

## GSP 1201/2201: USE OF ENGLISH

### 1. Vocabulary development

- Denotation and connotation
- Register/jargons:
- Antonyms and synonyms
- Phrasal verbs, and idioms

### 2. Basic grammar: discusses the component of the grammar

#### ➤ Parts of speech

- ✓ Noun
- ✓ Pronoun
- ✓ Verbs
- ✓ Adverbs
- ✓ Adjectives
- ✓ Conjunctives
- ✓ Prepositions
- ✓ interjections

#### ➤ Tenses

- ✓ **Present tense:** simple, continuous, perfect and perfect continuous.
- ✓ **Past tense:** simple, continuous, perfect and perfect continuous.
- ✓ **Future tense:** simple, continuous, perfect and perfect continuous.

#### ➤ The Phrase, Clause and Sentences:

#### ➤ The Phrase and its types: noun, verbal, prepositional, adverbial and adjectival phrases.

#### ➤ The clause and its types: Main and Subordinate clauses

#### ➤ Sentences: types, structure and function:

#### ➤ Types of Sentences: Simple sentence: 1 ind clause

Compound sentence: 2 or more ind clause (cord)

Complex sentence: 1 ind and 2 more dependent

**Structure:** defining sentence elements such as; subject, verbs (predicate), object, complement and adjunct.

**Function:** Declarative, Interrogative and Imperative Sentences.

#### ➤ Punctuation:

- ✓ The full stop
- ✓ The question Mark
- ✓ The comma
- ✓ The exclamation mark
- ✓ The semi colon
- ✓ The Dash

- ✓ The apostrophe
- ✓ The hyphen
- ✓ The Quotation marks (inverted commas)
- ✓ The Parentheses (Bracket)
- ✓ The capital letters

3. **Reading comprehension:** to test student's capacity on how to comprehend reading materials. It helps to search basic information in a passage.

**Types of reading:**

- ✓ Scanning
- ✓ Skimming
- ✓ Intensive
- ✓ Extensive and
- ✓ Browsing

**Impediments to effective reading:-**

- Vocalization and sub-vocalization
- Regression
- Finger pointing - backward
- Lisp

4. **Summary:** essentially focuses on how to summarize a text, or précis, extracting relevant information from a whole text without losing the central meaning of the text.

5. **Written communication:** attention should be placed on the importance of written communication for studies and life as a working class. Basic parts and structures of correspondences such as letters, memos, circulars, reports and essays should be revisited.

**Types of essay:**

- Narrative essay
- Descriptive essay
- Argumentative essay
- Expository essay
- Minutes taking
- Curriculum vitae
- Letter writing: formal, business or official / informal, personal or private

6. **Spoken English:** discusses the foundation of the spoken English. It handles the following.

- ✓ Vowels and consonant
- ✓ Minimal pairs
- ✓ Syllable structures and consonant clusters
- ✓ Stress and intonation etc.

✓ Mother tongue interference in speech

7. **Language and style:** introduces students to appreciate literature and language of language or literary language. Extracts of literary texts such as prose, poetry and drama will be provided. The texts will focus attention on figures of speech, style, dialogue, setting and plot.

### Vocabulary development

#### Denotation and connotation

A word may have many different meanings. The noun 'ring' for instance, has such varied meanings as a band worn around a finger, a roped-off area for boxing, and a telephone call. These literal, objectives, ordinary, dictionary or logical meaning of a word are its denotative meanings.

Denotation: Literal meaning that considers features

**Man** = +human +male +adult

**Woman** = +human -male +adult

**Boy** = +human +male -adult

In addition to their denotative meanings, many words have connotative meanings. The connotative meanings are meanings that may be associated with the word by a reader or listener. They are the subjective, contextual, emotional or personal meanings the word suggests beyond its denotative meanings.

Words	denotative	connotative
Goat	domestic animal	stubborn
Home	shelter/house	to die
Heart	body organ	backbone/ pillar
Blue	colour	love

Table = made for office work

Table = I will table your complain to the vice chancellor

**Register/jargons:** language varies as its function varies, it differs in different situations. The name given to a variety of language distinguished according to its use is what is called register. In the other words, registers are technically jargons used by particular trade or profession. They are lexical items that are peculiar to a particular profession. An outsider who is not a member of particular profession finds it difficult to understand when professionals in such area are discussing. This is because an outsider is not familiar with the register of such profession or trade.

\*The peculiar lexical items that are used for a particular profession. Is a particular use of language relevant to a particular social setting. It is peculiar to determine the degree of formality or otherwise: such as topic, context, purpose and audience.

\* The unique words or jargons that are used in people of a particular profession.

Every human activity ranging from farming to hunting has specialized lexical items that is peculiar to it.

### 1. **Government:**

Constitution=a legal document that contains rules and regulation according to how a country should be governed.

Democracy= government by elected representative

### 2. **Banking & finance:**

Ledger= a book of account in which a business keeps a record of all money transaction.

Collateral= serving to ensure the fulfillment of an agreement

### 3. **Medicine:**

Epidemic= a disease affecting many persons at the same place and time.

Pathology= the science of diseases of human body.

### 4. **Agriculture:**

Crop rotation= system of rotating crops on particular piece of land.

Shifting cultivation= system of moving from one piece of land to another by the farmers

### 5. **Literature:**

Tragedy= a story or drama that ends sadly. E.g. Achebe's "things fall apart"

Comedy= a play or drama that ends happily with the protagonist almost always solves his problem.

## **Antonyms and synonyms**

English language employs two main devices to achieve meaning. One such device is having many words being equivalent to some words. Synonyms are words that are almost the same in meanings. Ex. the word **remedy** is synonymous with **cure** and **antidote**. They are slightly different because a remedy may be found for trouble, a cure for disease and an antidote for poison.

The other device describes the opposite of some other words. This second device features **Antonyms** as the opposite meaning of a word. Usually, it goes with a pair of lexical items which are contrary to each other as in boy and girl ugly and beautiful, dark and bright.

## **Types of antonyms**

1. **Gradable antonyms:** they determine rank, order or magnitude of oppositeness. Such as higher-low hot and cold, sweet and bitter

- Idioms:** idioms or idiomatic expressions are group of words whose individual meaning are quite different from the meaning as a group or as an expression or as a sentence. In other words, such expressions have special meanings. They have figurative rather than literal or ordinary meanings, and the only way the reader may know them is by learning the. Ex.

1. **be in the blues:** to be depressed (I am completely in the blues, especially since I heard the death of my mother).
2. **Feather in ones cap:** something pride (I added another feather in my cap when I begged a distinguished PhD degree in linguistics).
3. **A black sheep:** a worthless member of a family or group of people (she is the only black sheep in the class; the rest are nice and kind).
4. **bring to book:** bring to justice; call to account (the plotters of the abortive coup must be brought to book).
5. **sweep the board:** defeat everyone in the contest (kano pillars f.c. swept the board in the last premier league).
6. **hit the nail on the head:** go straight to the point (the lecturer prefer to hit the nail on the head rather than go into unnecessary preliminaries).
7. **let the cat out of the bag:** reveal or divulge a secret (he talked so much that he nearly let the cat out of the bag).
8. **buy a pig in the poke:** buy something without thoroughly examining it (only callous and over-wealthy people would buy a pig in the poke).

To take the chair	to preside at a meeting
To take French leave	to leave without permission
To kill two birds at one stone	to achieve two aims at once
To walk the tight rope	to be in difficult situation

## Phrasal verbs

A phrasal verb is a combination of a verb and particle functioning together as a unit. Typically, phrasal verbs function as verbs in sentence, except that the addition of particle makes them to be complex in structure and in meaning. The particle is usually a preposition or an adverb or a combination of the two (preposition and adverb). Example:

Take over = verb + preposition

Break away = verb + adverb

Stay away from = verb+ adverb+ preposition

turn down, stand up, call off, give in, gave up, round up, come up, come along, come forward, come away, come in. ex.

1. Musa supposed to be in Kano but he **headed for** Lagos. (went)
2. Salama will **go through** the paper tonight. (read)
3. Can I **switch over** from English to Hausa? (change)
4. The manager was asked to **step aside** (leave his position)
5. He refused to **give in** to her request (surrender).
6. The presidential election has been **put off** (postponed).

Using phrasal verbs appropriately in speech or writing is one of the difficulties the learners of English as a second language (ESL) face. This is largely owing to the fact that there are certain complexities with phrasal verbs. Some phrasal verbs have meanings different to what is on the surface. Also, like normal verbs, they can be transitive or intransitive. Even within the transitive phrasal verbs, some allow for insertion of an object between the verb and the particle, while others do not.

### Types of Phrasal Verbs

Phrasal verbs can be broadly divided into two pairs according to the sense in their meanings and the nature of their structures. Thus, the two pairs are:

I. Idiomatic and Non-idiomatic phrasal verbs

II. Separable and Non-separable phrasal verbs

### Idiomatic and Non-idiomatic Phrasal Verbs

As earlier said, some phrasal verbs are literal in meaning, while some are figurative in meaning. Those whose meanings can be taken from that of the constituent words are called *non-idiomatic phrasal verbs*, while those whose meanings cannot be taken from the constituent words are called *idiomatic phrasal verbs*. Below are some examples:

### Non-idiomatic Phrasal Verbs

<u>Phrasal Verb</u>	-	<u>Meaning</u>
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Point out	-	to show
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Look up	-	to search
---------	---	-----------

Break away	-	to separate
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We should note that some non-idiomatic phrasal verbs can be idiomatic if another particle is added. For example:

Look up (to search)

Look down (to lower one's eyes)

Look up to (to consider someone as superior)

Look down on (to consider someone as inferior/ less important)

### Idiomatic Phrasal Verbs

<u>Phrasal Verb</u>	-	<u>Meaning</u>
---------------------	---	----------------

take after	-	to resemble
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run across	-	to meet by chance
------------	---	-------------------

pass away	-	to die
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### Separable and Non-separable Phrasal Verbs

The other way of classifying phrasal verbs is into separable and non-separable (fused) phrasal verbs. Separable phrasal verbs are those that allow for the insertion of an object between the verb and the particle. Non-separable phrasal verbs are those that do not allow for such insertion. Generally, separable phrasal verbs are transitive in nature. However, not all transitive phrasal verbs are separable. Below are some examples of separable and non-separable phrasal verbs:

#### Separable Phrasal Verbs

Put up

Beat up

Turn off

Put away

See off

#### Examples

Would you put them up?

He beat him up

He turned the light off

The girl put the book away

I saw him off

#### Non-separable Phrasal Verbs

Stand by

Run across

Turn up

Break down

Wear out

#### Examples

I stand by the students

He ran across an old friend

You always turn up late

The car broke down yesterday

The dress wears out

Here, it is important to note that if the object in the separable phrasal verb is a noun, then, it can be put either within the phrasal verb or after it. For example:

I saw my friends off or I saw off my friends.

But, where the object is a pronoun, it can only be put in the phrasal verb. For example:

I saw them off not \*I saw off them.

## BASIC GRAMMAR

Words in every language belong to different groups called part of speech. There is no generally accepted number of parts of speech for all languages; rather every language has its own.

### Open class

Nouns

Verbs

Adjectives

Adverbs

### Close class

pronoun

prepositions

conjunctions

determiners/interjection

## NOUNS

**Nouns:** traditionally, a noun is defined as the name of a person, place or thing. Nouns are classified into:

- a. **Proper Noun:** proper nouns are names of specific people, places days, month etc. they are begun with capital letters no matter where they occur in a sentence. Ex.

Name of person:	Musa, Isa, Ojukwu, Fela
Name of place:	Kano, Enugu, Lagos
Days, Month/holiday:	Monday, October, Independence day
- b. **Common Nouns:** common nouns are general names that represent persons or things of a kind. Unlike proper nouns that denote personal names, such names are commonly shared by persons or things that have something in common. Ex. woman, chair, table, car, etc.
- c. **Abstract nouns:** are names of qualities, emotions, actions and conditions. Abstract things are not seen, touched, heard, smelt or tested. So they are connected with ideas, and feelings. Ex. Joy, anger, honesty, bright, ugly, happiness, beauty, sad, patience, and sorrow etc.
- d. **Collective nouns:** is used for a group or collection. Groups may consist of people, objects or animals. Collective noun is regarded as a complete whole. Ex. staff, family, team, vocabulary, audience, committee etc.
- e. **Count and Non-count nouns:** generally, nouns are divided into count and non-count. Count nouns are nouns that can be counted. They have both a singular and plural form and are always used with (the indefinite article a/an) when they are singular. Ex. village, book, goat etc. non-count nouns are those that cannot be counted. They have only one form. They are not used with numbers and they take a singular verb. They do not use determiner whenever used on their own. Ex. furniture, sugar, water,
- f. **Concrete noun:** are names of things that we can see and touch. Ex. desk, chair, pencil etc.



## PRONOUN

Pronouns are words used instead of nouns so that they will not be repeated unnecessarily. Kind of pronouns:

1. **Personal pronoun:** By personal pronoun, we mean grammatical person. There are three grammatical persons, namely: first, second and third persons.

They are as follows

1 <sup>st</sup> person+ the person speaking	I or we
2 <sup>nd</sup> person + the person listening	you or you
3 <sup>rd</sup> person + the person spoken about	she/he it or they

2. **Demonstrative pronoun:** these are the pronouns that point out a particular person or thing. They include **this, these, that** and **those**. Ex
  - a) **That** is an interesting lecture
  - b) **This** is Bayero university, Kano
  - c) **Those** are still in use
  - d) **These** are bad

NB: demonstrative pronouns have the same form with demonstrative adjectives.

3. **Interrogative pronoun:** these are the pronouns that are used to ask questions. They are: **what, who, whom, whose** and **which**. Ex.
  - a) **What** is your favourite colour?
  - b) **What** can I do for you?
  - c) **Where** is your daughter?
  - d) **Who** gave you my book?
  - e) **Which** is yours?
4. **Possessive pronoun:** these are pronouns formed from possessive adjectives. They include **his, ours, its, yours, theirs** and **mine**. Ex.
  - a) This book is **mine**
  - b) The choice is **yours**
  - c) That pen is **hers**
  - d) These class are **ours**
5. **Relative pronouns:** are who, whose, which, that, whom. A relative pronoun relates to a noun or pronoun which is called antecedent. It also joins two clauses together. Ex.
  - a) He is the lecturer **that** chased his student away.
  - b) These are the chairs **which** I told you about
  - c) This is the girl **whose** father was arrested
  - d) This is the man **who** gave me a lift.
6. **Reflexive pronouns:** is placed in the object position and refers to the same person or thing as the subject. Myself, yourself, him/herself, ourselves, themselves. Ex.
  - a) She is deceiving **herself**

- b) You have dealt with **yourself**
  - c) Musa locked **himself**
  - d) They ended up hurt **themselves**
7. **Indefinite pronoun:** are pronouns that do not specify their referents. Ex.
- a) Everything is in order
  - b) All is well that ends well
  - c) Every one of us must be given one thousand Naira
- Other examples are somewhere, none, anything, every, each, some, all etc.

## VERBS

Verbs are action words. A verb shows action or state of being. A verb is either **finite** or **non-finite**. Finite verbs agree with the subjects of the sentence in which they are used and show tense. Finite verbs are grouped into **lexical** and **auxiliary** verbs.

1. **Lexical verbs:** a lexical verb is the major verb in a sentence. Lexical verb is divided into:
    - a) **Transitive verbs:** a transitive verb is usually followed by an object to complete its meaning. Ex.
      - i. John killed a big snake
      - ii. The girl saw a mad man
      - iii. She ate the food
      - iv. Musa bought some oranges
    - b) **Intransitive verb** does not need an object to make a sentence meaningful. Ex.
      - i. My mom dead last month
      - ii. It rained yesterday
      - iii. The bird sings
      - iv. The sun rises again
    - c) **Linking verb:** is a verb that connects the subject of a sentence to its complement or predicate to indicate the state of being of the subject. Ex.
      - i. Lawyers **are** liars
      - ii. My daughter **is** pretty
      - iii. These students **are** intelligent
      - iv. The syrup tastes bitter
    - d) **Regular verb:** these are verbs whose other forms can easily be predicted from their base forms. They have the following forms
- |      |         |         |         |
|------|---------|---------|---------|
| Base | dance   | cook    | pick    |
| ing  | dancing | cooking | picking |
| -s   | dances  | cooks   | picks   |
| -ed  | danced  | cooked  | picked  |

e) **Irregular verb:** the form of irregular verbs cannot be known by knowing the base as they have varying number of distinct forms. On the other hand, they changed their past and past participle in different ways. Ex.

<b>base</b>	<b>past tense</b>	<b>past-participle</b>
Give, eat, break, see	gave, ate, broke and saw	Given, eaten, broken and seen
Build, learn sit	Built, learnt, sat	Built learnt, sat
Cry, try	Cried, tried	Cried, tried
Put, cut	Put, cut	Put, cut

**Auxiliary verbs:** are the verbs that help the lexical verbs to form tenses, or to indicate doubt possibility, necessity or obligation. Auxiliary verbs are of two types:

- a) Primary auxiliary
- b) Modal auxiliary

**Primary Auxiliaries:** these verbs are three in number, namely, 'do', 'have', and 'be'.

The primary auxiliaries 'do', 'have' and 'be' act as both lexical and auxiliary verbs.

**Lexical verbs:**

- a) She **is** here
- b) Musa **does** the cleaning
- c) I **had** a boring experience there

**Auxiliary verbs:**

- a) Ladidi **is** cooking her favourite dish
- b) I **did** not find it difficult to teach
- c) She **has** thrown it away

**Modal Auxiliaries:** include can, could, will, would, shall should, may, might, ought to, used to, need and dare. Ex.

- a) You **must** go back to your house today.
- b) You **need** to see me after lecture
- c) I **will** see you
- d) I **may** come and I might not come next week
- e) I **would** like to know the outcome of discussion
- f) I **used** to eat banana every day.

**Non-finite verbs:** these verbs are called non-finite verbs because they are not restricted in any way in tense and number. They include:

- 1. participle
- 2. Gerund
- 3. Infinitive

**Participles** are verbal adjectives. That is, verbs that function as adjectives participle are of two types:

- i. **Present participle:** ends in **-ing** (we are waiting for lecturer to come)

- ii. **Past participle:** ends in **-ed** (kano pillars played yesterday)

**Gerund:** is a verbal noun. That is, it is a verb that does the work of a noun. It occupies a nominal position comfortably. Ex.

- i. reading is my favourite
- ii. cooking is her hobby

**Infinitive:** the infinitive form of the verb has two forms:

- i. the full infinitive (to - infinitive)
- ii. the bare infinitive

The full infinitive takes '**to**' construction. Ex.

- a) It is my duty to teach the students.
- b) Prof. Sambo wants to see me tonight
- c) It is not in your interest to study English language

The bare infinitive is the infinitive without **to**. Ex.

- a) The HOD will give you 10 marks each.
- b) Help me call my sister pls.

**Active and passive voice:**

## Adjectives

An adjective describes a noun or a pronoun. In the other words an adjective is a word or a group of words that qualifies a noun or a pronoun.

**Types of adjectives:**

1. **Demonstrative adjectives:** these are adjectives that point out the particular person or things to whom we are referring. Ex.
  - a) That man is my brother
  - b) This woman is kind and gentle
  - c) These books belongs to Aisha
  - d) Those thieves have been arrested
2. **Interrogative adjective:** these adjectives ask questions about nouns they describe. Ex.
  - a) Whose biro is that?
  - b) Which of my aunty is dead?
  - c) What book shall we read?
3. **Possessive adjectives:** indicate ownership ex.
  - a) My aunty is dead
  - b) His car is in good condition
  - c) Your sister came
4. **Descriptive adjective:** gives the quality of the nouns they describe ex.
  - a) He bought a brown car
  - b) They are very happy
  - c) I have a blue car

5. **Indefinite adjectives:** do not give clear information about the numbers of a noun they describe. Ex.
  - a) all fingers are not equal
  - b) many people attended the burial service of my aunty
  - c) some snakes are dangerous
6. **Numerical adjectives:** these adjectives specify number. They are made up of cardinal and ordinal numbers.
  - i. **Cardinal:**
    - a) Three policemen were killed
    - b) Six people were employed yesterday in buk
  - ii. **Ordinals:**
    - a) The first winner of the competition
    - b) The third bus arrived

Functions of adjectives: adjectives play two important roles:

- i. **Attribution:** an adjective is attributive when it comes before the noun it qualifies. Ex.
  - a) The fair lady is crying.
  - b) The big man has gone home
- ii. **Predicative:** an adjective is predicative when it occurs after the finite verb of a sentence. Ex.
  - a) Your daughter is very beautiful
  - b) We are quite happy

### Comparison of Adjectives

There are three degrees of comparisons, which we use when comparing adjectives: the **positive**, **comparative** and the **superlative**.

Positive	comparative	superlative
tall	taller	tallest
good	better	best
intelligent	more intelligent	most intelligent

### ADVERBS

An adverb is a word used to modify or qualify a verb, an adjective or another adverb. It usually answers one of these questions; when? Where? How? Why?

1. Adverb of time: it tells **when** the action takes place. i.e. now, often, late, soon, sometimes, recently etc. Ex.
  - a) He will write his exam *tomorrow*
  - b) Musa was here *last week*
2. Adverb of place: it tells **where** the action takes place. i.e. down, here, there, forward, backwards etc. Ex.
  - a) The cars are parked *outside*

- b) We have to settle the matter *here*
- 3. Adverb of manner: it tells **how** an action takes place. i.e. very, quite, well, correctly etc. Ex.
  - a) Musa answered the questions *correctly*
  - b) She danced *well*

## PRONOUN

Pronouns are words used instead of nouns so that they will not be repeated unnecessarily. Kind of pronouns:

- 8. **Personal pronoun:** by personal pronoun, we mean grammatical person. There are three grammatical persons, namely: first, second and third persons. They are as follows

1 <sup>st</sup> person+ the person speaking	I or we
2 <sup>nd</sup> person + the person listening	you or you
3 <sup>rd</sup> person + the person spoken about	she/he it or they

- 9. **Demonstrative pronoun:** these are the pronouns that point out a particular person or thing. They include this, these, that and those. Ex
  - e) **That** is an interesting novel
  - f) **This** is Bayero university, Kano
  - g) **Those** are still in use
  - h) **These** are bad

NB: demonstrative pronouns have the same form with demonstrative adjectives.

- 10. **Interrogative pronoun:** these are the pronouns that are used to ask questions.
  - f) **What** is your favourite colour?
  - g) **What** can I do for you?
  - h) **Where** is your daughter?
  - i) **Who** gave you my book?
  - j) **Which** is yours?
- 11. **Possessive pronoun:** these are pronouns formed from possessive adjectives. They include his, ours, its, yours, theirs and mine. Ex.
  - e) This book is **mine**
  - f) That pen is **hers**
  - g) These cars are **ours**
  - h) The choice is **yours**
- 12. **Indefinite pronoun:** are pronouns that do not specify their referents. Ex.
  - d) Everything is in order
  - e) All is well that ends well
  - f) Every one of us must be given one thousand Naira

Other examples are somewhere, none, anything, every, each, some, all etc

13. **Relative pronouns:** are who, whose, which, that, whom. A relative pronoun relates to a noun or pronoun which is called antecedent. It also joins two clauses together. Ex.

- e) Here is the man **that** chased his daughter away.
- f) These are the chairs **which** I told you about
- g) This is the boy **whose** father was arrested
- h) This is the man **who** gave me a lift.

14. **Reflexive pronouns:** is placed in the object position and refers to the same person or thing as the subject. Ex.

- e) You have dealt with yourself
- f) They ended up deceiving themselves
- g) Musa locked himself
- h) She has hurt herself

### PREPOSITIONS

A Preposition is a word which is placed before a noun or its equivalent to show its relation with another word in the sentence. Ex.

- a) The cat is sleeping **under** the table

The word **under** shows a relationship between a cat and a table

- b) I kept it on my desk

The word **on** shows relationship between I and bed

NB:

Simple prepositions: the commonly used prepositions are *in, at, by, on, under, over, beyond, beside, between, above, near, within, up, from, towards* etc.

Compound prepositions: these are the group of words that play the same roles as prepositions. Ex. *according to, in spite of, in lieu of, by way of, on account of, in case of,*

### CONJUNCTIONS

Conjunctions are words that join words, phrases, clauses, and sentences. Ex.

Types of conjunctions:

1. **Coordinating conjunctions:** links element that are of equal status. On the other words, link equivalent grammatical structures. It links words, phrase or clauses (whether both dependent or both independent). Ex.

- a) **And-** serves to add and item to another \**musa and Isa are dancing*
- b) **But-** serves to provide a contrast \**he invited her **but** she refused*
- c) **Or-** serves to provide an alternative \**it is either pass **or** fail this exam*
- d) **So-** serves to lead to consequences \**musa is tired so he went straight to bed*
- e) **For-** serves to provide an explanation

2. **Subordinating conjunctions:** these are words that connect subordinate clauses to main clauses. They include *if, since, because, as, unless, before, while, though* etc. ex.

- a) I have been here **since** four clock

- b) We are going to write a test **before** I left
- c) I bought a new a car **because** I needed it
- 3. **Correlative conjunctions:** these are pairs of words used as conjunctions. When correlatives are used the two items involved should immediately succeed the correlatives. They are not only...but also, neither...nor, either..or, not...but, both...and, such..as etc. ex.
  - a) **Both** Amina **and** Aminu passed the exams.
  - b) She is **not only** a brilliant **but also** talented.
  - c) You **either** leave this class **or** keep quite.

### INTERJECTION

Is a remark which expresses a sudden emotion. e.g. of surprise, pain, fear, anger, joy, agreement, and or disagreement etc. ex.

- a) Ah! I am sorry
- b) Certainly!
- c) Nonsense!
- d) I can't believe it!
- e) Good God of mercy!

### TENSES

Tense is a term in grammar to indicate the time of the action or event. On the other hand, tense is any of the form of a verb that shows the time and continuance or completion of the action or state expressed by the verb. Universally, time is divided into three: present, past and future.

#### TYPES OF TENSES:

**PRESENT TENSES:** the present tense generally deals with actions that are either existing or being considered now. The present has the idea of the current associated with it. Tenses of the present are divided into four as follows:

**The present simple tense:** can be used in various situations. It is formed by using the base form of the verb. Ex.

1. **To express a present action**
  - a) Adamu likes rice
  - b) You enjoy the lecture
  - c) Musa attends the class
2. **To express a repeated or habitual action**
  - a) We go to mosque every Friday
  - b) I take tea every morning
3. **To express a general action that is true, was true and is likely to be true in the future (such as scientific principles):**
  - a) The sun sets in the west



- b) Mosquitoes transmit malaria
- c) The earth is round

**The present continuous tense:** is used to express an action in progress at the time of speaking. It is formed by using am/is/are plus the ing form of the verb. Ex.

- a) *I am lecturing now*                      *am I lecturing now?*
- b) *You are listening*                      *are you listening?*
- c) *She is jumping*                      *Is she jumping?*

**The present perfect tense:** used to describe an action completed in the past whose effect continues till the present. There are two situations in which the present perfect tense is used. It is formed by using has/have plus the participle form of the verb

1. To express an action just completed
  - a) *They have arrived*
  - b) *He has finished the work*
  - c) *They have eaten the food*
2. To express an action completed in the past the effect of which continues to the present.
  - a) *I have known Shehu for ten years*
  - b) *The students have sat down*

**The present perfect continues tense:** is used to show an action which started in the past but continues up to the present time. Its formed by using **has been/have been** plus the **-ing** form of the verb. Ex.

- a) *We have been receiving lectures for the past two weeks*
- b) *She has been reading her book*
- c) *It has been raining heavily*

**PAST TENSES:** it expresses an action completed in the past. We normally use past tense when narrating a story. They are divided in to four.

**I. The past simple:** it is the commonest of all the tenses. The simple is generally used to describe events, habitual activities and states in the past. It consists of only one verb. It is formed by using the **past** form of the verb. Ex.

1. **An action completed at the point in time in the past**
  - a) *I **phoned** my mother last 2 month*
  - b) *Nigeria **gained** independence in 1960*
  - c) *She **sat** for SSCE last year*
2. **Habitual activities in the past:**
  - a) *It **rained** every day in August*
  - b) *They **went** to church every Sunday*
  - c) *The boys **ran** to school daily*
3. **A state in the past:**
  - a) *The soup **was** tasteless*
  - b) *musa **became** rich later*

**II. The past continues:** is used to express an action in progress at some past time. It is formed by using **was/were** plus **-ing** form of the verb. Ex.

- a) *I **was eating** when my sister called me*
- b) *You **were shouting** at the top of your voice when I entered the class*
- c) *I was praying in the mosque*

**III. The past perfect:** Is used to express an action completed in the past before another or other actions happened or began. it is formed by using **had** plus **past participle** form of the verb. Ex.

- a) *I **had finished** lecture before she arrived*
- b) *We **had taken** lunch*
- c) *The train **had left** the station when she came*

**IV. The past perfect continues:** is used to express an action completed at a point in time in the past but was in progress at a particular time of reference. it is formed by using **had been** plus **ing** form of the verb Ex.

- a) *She **had been keeping** the money*
- b) *I **had been teaching** English language*
- c) *Students **had been cheating** in exams since before independence*

**FUTURE TENSE:** tense forms that describe the future. They are divided into four:

- I. **Simple future:** Used to describe an action to be taken or conditions that will hold in future. It is formed by using **will/shall** plus the **base** form of the verb. Ex.
  - a) *The Super Eagle **will play** tomorrow*
  - b) *I **shall go** to Lagos next week*
  - c) *She **will like** it*
- II. **Future continues:** used to describe an action that will be going on in future. It is formed by using **will be/shall be** plus the **-ing** form of the verb
  - a) *We **shall be finishing** this lecture by next month.*
  - b) *You **will be coming** next week.*
  - c) *I **will be driving** to home*
- III. **Future perfect:** used to describe actions that will be completed in the future before a certain time. This is formed by using **will have/ shall have** plus **past participle** form of the verb. Ex.
  - a) *We **shall have completed** this course by the end of November.*
  - b) *Boys **will have eaten** by night*
  - c) *She **will have gone** home by noon.*
- IV. **Future perfect continues:** used to describe actions considered already completed at some definite time in future, but which will be in progress until then. it is formed by using **will have been/shall have been** plus **-ing** form of the verb. Ex.
  - a) *Adamu **will have been eating** his lunch by this time tomorrow*
  - b) *We **shall have been completing** this course by this time next month*
  - c) *Students **will have been going** home by six.*

### Phrases, clauses and sentences

Phrases, clauses and sentences are formed in a language by grammatically connecting or arranging the different classes of words together so that an idea is fully or partly expressed.

**A Phrase:** is a group of words containing a subject but without a finite or complete verb.

### Types of phrases:

**Noun phrase:** contains a noun or pronoun with an article, possessive pronoun or an adjective. Ex. *school bus*

### Functions of Noun Phrase

1. As a subject of a sentence  
*Bello is teaching*  
*The girl with red dress is my friend*
2. As the object of the verb  
*The lion ate the goat*  
*The school expelled all the bad students in my class*
3. As a complement to the object  
*He travel to kano by plane*  
*I was told to teach in a very noisy class*
4. As a complement to preposition  
*The cow was slaughtered in abattoir*

**Verb phrase:** is normally made up of a main verb plus one or more auxiliary verbs.  
Ex. He *is washing* his clothes

**Prepositional phrase:** Beginning with a preposition and ends with noun or pronoun or noun phrase. Ex. *Inside the garage*

**Adjectival phrase:** Is a modifier of a noun or pronoun. Ex. *a beautiful lady, a black girl*

### A CLAUSE

A clause is a group of words containing a subject and completed or finite verb, formed a sentence which is simple, short and precise. Clause can be jointed together to form a sentence.

Types of clause

- **Independent clause and**
- **Dependent clause**

**Independent** clause is also called main or principal clause. This clause expresses simple idea straight to the point and can stand on its own as a sentence. Some sentences may have more or more main clause. In such a case we can say that the two main clauses are coordinating i.e. they are of equal importance. Ex.

*The lecturer wrote some notes*

*The students copied the notes*

**Dependent** clause is also called subordinate clause because it normally depend on a main clause in order to attain complete meaning. It is usually joining the main clause by a linking word or a conjunction. Ex.

*I heard the news that ASUU will embark on indefinite strike*

## THE SENTENCES

The sentence is the largest unit of word classes, grammatically arranged to express an idea or pass a clear meaningful message. Every sentence comprises two main parts: **subject** and **predicate**. The subject is the performer of an action while the predicate is the remaining part of the sentence after the subject.

Sentences are classified according to their **functions** or **structures**

1. Sentences according function can either:
  - **Declarative Sentence** i.e. A simple statement or declaration. Ex. students are taking some notes
  - **Interrogative Sentence:** i.e. asking question. Ex. what are doing?
  - **Imperative sentence:** i.e. given command. Ex. get out of this class
2. Sentences according structure can either:
  - **The simple sentence**
  - **The complex Sentence and**
  - **The compound Sentence**

**The simple sentence:** consists of only one main clause which has a subject and finite verb. It must have a subject and a predicate. The subject is the topic of discussion in a sentence, while predicate is the statement about the subject. Ex.

Musa killed a goat

**The complex Sentence:** contains one main clause plus one or more dependent clause. Ex.

*We come to school every Monday in order to learn*

\*It is joined by coordinating conjunction

**The compound Sentence:** refers to the sentence that has two or more main clause and a subordinating conjunction. Ex.

*The tired student come back from school and asked for his food but, he was told there was none, so he had to sleep.*

### Sentence pattern

**Sentence patterns** refer to the abbreviations used regarding the different components of a sentence which represent the kind of pattern. The most commonly used patterns are abbreviated as:

S= Subject

V= Verb

O= Object

C= Complement

A= Adjunct/Adverbial

- SV pattern = He smiled, the farmer is farming, the class is interested
- SVO pattern = the farmer planted the yam, musa killed a rat
- SVC pattern = the class is interested, the girl is beautiful
- SVOC pattern = the farmer planted the yam in his farm

- SVOA pattern = he killed a rat in America
- SVOO pattern = the teacher gave prize my friend a prize

### **Punctuation marks**

Punctuation marks in writing represent pauses, inflections and forms of emphasis in speech or writing. Punctuation marks are essential in writing and have the power to either enhance effective communication or change writing's intended meaning.

1. The full stop: (.) (US period) this is used to indicate an end.
  - (a) It is used at the end of a sentence which is not question and not exclamation ex. the lecture has started.
  - (b) Abbreviations especially in titles and degrees. Ex. Mr. Dr. Prof. etc.
2. The comma: (,) a lot of care is required in the use of the comma if misused it could alter the intended meaning. Ex. she ate a lot of food, but she never grew fat.
3. The colon: (:) to introduce a list, the list could either be set out vertically or in a sentence form. Ex.
  - (a) The lectures involved different categories of staff: the bankers, accountants, administrators and teachers.
  - (b) The subjects I like are: English, Agric sc, bio, govt and eco
- To introduce an explanation, a statement or a proposition. Ex.
  - (a) The reason for my happiness is: I am given N5000
4. Semi-colon: (;) it marks a longer pause than comma. It also separates sentences which are closely connected in thought. Ex.
  - (a) Musa is a poor man; he is still honest
  - (b) He was involved in the accident; yet he escaped unwounded.
5. The question mark: (?) is generally used to indicate a direct question. Ex.
  - (a) How is the lecture? He asked me how was the lecture
  - (b)

### **Reading comprehension**

Reading, as one of the four essential and interrelated skills in language learning, namely; listening, speaking, reading and writing, plays a significant role in language acquisition. While writing and speaking are expressive language skills since they help our ability to produce print and speech, reading and listening are receptive language skills because they permit us to understand print and speech respectively. Reading has to do with the ability to identify letters, linking them together to form words and linking the words together to form sentences.

Comprehension means understanding. Therefore, reading comprehension means read to understand what the passage is all about. The most important in reading is to understand words, phrases, clauses, sentences and the problems inherent in the writer's argument by critically appreciating his ideas in the passage.

Comprehension is mostly achieved through effective reading which begins from the stage of identifying words to the more complex process of picking information from the written text. Thus, understanding a written text connotes extracting the required information from it as

efficiently as possible. For reading to be effective it has to fall within the following categories or techniques of reading:

1. Skimming: quickly running one's eyes over a text to get the main gist of it.
2. Scanning: it is also called search-reading. In this case a reader is searching for a specific piece of information. In other words, a reader is not concerned with the gist as in skimming.
3. Extensive reading: called wide reading, it involves reading longer texts to have global understanding and may be done for pleasure.
4. Intensive reading: reading shorter texts to extract specific information and other textual details. It is done through paying attention to accuracy and possibly answers some questions after.

### **Purpose of reading comprehension**

- To grasp the sense of the passage
- To generalize from and apply simply logic to the passage
- To get the meaning of part and whole of the passage

### **Steps of reading comprehension**

Reading is a complex skill which has different stages of development. In the development of this skill, the first step is the ability to recognize letters on paper. This is an elementary stage which is known as “**mechanical stage**”. The second step is the ability to correlate these letters on paper with language learning. This is the “**phonic stage**”. The third step is the ability to identify letters on paper with the meanings they symbolize. This stage is an “**intellectual**” one.

### **Writing communication**

Writing is a way of communicating ideas, information, and feelings. In other words, it is a way of communicating ideas from one person to another through written. It's like conversation between two or people or organization but in form of writing.

### **Types of essay**

- Narrative or descriptive: concerned with telling stories or relating events. These types should recount experiences and happenings in their logical order to the reader beginning from where things began, how they progressed and ends. Ex. “A journey to Lagos”.
- Expository essay: This type presents the data factually to get the reader understand the topic. Ex. “The consequences of Boko Haram”
- Argumentative essay: This evaluates an issue and presents writers opinion with supporting details. The topics here are mainly controversial such as “female students are better than male students” against or support

**Minutes taking:** is a written record of the discussions and decisions arising out of a meeting taken by the secretaries of organisations. It follows the conventional order below:

- Opening prayer
- Reading the meeting of the last meeting

- Correction and adaption of minutes
- Matters arising out of the minutes (e.g. report of assignment given).
- Items of the agenda
- Any other business (items out of the agenda of present meeting)
- Closing the meeting

**Curriculum vitae:** is a brief description of your personal details, education and work history. Most employers look your CV as part of your job application. It needs to be concise, clear, organized and well presented that it gets you to an interview. It should have the following parts:

**Personal Details:** name, address, phone No. email and age

**Education and Qualification:** This is where you give details of your education and any qualification you have. They should be in a reverse order – most recent first and oldest last.

**Work experiences:** list all the jobs you have had in this section equally in a reverse order of recent first and oldest last. Consider the following also.

- The starting and finishing date of each job
- Position held or work title
- Where you worked and a description of what you did.

Further information: list any other skills, qualifications, or information that would make you invited for job. Ex. A clean driven license for driving job.

**Letter writing:** formal/official/business

Informal/ personal/ private

**Purpose of Letter:** acknowledgement, admission, appointment, apology, application, complaint, condolence, confirmation, introduction, enquiry, invitation, reference and resignation.

## Spoken English

Examines how speech sounds are made and articulated. Every speech sound is realized and articulated based on three parameters:

- Place of articulation
- Manner of articulation and
- Voicing (state of glottis)

**Place of articulation:** the production of speech involves a number of processes. Ex. it involves the pushing of air from the lungs through the larynx through the mouth/nose into the open world. In the process there is some closure/constriction in different places and when that happens the air coming out is either trapped completely or is made to push through the constriction.

Many sounds are described based on their place of articulation, which is place where such constriction takes place. Sounds are categorized into **seven** based on their place of articulation.

1. **Bilabial:** Bilabial sounds are those that are produced by both lips. In other words are the sounds produced by coming together of upper and lower lips. ex. /p//b//m//w/ as in **pot** and **meat**
2. **Labio-dental:** Are those produced by the coming together of the upper teeth and lower lips. /f//v/ as in **pot** and **meat**
3. **Dental:** Dental sounds are produced when the tip of the tongue is pushed against the back of the upper front teeth. Ex. /ð//Ø/ as in **foot** and **very**
4. **Alveolar sounds:** Are those produced when the front of tongue is pushed against the alveolar ridge ( roof of the mouth from the front). /t/d/s/z/l/r/n/
5. **Palatal sounds:** Are those produced when the tongue is placed against the palate. (Behind the alveolar ridge at the roof of the mouth). /č/ž/ĵ/ĵ/ as in **yes**
6. **Velar:** Sounds that are produced when the tongue is pushed against the velum are called velar sounds. /k//g/ as in **king** and **good**
7. **Glottal sounds:** The sound that are produced without the active involvement of the tongue, it's that of glottis. The glottis is the open space between the larynx and vocal cord. When the glottis is opened and the air is allowed to flow freely into the mouth. The sound produced is called glottal. /h/ as in **house**

**Manner of Articulation:** means the mode in which sounds are produced. There are five ways of manner of articulation.

1. **Stop/plosive sounds:** The production of stop sounds involves the total blockage of air flow and a sudden release of that air. Ex.  
**English:** /p / t/k /g /b /d /
2. **Fricative sound:** Are produced when there is partial blockage of air and haven the air pushed through the narrow opening which produces some kind of friction. Ex. **English:** /f / v / ð /Ø /s /z /ʃ /
3. **Affricative sounds:** Combine a brief stoppage of air and an obstructed release which cause friction. Ex. **English:** /č / j / or / tʃ / ds/
4. **Nasal sound:** Are produced by lowering the velum so that air flow escapes through the nasal cavity. Ex. **English:** /m // n //ŋ /
5. **Approximant/glides/semi vowels:** The production of approximant is strongly influence by the following vowels sounds. This is because tongue in producing approximant, glides moves to or from the position of neighbouring vowels. Ex. **English:** /l / r /y /h /w /

**Voicing (state of the glottis):** In the process of production, when air is pushed through the larynx, inside the larynx the two vocal cords assume two basic position. When the vocal cord separate apart, the air pushes through them without any



hindrance/ obstruction. The sound produced this way is called (voiceless). /s / h /  
p / t / k

The second position is that the two vocal cords are drawn together, and when this happens the air from the lungs pushes through them repeatedly, creating some vibration effect. The sounds produced this way are called (voiced). Ex. / b/d/ g /

### English Vowels: monothongs and Diphthongs

#### Monothongs

1. /i:/ as in sheep, seat
2. /i/ as in lady, ship
3. /e/ as in bed, tell
4. /æ/ as in bad, cat
5. /a:/ as in farmer, card
6. / ʌ / as in pot, long
7. / ɔ / as in door, port
8. / ʊ / as in book, look
9. / ʊ / as in but, suffer, come
10. / ɒ / as in soup
11. / ɒ / as in doctor, farmer
12. / ɪ / as in shirt, her

#### Diphthongs

1. /ei/ as in baby, gain
2. /ou/ as in low, snow
3. /ai/ as in ripe, crime
4. /au/ as in house, now
5. / ɔɪ / as in boy, boil
6. / ɪə / as in here, check
7. /eə / as in there, care
8. / ʊə / as in sure, cure

**MINIMAL PAIRS:** are pairs of words which differ only in one segment of the pair. In other words, minimal pairs are two words which are similar in all respects except in one phonological element. It refers to the contrast occurring in a pair of words, as a result of difference in only one sound; if two words occur.

The contrast in minimal pairs can be at the **beginning**, **middle** or **end** of the pairs.

- **Contrast at the beginning:**

freak, break, threat	bin, pin, tin	fool, tool, cool
cough, tough, rough	zeal, seal, deal	rot, lot

- **Contrast at the middle:**

bleach, breach	crash, clash	endure, ensure	pin, pen
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- **Contrast at the end:**

cat, can, cap	man, mad, mat, map	cool, cook
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**CONSONANT CLUSTER:** Is a group of consonants which have no intervening vowels. A consonant cluster is a sequence of consonants in a word with no vowel between them.

CC as onset: stop, bread, twin, flat, pray etc.

CC as Code: post, table, think etc.

CC as onset and Coda: **Black, trick,**

CCC as onset: splash, scratch, spring, strong

CCC as coda: bicycles, uncle, angry, sparkles, vehicles restless candle, jungle

## STRESS AND INTONATION


**STRESS:** Refers to the prominence assigned to the syllable on its pitch stress is used to denote referring degrees or prominent in word containing more than one syllable. Thus, a syllable with weak vowel is not stressed. In compound words, the noun is stressed, when there is a combination of noun and adjective. Ex.

Long 'distance, loud 'speaker, 'sun rise.

**INTONATION:** Simply means the sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said.

- Intonation is used at the level of sentence for a range of functions such as indicating the attitude and emotion of the speaker.
- It signals the difference between statements, questions as well as exclamations.

In English, there are three basic intonation patterns as follows:

**Rising tone:**  : this is used in the following ways:


- to ask polar questions (yes/no). e.g.

Did you see the boy?



Are you travelling tomorrow?

- For a request e.g.

Can I see your note please?

**Falling tone**  : this is used for these purposes:

- Command and instruction e.g. Come here / open the door
- Exclamation, e.g. How nice are you!
- Statement, e.g. I am going out now
- Wh-question, eg. What is your name?
- Tag question, eg. It is hot. Isn't it? Are you tired, aren't you?

**Falling-rising tone**   : this is used in these ways:

- In listing the contents of something, eg. The room contains chairs, tables, fridge, and TV set.

- In counting, eg. 1,2,,3,4,5, and 6

**MOTHER TONGUE INTERFERENCE IN SPEECH:** Nigerian speakers of English learn it as a second language which means that they had already mastered their first language before their contact with English. In this situation, features of first language inevitably get transferred into the second language (English). Eg.

Hausa speakers of English find it difficult to differentiate v/b, f/p and s/z and th.

Yoruba speakers of English find it difficult to differentiate with h/a and th.

Thirty/tati, this/dis house/ouse

Igbo are known to have interference problems with l/r and y (which is nasalized).

Ruler/ lura, umbrella/umblerra etc