relation to the past perfect as the present perfect continuous bear to the present perfect.

This tense is formed with "had been + the present participle. It is therefore the same for all persons:

- I had/ I'd been working
- They had not/ hadn't been working
- Had you been working?
- Had you not/ hadn't been working?

Note that this tense is not used with verbs which are not used in the continuous forms, except with "want" and sometime "wish"

- The man was delighted with his new car. He had been wanting one for a long time.

#### Exercise 2:

Put the verb given in bracket in the simple past tense

The rich old man ..... (advise) the people in the village to work hard. He ..... (tell) them that the people in other villages around are not lazy. They all ..... (work) very hard. They ..... (weed) their farm and ..... (sweep) their house. The men ..... (mend) the roofs of the house so that these ..... (will) be no leagues. They ..... (clear) the bush to drive away snakes and mosquitoes.

#### Exercise 3:

Put the verb given in the bracket in the present perfect.

- He ..... (go) out
- I ..... (read) the instruction but I don't understand them.
- Achebe ..... (write) a number of short stories.
- What you (do) since I met you last?
- He ..... (be) in the army for two years.
- This is the first time I ..... (see) a mounted troop.
- It ..... (be) very cold lately but its just the beginning to get warmer.
- It ..... (work) for us years.
- It is two months since John ..... (smoke) a cigarette
- He had a bad fall last month and ..... (be) off work since.

#### Exercise 4:

Put the verbs given in brackets in exercise three in the past perfect

### 3.5 The Future

You will recall that we said in the introduction to this unit that English has two basic tenses (present and past) and that the future time is not considered a tense since it makes use of auxiliaries and the simple present verb form. In this section, we shall study how to express future time in English.

#### 3.5.1 The simple present used for the future

This tense can be used with a time expression for a definite future arrangement:

- The students start school on Monday
- I leave tonight

Instead of the present continuous tense

- The students are starting school on Monday
- I'm leaving tonight

Note that the simple present is more impersonal than the continuous.

The simple present can also sound more formal than the continuous

#### 3.5.2 The present continuous as a future form

Note that in this use, the time must be mentioned, or have been mentioned, otherwise there may be confusion between present and future.

The present continuous can express a definite arrangement in the near future e.g. "I'm taking an exam in October" implies that I have entered for it; and also "Ado and Sule are meeting tonight" implies that Ado and Sule arranged this.

But with verbs of movement from one place to another, e.g. "arrive, come, drive, fly, go, leave, start, travel", verbs indicating position e.g. "stay and remain" and the verbs "do" and "have", the present continuous can be used more widely. It can express a decision or plan without any definite arrangement e.g.

- I'm going home tonight
- I'm leaving tonight. Etc
- 

#### 3.5.3 The future simple: will/shall + indefinite

Please be reminded that there is no future tense in modern English but for convenience we often use the term "future simple" to describe the form I "will/shall" + bare infinitive

| Affirmative | Negative | Interrogative |
|-------------|----------|---------------|
|-------------|----------|---------------|

|   |   |   |
|---|---|---|
| I will/I'll work<br>I shall work<br>He/she/it will/I'll work<br>We will/we'll work <u>or</u><br>We shall work<br>You will/you'll work<br>They will/they'll work | I will not/won't work<br>I shall not/shan't work<br>He will not/won't work etc<br>We will not/won't work <u>or</u><br>We shall not/shan't work<br>You will not/won't work<br>They will not/won't work | Shall I work?<br>Will he work? Etc<br><br>Shall we work?<br>Will you work?<br>Will they work? |
|---|---|---|

First person "will" and "shall"

Note that formerly "will" was kept for intention: e.g.

- I will wait for you = I intend to wait for you;

And "shall" was used when there was no intention i.e. for actions where the subject's wishes were not involved:

- I shall be 40 next week.
- We shall know the outcome next week. (it will be in the papers).
- Unless the taxi comes soon we shall miss our plane.
- I'm sure I shan't lose my way.

Note that "shall" used above is still found in formal English, but is no longer common in conversation. Instead we normally use "will" e.g.

- I will be 40 next week
- We'll know the outcome tomorrow
- Unless the taxi comes soon, we'll miss the plane
- I'm sure I won't lose my way.

Sometimes, however, "will" might change the meaning of the sentence. If in "I shall see Audu tomorrow", which could be an expression of intention. To avoid ambiguities of this kind, we use the future continuous tenses: e.g.

I'll be seeing Audu tomorrow

#### 3.5.4 The future continuous tense

This tense is made up of the future simple of "to be + the present participle, "will" is more usual than "shall", except in the interrogative:

- Affirmative: I/we will/shall be working

He/she/it/you/they will be working.

- Negative: I/we will/shall not be working  
He/she/it/you/they will not be working
- Interrogative: shall/will I/we be working?  
Will he/she/it/you/they be working?
- Negative interrogative: will he not/won't he be working? Etc

### 3.5.5 The future perfect

This is a future form that is normally used with a time expression beginning with "by": "by then", "by that time", "by the 15<sup>th</sup>, etc. e.g.

- By the end of next month he will have been there for ten years.

It is used for an action which at a given future time will be in the past, or will just have finished. Imagine that it is 4<sup>th</sup> December and Ado is very worried about an exam that he is taking on 15<sup>th</sup> December. Someone planning a party might say:

- We'd better wait till 16<sup>th</sup> December. Ado will have had his exam by then, so he'll be able to enjoy himself.

### 3.5.6 The future perfect continuous

Note that this tense like the future perfect is normally wed with a time expression beginning with "by" e.g.

- By the end of this month he'll have been acting for five years.

Note that the future perfect continuous bears the same relationship to the present perfect, i.e. the future perfect continuous can be used instead of the future perfect:

## 4.0 CONCLUSION

Tenses are very important aspect of English. To be able to communicate well in both spoken and written English, you need to master the tenses in English.

## 5.0 SUMMARY

In this unit, you have learnt different kinds of tenses in English. You have attempted some exercises on tenses. We hope you will improve upon your uses of tenses in English.

## 6.0 TUTOR-MARKED ASSIGNMENT

Question 1:

Supply the correct tense of the verb in brackets

- i. The man said he (to be) in a hurry

- ii. If it (to rain), farmers will plant their crops.
- iii. He (work) in that bank for four years.
- iv. I'm (leave) tonight, I've (get) my plane ticket.
- v. I (see) them on your desk a minute ago.
- vi. Tom (have) a bad crash. He's probably still in the hospital.
- vii. The (has) break down. We have to use the stairs.
- viii. We (live) there for ten years but we don't live there now.
- ix. I have (been wait) for an hour and he still (hasn't turn) up.
- x. He had (leave) his case on the evening train.
- xi. He (try) five times to get her on the phone.

**Question 2:**

Form the negatives of the following sentences

- i. I met him yesterday
- ii. He worked in that bank for four years
- iii. I was talking to John the other day.
- iv. The lift has broken down
- v. Have you had breakfast?

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## Unit 4:

### USE OF DICTIONARY

#### CONTENTS

1.0 INTRODUCTION

2.0 OBJECTIVE

3.0 The dictionary

3.1 Types of dictionary

4.0 Conclusion

5.0 Summary

6.0 Tutor-marked assignment

7.0 References

#### 1.0 INTRODUCTION

Words have different meanings in isolation. For example, when you say "move" to someone you imply that or mean that the person should change place or walk away. "The Chambers English Dictionary" defines "move as...." To cause to change place or posture" we can therefore say that word meaning is the dictionary meaning of words which is also called its denotative meaning.

#### 2.0 OBJECTIVES

By the end of this unit, you should be able to

- (i) Define dictionary meaning
- (ii) Give the various types of dictionaries
- (iii) Identify the various uses of the dictionary
- (iv) Know how words are arranged in the dictionary
- (v) Learn how to use the dictionary

#### 3.0 THE DICTIONARY

The dictionary is a reference book. Its major functions are to provide meanings for words in the language. The other functions of the dictionary will be enumerated under the section on the uses of the dictionary. You should endeavor to learn how to use the dictionary effectively to enhance your vocabulary in the language.

##### 3.1 The uses of the dictionary

Apart from providing meaning for words in the language, you should know that there are other uses of the dictionary. These include the following:

1. Showing the way words are pronounced; these are put in slash e.g. /MU:V/ move
2. Showing alphabetical order of words (a-z)
3. Showing the part of speech of the words e.g. V for verb (move, v.t.)

## Unit 4:

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##### 1.0 INTRODUCTION

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##### 1.0 INTRODUCTION

Words have different meanings in isolation. For example, when you say "move" to someone you imply that or mean that the person should change place or walk away. "The Chambers English Dictionary" defines "move as...." To cause to change place or posture" we can therefore say that word meaning is the dictionary meaning of words which is also called its denotative meaning.

##### 2.0 OBJECTIVES

By the end of this unit, you should be able to

- (i) Define dictionary meaning
- (ii) Give the various types of dictionaries
- (iii) Identify the various uses of the dictionary
- (iv) Know how words are arranged in the dictionary
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##### 3.0 THE DICTIONARY

The dictionary is a reference book. Its major functions are to provide meanings for words in the language. The other functions of the dictionary will be enumerated under the section on the uses of the dictionary. You should endeavor to learn how to use the dictionary effectively to enhance your vocabulary in the language.

##### 3.1 The uses of the dictionary

Apart from providing meaning for words in the language, you should know that there are other uses of the dictionary. These include the following:

1. Showing the way words are pronounced; these are put in slash e.g. /MU:V/ move
2. Showing alphabetical order of words (a-z)
3. Showing the part of speech of the words e.g. V for verb (move, v.t.)

4. Giving the context in which the word is used
5. Giving example of sentences in which the words can be used
6. Providing learners with useful idiomatic expressions and illustrating the context in which such expression can be used e.g.
  - (a) By disobeying the principal, the boy was heading for the high jump
  - (b) By taking on the union, the managing director was working on a tight rope
7. Providing the colloquial usage of a word, if applicable
8. Giving the different derivational forms of the word e.g. move-moved, moving-movable e.t.c
9. Showing the singular/plural status of words as in:
  - aircraft (singular/plural), furniture (singular/plural)
10. Identifying words representing a set or body as in:
  - alphabet – set of letter of a language
  - army – group of soldiers
  - envelop (v); envelope (n) e.t.c.
11. Showing whether an expression/word is archaic or in modern use as in
  - “thou art” instead of “you are”

Excuse 1. A) Define the dictionary

b) list five uses you can make of a dictionary

### 3.2 TYPES OF DICTIONARY

Apart from the common language dictionary discussed above, there are subject dictionaries which can provide you with useful educational and general information. These subject dictionaries select and explain key terms and specialized words commonly used in the subject. For example a dictionary of literary terms may select and explain terms such as simile, metaphor, epigram, couplet, and so on. Those dictionaries use the same pattern of alphabetical order to arrange the words explained in them, and the same method of location of words can be used as in the language dictionaries

Some of these subject dictionaries include:

- i. Dictionary of literary terms.
- ii. Dictionary of mathematics.
- iii. Dictionary of geography.
- iv. Dictionary of physics.
- v. English pronouncing dictionary.
- vi. Dictionary of linguistics and pragmatics etc.

One other special dictionary you need to know is The Roger's Thesaurus. It is a special dictionary which has a collection of words arranged in groups according to their likeness in terms of meanings. A thesaurus does not therefore strictly follow the alphabetical order as the other dictionaries.

## 4.0 CONCLUSION

You can see from the uses into which you can put a dictionary that it is an important source of information. You need to consult the dictionary when the need arises and you will see that your vocabulary will be enhanced.

## 5.0 SUMMARY

In the unit you have learnt

- The definition of dictionary
- What you can do with the dictionary i.e. its uses; and
- Types of dictionary

## 6.0 TUTOR MARKED ASSIGNMENT

A) Write out ten expressions in which the word "move" occurs in the dictionary

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

(B) Rearrange the following words in alphabetical order as they will appear in a dictionary.

|           |              |            |
|-----------|--------------|------------|
| Move      | course       | expression |
| General   | audio visual | judge      |
| Education | remedy       | valve      |
| Order     | fool         | decode     |
| Mantle    | inch         | hike       |
| Zip       | barometer    | learners   |
| Bat       | quick        | words      |

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## **UNIT 5:**

### **NOTE-TAKING**

#### **1.0 INTRODUCTION.**

Note-taking is one of those things you will do as students throughout your studies. You will listen to lectures and discourse and take notes.

Please be aware that the term "Note-making" is often used interchangeably with note taking by some people but there is slight difference between the two. The reader makes note from materials he reads and the listener takes note from the discourse or lecture he receives/ listens to. In both cases there is an attempt to decode a message, to process or evaluate information, to reconstruct a message, or to make a note which will represent not only a statement of essential ideas, fact and details presented, but also the reader's or listener's reactions to these . In view of this fact, note taking is used as an umbrella term to cover the making of notes from both reading materials and lectures. However, as this unit is titled "note-Taking" we shall consider note - taking mainly in the context of college and university lectures, speeches and discourse.

#### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- I. Define the term "note-taking"
- II. Distinguish "note-making" and "note-taking"
- III. State clearly how to take notes from lectures, speeches and discuss
- IV. Apply note-taking techniques to taking notes from lectures; and
- V. State the qualities of a good note.

#### **3.0 NOTE-TAKING: WHAT IT IS**

As we noted in the introduction above, note-taking is used in connection with notes made from listening to a lecture or a discourse. There are certain procedural steps you should follow when taking notes at lectures.

We shall discuss these in the sections below:

##### **3.1 Note-taking from lectures.**

This section guides you on how to take notes from lectures, tutorials, symposium, seminars or speeches. Simply, you need to take the following steps;

- I. Make provision for all the materials you will need for note-taking: loose sheet, loose-leaf note books, writing materials and convenient writing desk or tables.
- II. Be in a state of mental readiness for note-taking i.e. pay attention to what the lecturer is saying, listen attentively to what the speaker is saying before you start to take notes
- III. Do not write what the lecturer says verbatim. Put down the summary of the main points of the lecture. Avoid irrelevances. Write cogent points and avoid writing your notes in ambiguous form.

- IV. Use abbreviations that you understand which you will be able to read conveniently after the lecture.  
Some common ones are presented below:

|                    |                       |                           |
|--------------------|-----------------------|---------------------------|
| i.e. = that is     | cit = citation        | cmj = conjunction         |
| a/c = account      | c/o = care of         | bre = British English     |
| ad = advertisement | coy = company         | nig = Nigeria             |
| aug = august       | coop = cooperate      | afr = Africa              |
| bb/bk = books      | cov. = conventional   | det = determined          |
| br = branch        | dbl = double          | sth = something           |
| etc = and so on    | doc = doctor          | feb. = February           |
| viz = namely       | dir = director        | gmt = Greenwich mean time |
| b/c = because      | idm = idiom           | mg = milligram, magnesium |
| cert = certificate | fig = figure          | n = nitrogen              |
|                    | sgm = segment, symbol |                           |

- V. Use symbols where necessary. Science and technology students are at an advantage here. Below are some of the symbols you can use in note taking.

|  |                                    |
|--|------------------------------------|
| = (is equal to or the same as)         | & (and)                            |
| ≠ (is not equal to or not the same as) | “ (omission from sentence/extract) |
| .∴ (therefore)                         | ∴ (because)                        |
| > (is greater than)                    | X (Incorrect)                      |
| < (is less than)                       | @ (at)                             |
| ? (a doubt exists)                     | % (percentage)                     |
|  | ₦ (Naira)                          |

VI. You should create room from re-writing of your notes if need be. This will enable you to correct mistakes and fill some gaps so as to make your notes meaningful.

VII. Make sure your note is neat and easy to read and comprehend.

Exercise 1:

Listen to the audio-reading of the passage “English at the University” below and take down notes from the lecture. Make sure you take down only the important points.

#### ENGLISH AT THE UNIVERSITY

English continues in most areas to be used even more intensively as a medium of instruction when the pupil goes on to further education beyond school, notably at training colleges, and the university.

At the university level the main emphasis switches to the writing form of English, and a student's English often needs attention throughout his whole university period. The oral approach is best for the earlier stages of education, yet the very success of this approach is likely to have had effects on the student's written style, and the university student needs supplementary practice in what is, after all, a separate and equally necessary idiom that is written English. The attainment of the Oversea School Certificate or its equivalent does

not guarantee that the candidate will write perfect idiomatic English at the University. Accordingly, continuous attention to student's English composition is necessary if they are to derive full profit from their course.

The final aim should be to produce a student whose English will give him full control of the type of writing and reading required to master his subject successfully at degree level, and to use his attainment afterwards both in his professional life and in society in general. Since, therefore, adequate English for an engineer, for example, may be different from the English adequate for a student of English literature, any supplementary English course required at higher specialisation stage or university should be based on a survey of these varying needs. Several courses of this type will probably be required to cover the range of subjects being studied.

The need for training students in efficient methods of study is a universal educational problem, but when it is related to study through the medium of English as a second language the two aspects interact with particularly important consequences. If a student is taught to use his skill in language methodically, he will avoid dissipating energy on problems that may not be language problems at all.

A special problem arises with a student who proceeds by scholarship or other means to a university or other institution in the United Kingdom or in any other English-speaking country. He now faces the ultimate test of his use of English, namely, direct competition with students who speak and write English as native speakers. The student from overseas who has learned his English as a second language can seldom compete on absolutely equal terms. For this reason attention is drawn to our proposal for supplementary courses in English.

(From The Makerere Report on Teaching of English as a Second Language,

1963, Government of Uganda)

#### 4.0 Conclusions

Note-taking is very crucial to the success of all students in their studies. It is a skill students need to benefit optimally from lectures, seminars, tutorial and speeches. You must endeavour to always take note as discussed in this module while listening to lectures.

#### 5.0 SUMMARY

In this unit, you have learnt that:

- i. Note-taking means taking note from lectures, talks or speeches
- ii. To make good notes from lectures, you need to pay attention to what the lecturer is saying
- iii. When taking note, you should put down the main points, use symbols and abbreviations when necessary and make your note readable by rewriting the note after listening to the lectures.

#### 6.0 TUTOR - MARKING ASSIGNMENT

Listen to the tape recording of the passage "World Government" and take note of the silent points for submission to your tutor.

## World Government

If a world government is to work smoothly, certain economic condition will have to be fulfilled. One of this which is beginning to receive wide – spread recognition is the raising of the standard of life in what are now under – developed countries to the level which prevail among the most prosperous population of the west. Until a certain economic quality among the different part of the world has been achieved the poorer nations will envy the richer ones, and the richer ones will dread violent action on the part of those who are less prosperous.

But this is not the most difficult economic measure that may be necessary. Various raw materials are essential to industry. Of these, at present, oil is one of the important. Probably uranium, though no longer needed for purpose of war, will be essential for the industrial use of nuclear energy. There is no justice in the private ownership of such essential raw materials and I think we must include in undesirable private ownership, not only that by individuals or companies, but also that by separate states. The raw material without which industry is impossible should belong to the international authority and be granted to separate nations in accordance with the two principle of justice and aptitude for their use. Nations which are lacking in this aptitude should be helped to acquire it.

In a stable world such as we are envisaging, there could be in many ways a great deal more freedom than there is at present. There would, however, be some new limitation on freedom, since it would be necessary to inculcate loyalty to the International Government and to curb incitements to war by single nation or groups of nations. Subject to this limitation there should be freedom of the press, freedom of speech and freedom of travel. There should be a very radical change in education. The young should no longer be taught to over – emphasize the merit of their own countries, to feel pride in those of their compatriots who had shown most skill in killing foreigners, or to adopt Mr. Podsnap's Maxin "Foreign Nations, I am sorry to say, do as they do." History should be taught from an international point of view with little emphasis on wars and much emphasis upon peaceful achievements, whether in knowledge or art, or in exploration or adventure. The education authorities of a single country should not be permitted by the International Government to stir up chauvinist feeling or to advocate armed rebellion against the International Government. Apart from those limitations, there should be a much greater freedom in education than there is at present. Unpopular opinions, unless they were such as to cause danger of war, should be tolerated in teachers. The whole emphasis, in all teaching of history or social subjects, should be on Man and not on separate nations or groups of nations.

(From "Has Man a future?". BERTRAND RUSSELL)

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