

## **BABCOCK e-LEARNING CONTENT TEMPLATE**

<b>COURSE CODE:</b>	GEDS 131
<b>COURSE TITLE:</b>	Communication in English
<b>AUTHOR:</b>	Kalejaiye Abiola
<b>SCHOOL:</b>	Education Arts and Humanities
<b>DEPARTMENT:</b>	Languages and Literary Studies

### **COURSE DESCRIPTION:**

Communication in English is directed at teaching second language users of English basic English grammar and the four developmental language skills:(reading, speaking, writing, listening) for effective communication in English.

### **MODULE OVERVIEW:**

- Module 1: General Introduction:
- Module 2: The Developmental Language Skills
- Module 3: Listening Skills
- Module 4: Reading Skills
- Module 5: Grammar and Reading Comprehension
- Module :6 Sentence Sense and Sentence Fragments
- Module 7: The Verb Phrase
- Module 8: Preposition.
- Module 9: Conjunction
- Module 10: Pronoun
- Module 11: Syntactic Hurdles(Concord)
- Module 12: Lexical hurdles

### **TIME (TO COMPLETE THE COURSE):**

- A minimum of two hours per week is recommended for this course; making it twenty six hours on completion.
- You are advised to spend a minimum of two hours to study a unit on this course.
- Lastly, you are expected to submit an assignment within a maximum of forty-eight hours

**COURSE PRE-REQUISITE:** A credit in O' Level English Language

**COURSE TEXT BOOKS:**

(1)Osisanwo, Wale. (ed) (2009) *Communication Skills in English Language for Undergraduates*. Babcock University; Department of English Studies.

(2) Iguanre, S. (2011).*Scented Debris*. Ibadan: Scholarship Books

*NEWS FORUM*

(1)You are to expect a class exercise at the end of every unit.

(2)The mid-semester examination for this course comes up by the eight week.

(2)Be informed that before this course runs out you are to read and summarize in ten simple sentences the novel *Scented Debris* by S. Iguanre. This assignment must be submitted on or before the ninth week

**CONTENT MODULES AND UNITS:**

MODULE 1: Introduction

- UNIT 1.1 Definition of Language
- UNIT 1.2 What is Communication?
- UNIT 1.3 Communication Process
- UNIT 1.4 Elements of Communication
- UNIT 1.5 The English Language and Studying in the University

MODULE 2: The Developmental Language Skills

- UNIT 2.1 The Receptive Skills: Listening and Reading
- UNIT 2.2 The Expressive Skills: Speaking and Writing
- UNIT 2.3 Listening Skills
- UNIT 2.4 Definition of the Term 'Listening'
- UNIT 2.4 Types of Listening
- UNIT 2.5 The Listening Process
- UNIT 2.5 Barriers to Listening
- UNIT 2.6 How to Achieve Effective Listening

MODULE 3: The Nature of the Lecture Method

- UNIT 3.1 Style of Lecture Presentation
- UNIT 3.1.1 The Classical Method
- UNIT 3.1.2 The Problem Lecture Method
- UNIT 3.1.3 The Sequential Method
- UNIT 3.1.4 The Comparative Lecture Method

- UNIT 3.2 The Listener's Responsibility

#### MODULE 4 Reading Skills

- UNIT 4.1 Definition of Reading
- UNIT 4.2 Types of Texts and Reading Methods
- UNIT 4.3 Grammatical Influences in Meaning

#### Module 5: Grammar and Reading Comprehension

- UNIT 5.1 Sentences: Definition of Sentence
- UNIT 5.2 Parts of a Sentence
- UNIT 5.3 Sentence Types: Structural types
- UNIT 5.4 Sentence Types: Functional types  
Exercise

#### Module 6: Sentence Sense and Sentence Fragments

- UNIT 6: Sentence Fragments
- UNIT 6.1 Definition of Sentence Fragment
- UNIT 6.2 Types of Fragments  
Exercise

#### Module 7: Verb Phrase

- UNIT 7.1 Definitions
- UNIT 7.2 Components of a verb phrase
- UNIT 7.3 Examples
- UNIT 7.4 Exercise

#### Module 8: Preposition

- UNIT 8.1: Illustration and Definition
- UNIT 8.2: Relation of Preposition
- UNIT 8.3: Position of Preposition
- UNIT 8.4: Kinds of Prepositions
- UNIT 8.5: Some Important Preposition
- UNIT 8.6: Some Usages of prepositions  
Exercise

#### Module 9: Conjunction

- UNIT 9.1: Definition
- UNIT 9.2: Coordinating Conjunction and Functions
- UNIT 9.3: Coordination and Meaning
- UNIT 9.4: The Coordinating Conjunction 'Or'
- UNIT 9.5: Subordinating conjunctions and their functions

#### Module 10- Pronouns

- UNIT 10.1 Definition
- UNIT 10.2: Types of Pronouns:
- UNIT 10.2.1: Personal Pronouns
- UNIT 10.2.2: Possessive Pronouns
- UNIT 10.2.3: Reflective Pronouns

Module 11: Syntactic Hurdles

- UNIT 11.1: Syntactic Hurdles
- UNIT 11.2: Concord/Agreement
- UNIT 11.3: Exercise
- UNIT 11.4 Syntactic Hurdles in the area of Nigerianism

Module 12: Lexical Hurdles

- UNIT 12.1: Introduction
- UNIT 12.2: Some Examples
- UNIT 12.3: Recommendations
- UNIT 12.4.1: Exercise 1
- UNIT 12.4.2: Exercise 2
- 

**GRADING:**

Grade will be determined as follows:

i. Active forum participation (75%)	-	5%	
ii. Quizzes	-	10%	
iii. Assignments	-	10%	
iv. Mid-Semester Exam	-	15%	
v. Final Exam (Pre-requisite – i & v			} 60%
- Theory	-	45%	
- Term paper	-	10%	
vi Total	-	100%	

- **MEET THE FACILITATOR**



It is a great pleasure having you on board! I am Mrs. Kalejaiye Abiola, a young dynamic Nigerian. I lecture at the Department of Languages and Literary Studies, Babcock University Ilisan Remo, Ogun State Nigeria.

I studied English Language and had a Bachelor of Arts Degree and a Master's Degree in 2003 and 2012 respectively from the Department of English Babcock University Ilisan Remo Ogun State. At the moment, I am on my Doctorate degree programme

My working experience spans over a decade. However, I started lecturing at Babcock University in 2011. The courses I teach are: Communication in English, Introduction to Studies in Reading, Introduction to Human Communication, Stylistics and Theories of L2 Acquisition.

My research interest areas are: Pragmatics, Sociolinguistics, Stylistics and Forensic Linguistics and my hobbies are: reading, teaching, writing and singing.

As a teacher, I aspire to become a prolific writer, an erudite scholar and one who will not only be rewarded in this world but in the eternal heaven.

I am happily married and blessed with three children. To reach me, forward your e-mail to [abiolakalejaiye@gmail.com](mailto:abiolakalejaiye@gmail.com).

I love you and I am looking forward to serving you all.

## **COURSE DESCRIPTION**

Communication in English is directed at helping second language users of English acquire the grammar of English as well as learn the four developmental language skills (reading, speaking, writing, and listening) for the purpose of effective communication in English.

- **GENERAL OBJECTIVES**
- To introduce the concepts of language and communication
- **SPECIFIC OBJECTIVES:**
- **You will be able to:**
- define language.
- define communication.
- describe communication as a process.
- list basic elements of communication.
- explain the status of English Nigeria
- explain the role of English Language to studying the university

### **MODULE – 1: General Introduction**

- **UNIT** 1.1 what is Communication?
- **UNIT** 1.2 Communication Process
- **UNIT** 1.3 Elements of Communication
- **UNIT** – 1.4 The English Language and Studying in the University

### **SUB – TEXT / SUB – HEADING - 1.1**

#### **1.0 Introduction**

It is paramount to begin on a general note that communication is a social phenomenon. It is an instrument of social interaction. Consequently, hardly can learning take place without one form of communication or the other. Also, communication brings

about progress and unity of purpose in every field of Endeavour. Several research findings have reiterated the fact that organizations function effectively with communication. It is therefore not surprising that the vision of building a tower in Babel failed woefully as a result of communication breakdown.

Communication is not only an invaluable to man but to all living creatures. This implies that all living things communicate. However, while animals communicate largely through the use of body language and non-verbal cues, man communicates primarily through the use of language. At this juncture, it is pertinent that you know what communication means.

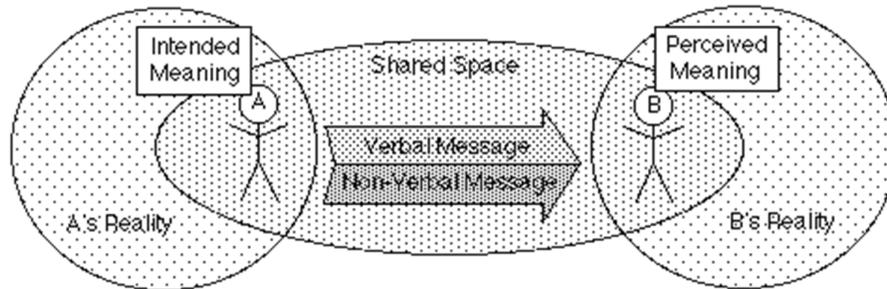
### 1.1 What Is Communication?

Communication has been defined by different scholars from different fields of learning. However, for the purpose of this course a few definitions will be considered:

First and foremost, the word 'communication' is derived from the Latin word *communis* which means *common*. This implies that for you or anyone to pass or receive a piece of information or a message from another person an attempt must be made to ensure a common basis of understanding. Some definitions are considered next:

- 1) Basically, communication is the act of giving and receiving of understandable information.
- 2) Communication is the transmission of information and meaning from one individual or group to another
- 3) According to the American Society of Training Directors (cited in ATSWA study pack 2014), a good communication is 'the interchange of thought or information to bring about mutual understanding and confidence or good human relations'.

# A Communication Model



## 1.2 Communication Process

From the definitions of communication above, it is apparent that communication is a two-way process. It involves two parties; **the sender, giver or encoder and the receiver/decoder** of the message or information. The process of communication is said to be incomplete until there is a **FEEDBACK** from the receiver, who confirms receipt and adequate understanding of the intention of the **ENCODER**. From the explanation here, it is evident that communication has elements. Let us examine these elements briefly.

## 1.3 Elements of Communication

Communication elements are constituent units which are required in the communication process. They comprise human and process elements.

The human elements are:

- i) the encoder/giver of information
- ii) The decoder or receiver of information

**The Process Elements include the following:**

- I) The message
- Ii) The encoding activity
- Iii) The channel
- iv) Feedback

#### **1.4 The English Language and Studying in the University**

Language is one of the socio-cultural tools within a society or community that binds the members together. The English language is no exception. It has a very important status in Nigeria. First, it is a second language (**L2**) in Nigeria and by implication, it is the lingua franca: the language of governance, the language of legislation, the language of international relations, the language of politics, the language of judiciary and the language of education. Therefore, for any student to gain admission into the university in Nigeria he/she must be able to communicate in English, because the English Language is used to perform a number of functions in the university. Some of these functions are highlighted below:

##### The Role of English Language in Studying in the University

- 1) For writing correspondence
- 2) For writing notices
- 3) For delivering lectures and tutorials
- 4) For reading
- 5) For writing/speaking
- 6) For social interactions.

##### **EXERCISE**

Communication is a two-way process. Justify this statement.

## ASSIGNMENT

Explain four elements of communication.

### MODULE – 2: The Developmental Language Skills

- UNIT 2.1 The Receptive Skills: Listening and Reading
- UNIT 2.2 The Expressive Skills: Speaking and Writing
- UNIT 2.3 Listening Skills
- UNIT 2.4 Types of Listening
- UNIT 2.5 The Listening Process
- UNIT 2.6 Types of Unproductive Listeners
- UNIT 2.7 Barriers to Listening
- UNIT 2.8 How to Achieve effective Listening

## 2. The Developmental Language Skills

Due to the fact that communication is a two-way process, every language user needs two basic communication skills the receptive and expressive skills. These two skills are otherwise named developmental skills because they are skills that can be improved upon with adequate skills and training. The two skills are defined thus:

**2.1 Receptive Skills:** these are necessary skills for receiving messages from an encoder.

There are basically two receptive skills. They include: Listening Skills and Reading Skills.

**2.2 Expressive Skills:** they are the basic skills that a communicator needs to give out messages to a receiver. Expressive skills include: speaking and writing. Henceforth we shall discuss each of these skills one after the other.

### 2.3. LISTENING SKILLS

Listening is defined as the conscious utilization of the sense of hearing for the purpose of selecting interpreting and obtaining useful information. Some information has to be selected from an array of sounds that can be perceived in a particular environment.

## 2.4 TYPES OF LISTENING

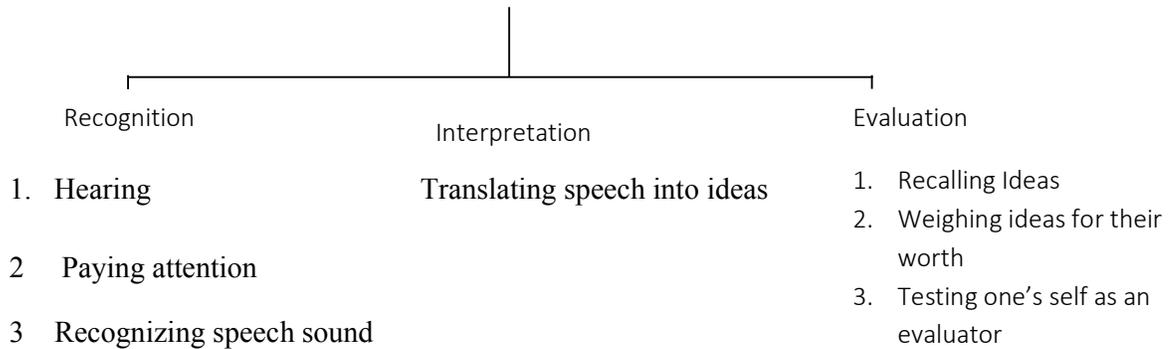
There are two types listening. They are:

i) **Active Listening**

ii) **Passive Listening**

## 2.5

### THE LISTENING PROCESS



## 2.6

### TYPES OF UNPRODUCTIVE LISTENERS

The following types of listeners exhibit listening habits that are unproductive:-

1. **Lazy Listeners**

2. **Take Turn Listeners:** This group listens simply to get their turn to speak.

3. **Anxious Listeners:** This group concentrates on their response and reaction. They begin to evaluate immediately after recognition.

4. **Self Centered Listeners:** This group listens to only positive messages about themselves.

5. **Competitive Listeners:** This group only listens to find the weak point in the message. They are nine to start an argument based on the weakness they identify in the message.

## 2.7

### BARRIERS TO LISTENING

There are barriers to listening. Some of these are highlighted below:

- 1) Noise (physical noise, psychological noise etcetera).
- 2) Fatigue
- 3) Bad posture
- 4) Hunger
- 5) Deafness/Sickness
- 6) Lack of Concentration
- 7) Lack of Co-operation with the speaker

#### EXERCISE

- (1) Define the concept 'listening'.
- (2) Differentiate between hearing and listening
- (3) Fill the blanks below
  - (i) The receptive skills are used for \_\_\_\_\_ information while the expressive skills are used for \_\_\_\_\_ information
  - (ii) In communication, \_\_\_\_\_ confirms receipt of the message.

- 8) Inappropriate Receptive Poise.

#### ASSIGNMENT

- (i) Discuss succinctly four factors that can promote effective listening.

#### MODULE 3: The Nature of the Lecture Method

- UNIT 3.1: Style of Lecture Presentation
- UNIT 3.1.1 The Classical Method
- UNIT 3.1.2 The Problem Lecture Method
- UNIT 3.1.3 The Sequential Method
- UNIT 3.1.4 The Comparative Lecture Method
- UNIT 3.2 The Listener's Responsibility

- UNIT 3.3 Exercise

### **3. THE NATURE OF THE LECTURE METHOD**

The lecture method is the formal means of passing across formally and academic information in post secondary and tertiary institution. In a lecture a set of main points are presented with examples and illustration. The manner in which the key points are organized and presented is determined by the nature of the material and the style of the lecturer.

#### **3.1 STYLES OF LECTURE PRESENTATION**

1. The classical lecture method
2. The problem centered method
3. Sequential lecture method
4. The comparative lecture method

##### **3.1.1 THE CLASSICAL LECTURE METHOD**

It's the simplest and most commonly used. The main topic is first introduced followed by a list of points to be discussed. Each point is presented based on examples/illustrations.

##### **3.1.2 THE PROBLEM LECTURE METHOD**

This is structured along the problem, solution thought pattern. The problem is first introduced and it may be in form of a question. A list of solution followed with examples and illustration.

##### **3.1.3 SEQUENTIAL LECTURE METHOD**

This follows the sequence/time-order thought pattern. It involves a chronological listing and chaining of events.

##### **3.1.4 COMPARATIVE LECTURE METHOD**

This is a compare and contrast thought pattern. The focus is on presenting the similarities and differences in ideas and concepts.

### **3.2 THE LISTENERS' RESPONSIBILITY**

In order to benefit from the lecture method, listeners (students) must listen actively. The following are steps that can help improve the listening skill which can grow or develop like all other skills through concentration and constant practice.

- Give the speaker your full attention. Don't day-dream or practice fake listening.
- Gain word power: The student should have a rich-store house of vocabulary
- Ask the right questions
- Be courteous
- Watching out for cell phone distractions
- Take notes
- Be open minded
- Evaluate what you receive

### **3.3 EXERCISE**

INDICATE THE APPROPRIATE LECTURE METHOD FOR THE FOLLOWING TOPICS:

- (1) The Differences between Human and Animal Communication.
- (2) Why Terrorism Exists in Africa.
- (3) Past Nigerian Military Presidents

### **MODULE 4: Reading Skills**

- UNIT – 4.1 Definition of Reading
- UNIT – 4.2 Types of Texts and Reading Methods
- UNIT – 4.3 Purposeful Reading
- UNIT-- 4.4 Reading Method
- UNIT-- 4.5 Strategies for Active Reading

## **4.0 READING SKILLS**

Another important source of academic information which must compliment listening to lectures is reading of text. The reading skill is therefore as equally important as the listening skill.

**4.1 DEFINITION OF READING:** Reading is the act of deciphering a written message.

## **4.2 TYPES OF TEXTS**

There is no single classification for all text types but the following list comprises major text styles:

1. Academic/Scholarly texts
  - Prescribed texts
  - Supplementary texts
  - Reference texts
2. Informative texts: Newspaper, Magazines
3. Expressive texts / Entertainment text

## **4.3 PURPOSEFUL READING AND READING METHODS**

Reading must be geared towards achieving specific goals. This is known as purposeful reading and the purpose for reading will determine the reading method. Purpose for reading can include:

1. Seeking an overview or general impression of a passage
2. Looking for key points through selective reading

3. Seeking out details through deliberate and careful reading
4. Getting entertainment

#### **4.4 READING METHODS**

For each of the identified purposes above, specific reading method/speed should be applied. This can be one of the following:

1. Skimming: This is a very fast mode of reading which involves surveying or scanning.
2. Fairly Rapid Reading/Light Reading: This is used mainly in reading for entertainment but can also be used for revising scholarly texts.
3. Average reading speed: This is employed in systematic study where the student is not in a hurry.
4. Contemplative speed: This involves slow and careful reading. It is useful for reading academic text especially when they come in contact with new subjects or has to memorize some parts like definition and formulas etcetera.

#### **4.5 STRATEGIES FOR ACTIVE READING**

1. Attitudinal Adjustment: The reader should have a positive attitude which looks forward to receiving profitable and useful information from the material.
2. Generations of guide questions: at the beginning of the reading exercise, the reader should generate questions, which anticipate the content of the text. Questions like what is the title of the text, what is the meaning of the title, is the writer arguing for or against an idea, Questions like this will guide the reader in his/her comprehension.
3. Adopting flexible reading methods: Having the ability to change your reading method pending on the material your reading.

4. Employing memory enhancing devices: Since the major aim of reading is to remember what has been read, each reader should have use some devices that will help him/her remember what had been read. Some of these devices are jotting, taking notes, underlining important points, relating it to personal experience, taking note of new words, making use of Acronyms.

#### Assignment

Write in a tabular form ten titles of different texts that represent each of the different text types.

#### MODULE – 5: Sentences: Grammar and Reading Comprehension

- UNIT 5.1: Definitions
- UNIT 5.2: Types of Sentences
- UNIT 5.3: Sentence Fragments
- UNIT 5.4: Noun Phrases
- UNIT 5.5: Noun and determiners in the Noun Phrases

### 5.1 SENTENCE

A sentence is usually defined as a group of words which begin with a capital letter; ends with a full stop and expresses complete thought. It can also end with a question or exclamation mark. Sentences in English usually have two parts:

### 5.2 Parts of a Sentence

1. Subject
2. Predicate

This subject is what is being talked about or what is being referred to while the predicate is what is being said or the information being given about that thing. Let's consider some examples below:

(A)The children living in the home center received a gift from the president.

SUBJECT-The children living in the home center

PREDICATE-receive a gift from the president

(B)The class is large.

SUBJECT: The class

PREDICATE: Is large

(C)Babcock Students deserve a bright future

SUBJECT: Babcock Students

PREDICATE: deserve a bright future

### **5.3 Types of Sentences**

There are two classifications of sentences: Formal/ structural sentence types and functional sentence types

#### **5.3.1 Formal/ Structural Sentence Types**

Sentences in the category are classified according to their form or structure. Examples:

1. **The Simple Sentence:** - A sentence that makes a single statement and contains one finite verb. A simple sentence can have several verbs that one finite verb. Example
  - The student arrived early.
  - My parents live in Abuja.
2. **Compound sentence:** - It is a combination of two simple sentences joined by a co-ordinating conjunction. Each part of a common sentence has equal status, that is, each can serve as a simple sentence when the conjunction is removed. Example,
  - John bought a book and gave it to his mother
  - The man arrived in town & went to the kings Palace
3. **Complex sentence:** - this also makes more than one statement has more than one verb, but the clauses are joined with a subordinate conjunction which makes one fact of the sentence subordinate or dependent.

- She failed the test because she fell sick during the week.
- I will buy you a jeep, if you pass your exam.
- She read very hard even though she failed the test.

**5.3.2 Functional Sentence Types:** Sentences can be classified based to the functions they perform. According to J.L Austin (1962), every utterance is an act or action performed. In other words when we speak we perform certain actions either by simply declaring or stating, asking questions, issuing out command or order or just expressing our feelings

**5.3.21 Declarative sentence:** - these sentences are used to make statements. Examples include:

- (1) Nigerians are sociable
- (ii) She is beautiful
- (iii) We can read the our books every day
- (iv) I love you

**5.3.2.2 Interrogative sentences:** - They are used to ask questions

Example:

- (i) How many countries in the world have you been to?
- (ii) What were you made for?
- (iii) Is life transient?
- (iv) Will you marry a beautiful woman or a woman of virtue?

The above sentences are interrogative sentences as therefore require answers from the recipient of the messages.

**5.2.23. Imperative Sentences:** - these types of sentences are used to issue out command or order.

Examples:

- (i) Go to the examination center with your clearance.
- (ii) Husbands love your wives.
- (iii) Children obey your parents.
- (iv) Pay your tax!

Imperative sentences can consist of one verb and still qualify as a sentence.

- Attention!
- Stop!
- Go!
- Come.
- NB: The first three examples are strong imperatives and therefore were punctuated with exclamatory marks to show they are strong commands. However, the last example above is simply a weak imperative and therefore attracts only a full stop.

**5.2.2.4 Exclamatory Sentences:** - These types of sentences are used to express surprise or strong emotions.

- What a beautiful day!
- Help!
- You made it!

#### EXERCISE

Label the following sentences according to their functional types.

- (1) I am the way, the truth and life.
- (2) Where is your dog?
- (3) What a day!
- (4) Keep quiet!

## **Module 6: Sentence Sense and Sentence Fragments**

- UNIT 6: Sentence Fragments
- UNIT 6.1: Definitions of Sentence Fragments
- UNIT 6.2: Types of Fragments
- UNIT 6.3: Fragmented clauses and Sentences  
Exercise

### **6. SENTENCE FRAGMENTS**

#### **6.1 Definition**

Every sentence should have a subject and a predicate and must express complete thought therefore a group of words without a subject and a verb and which does not express complete thought is a **fragment**.

#### **6.2 TYPES OF FRAGMENTS**

1. Dependent Word Fragments: - some clauses that begin with dependent words result in fragments. Some examples of dependent words are after, since, whenever, until, became, etc
  - After I bought another bag, I found the last one
  - Although it started to rain, we still made it to the revival
  - John asked for loan , which she promised to pay back in two weeks

2. ING Fragments: - a fragment may occur when an ING word appears at the beginning of a sentence.

EXAMPLES:

(1) Ensuring that mothers attend post natal clinics.

(2) Investigating corruption in Nigeria.

The examples above are fragments. They can be rewritten as sentences thus:

1) They should ensure that mothers attend post natal clinic.

(2) Investigating corruption in Nigeria is necessary.

- 3). Group of words without finite verbs: fragments occur when a sentence lacks a finite verb.

Let's consider the following examples:

(1) To win a lottery in Nigeria

(2) The demolished building in the compound.

The above examples are without finite verbs. The underlined words are non-finite verb and a participle respectively. Although these words appear like verbs, they do not function as verbs in the sentences. In example one, the word 'win' is an element in the noun phrase, 'to win a lottery' which functions as the subject of the sentence. In the second example we have the word 'demolished'. This word is a participle-it performs adjectival function because it qualifies the noun 'building' in the sentence.

Module 7: Verb Phrase

- UNIT 7.1 Definitions
- UNIT 7.2 Components of a verb phrase
- UNIT 7.3 Examples
- UNIT 7.4 Exercise

## 7. THE VERB PHRASE

7.1 A group of words that function as a word. It is usually made up of both main verbs and subordinate verbs. Some examples are underlined below:

Mr. David drives.

Mr. David is driving a car.

Mr. David can drive a car.

Mr. David must have been driving a car.

Mr. David would have driven a car.

From the above examples, components of the verb phrase include auxiliary verbs (primary and modal). All the verb forms reflect a particular tense depending on the time of the action.

## 7.2 VERB TYPES

1. Auxiliary Verbs
2. Lexical Verbs

Auxiliary verbs must be used along with main verbs. They are known as helping verbs.

Two classes of auxiliary verbs:

- 1) Primary auxiliary verbs: have, has, had, is, be, was, when, been, being, do.
- 2) Modal auxiliaries: may, can, shall, will, might, could, should and would.
  1. They take the place of the subject of the sentence to form questions e.g. Can Mr. David drive? Does Mr. David drive?
  2. They are used as the tag question e.g.
    - Mr. David drives, doesn't he?
    - Tope can swim, can't she?
  3. Auxiliary verbs must be present to enable us to change positive statements to negative ones.
    - Mr. David cannot drive.

- Tope cannot swim.
- Ladies should not swim.

### 7.2.3 IRRREGULAR VERBS

Every verb in English has 4 principal parts, present, past, past participle, past continuous; the past and past participle of a regular verb are formed by ‘ed’ and ‘en’ respectively. The present continuous is formed by adding ‘ing’ to the present. Irregular verbs however do not follow this pattern that is; they have irregular form in the past and past participle. Some examples of irregular verbs are tabulated below:

7.3. Examples of Irregular Verbs		
Infinitive	Past tense	Past participle
Bet	Bet	Bet
Burst	burst	Burst
Cast	cast	Cast
Let	let	Let
Put	put	Put
Run	ran	Run
Set	set	set
Split	split	Split
Spread	spread	Spread

#### 7.4. Exercise

Complete the table below

Infinitive	Past Tense	Past participle
Strike		
Swing		
Grind		
Sling		
Fly		
Wring		
Hang		
Seek		
Cast		
Let		
Lay		
Bleed		
Read		
Mean		
Drink		
Lie(to rest on a surface)		
Forbear		
Forbid		
Forswear		

## **Module 8: Preposition**

- UNIT 8.1: Definition
- UNIT 8.2: Characteristics of Preposition
- UNIT 8.3: Kinds of Prepositions
- UNIT 8.4: Some Important Prepositions
- UNIT 8.5: Some Usages of prepositions
- UNIT 8.6: Exercise

## **8. PREPOSITIONS**

### **8.1 Definition**

Prepositions are a group of words which indicate various relationships between words or phrases in a sentence. Examples include: in, on, under, of, over, beneath around, up, between, for against, within, down.

### **8.2. Characteristics of Prepositions**

1. Prepositions indicate the relationship between phrases in a sentence
2. Prepositions usually occur before the words they control; they can also come after the words in some cases. e.g.
  - Put the bag on the table
  - What can I clean the table with
3. Prepositions play an active role in phrasal verbs. e.g.
  - Take in
  - Take to
  - Look up to

### **8.3 Kinds of Prepositions**

Prepositions may be arranged in six classes:

- i. Simple Prepositions: at, in, by, of, for, on, over, under, up, to, from, out, with etc.
- ii. Double Prepositions: into, onto, within, without, from among, towards etc.
- iii. Compound Prepositions: These are formed usually prefixing a Preposition to a Noun, an Adjective or an Adverb:

Across (= on + cross), along (= on + long)

Behind (= by + hind), beneath (=by+ neath)

Besides (= by + side), underneath (= under + neath).

(a = on; be = in such cases.)

iv. Phrase Prepositions or Prepositional Phrases:

Groups of words used with the force of a single Preposition are called Phrase Prepositions or prepositional Phrases: Examples are italicized below:

He succeeded *by dint of* merit.

Please give me a pen *instead of* a pencil.

*In course of* time he found his mistake.

v. Participial Prepositions:

Some Present or Past Participles are used as Prepositions. Instances are italicized in the sentences below:

What do you know *regarding* this proposal? *Considering* the quality, the price is not high. The river flows *past* the village.

vi. Disguised Prepositions:

Sometimes 'a' or 'o' are used as Disguised Prepositions. (a = on, o = of) Salt sells one kilo a rupee. She comes here once a week. ('of can be changed into o as in 'four o'clock.'

NOTE: Several words are used sometimes as Adverbs or Adverbial Particles and sometimes as Prepositions. A word is a Preposition when it governs a Noun or a Pronoun. It is an Adverb when it does not.

(An Adverbial Particle is placed at the end while a preposition is placed before a Noun or a Pronoun.)

**Adverb/Adverbial Particle**

**Preposition**

Go, and run *about*.

Don't loiter *about* the corridor

I could not come *before*.

I came the day *before* yesterday.

Has he come *in*?

Is he *in* the room?

Let us move *on*.

The book is *on* the table.

Raise your hands *up*.

Jack and Jill went *up* the hill.

The wheel came *off*.

The driver jumped *off* the car.

I have not seen him *since*.

I have not slept *since* yesterday.

8.5

**Some Usages of Prepositions**

By, Since, Before

You must be back by four o'clock.

He has been here since four o'clock.

He did not get back before four o'clock.

(By, since, before-these are all used for a point of time, not, for a period or space of time)

Since, for, from

It is pertinent to point out that 'since' and 'from' indicate point of time, while 'for' indicate period of time. Let us consider some examples below:

(1) He has been ill since Sunday last week.

(2) Adanna is overdue for retirement as she has been teaching in the in this college since 1966.

(3) Moses has been reading novel since she came home

(4) He will begin English from next Sunday.

(5) I have not seen him from last week.

(6) I have not seen him for a week.

(7) She has not spoken with her boss for a decade.

N.B: Both (since and from) denote a point of time, not a space or period. But 'since' is preceded by a verb in some perfect tense, while 'from' can be used with any form of tense. Another difference is that 'since' can be used only in reference to past time, whereas 'from' can be used for present and future tense.

### **Some More Examples of Since and From In Different Tenses**

He has been here since/from Monday last. (Present Perfect tense)

It has been raining since/from Sunday last. (Present Perfect Continuous tense)

He began English since/from the age of ten/his boyhood. (Simple Past tense)

## EXERCISE

1. Match the prepositions (at, in, on, to, between) with the following:

- a) .....Sunday
- b) .....January
- c) .....2008.
- d) .....Monday morning
- e) .....noon
- f) .....night
- g) .....dawn
- h) .....the morning
- i) .....the afternoon
- j) .....10 o'clock
- k) From dawn.....dusk
- l) .....2p.m. and 4 p.m.

2. Complete the following sentences with appropriate prepositions:

- a) Where do you come.....? (c) Please give him a chair to sit.....
- b) What are you afraid.....? (d) Please give me a pen to write.....

- UNIT 9.1: Definition
- UNIT 9.2: Coordinating Conjunction and Functions
- UNIT 9.3: Coordination and Meaning
- UNIT 9.4: The Coordinating Conjunction 'Or'
- UNIT 9.5: Subordinating conjunctions and their functions

## 9

## CONJUNCTION

**9.1 Definition: A conjunction is a word used for joining:**

- 1) One word to another word
- 2) One word to a clause
- 3) One sentence to another sentence

There are 3 basic types of conjunctions:

a. **Coordinating Conjunction;** these are about 8 in numbers, they are:

and, but, or, nor, so, yet, for, not.

b. **Correlating Conjunction,** i.e. conjunction that comes in pairs i.e. both ... and, not only, but also, either or, neither nor.

c. **Subordinating Conjunction:** this has the largest number of conjunctions.

## 9.2 Coordinating Conjunction and Functions

Coordinating conjunction is a linker or connector between sentences, clause or words.

Coordinative conjunction as word coordinators;

Examples:

(i)The beauty queen is pretty but arrogant.

(ii)We ate rice and beans for lunch.

( iii)The girl has a big eyes and breasts.

Coordinating conjunction as phrase coordinators:

- The referee wore a red cap and a white shirt.
- Is it in your pocket or in the bag?
- Is he at the bar or in the house?

Coordinating Conjunction as sentence Coordinator:

(i)He hurriedly entered his car and drove away in a fury.

(ii)John wanted to study late into the night” so he drank several cups of coffee.

Joshua

## 9.3 Coordination and Meaning

Coordinators can show meaning relations between sentences, but such sentences must have sufficient elements in common to justify their combination. If the sentences have something in common, their combination becomes old. The use of ‘and’ express any of the following:

### 1).Consequence.

Examples: (i) Jide heard a gunshot and he phoned the police.

- (ii) He never attended classes and he failed.

## **2). Contrast.**

Examples: (i) Mr. Obi is tall and his brother is short.

- (ii) Juliet was happy to hear the news and many were sad.

## **(3). Comments**

- (i) They would not listen to the speaker and that was very rude.

## **(4) Condition.**

- (i) Give me some money and I will tell you what to do.

- (ii) Show us the faulty switch and we will fix it right away.

## **9.4 THE COORDINATING CONJUNCTION ‘OR’**

The coordinating conjunction ‘Or’ usually denotes an alternative but the sentence should also have sufficient elements in common else the combination will be irrational.

Examples: God can do all things or babies cry often.

NB: The above example is irrational because there is no correlation between the two ideas expressed in the sentence above. However, the examples below are rational:

- (1) You can take the drug in the morning or when you return in the afternoon.

- (2) Graduates of F.L.D can work as diplomats or university lecturer.

## **9.5 Subordinating conjunctions and their functions**

Subordinating conjunctions state the relationship of subordination. In other words, a part is subordinate while the other part is super-ordinate. Subordinating conjunctions express relationship concepts such as condition, cause and time. Subordinating conjunctions are a larger crew than coordinating conjunctions.

Examples are:

- Although
- As if
- As soon as
- Thus
- Since
- Unless
- In as much as

In summary, subordinating conjunctions perform the grammatical function of connecting a part of a sentence and then making one part subordinate to the other. Some examples of subordinate conjunctions and the subordinate clause they introduce are underlined in the sentences below:

- (i) We will miss the class unless we hurry up.
- (ii) You can't stop smoking if you don't get professional help.
- (iii) I called my mother as soon as I went home.

EXERCISE: Underline the conjunctions in the sentences below:

- (1) You and I are old friends.
- (2) Was it true or was it false?
- (3) He is poor but honest in his dealings.
- (4) If you wish, I will teach you to read.
- (5) I wish to cook but I dislike the stress of cooking.
- (6) Although the sun is very hot today, you must go out for half an hour.
- (7) I have never heard whether you missed the first train.
- (8) You will miss the flight unless you make haste.

**MODULE 10- Pronouns**

- UNIT 10.1 Definition
- UNIT 10.2: Types of Pronouns:
- UNIT 10.2.1: Personal Pronouns
- UNIT 10.2.2: Possessive Pronouns
- UNIT 10.2.3: Reflective Pronouns

**10. PRONOUN**

**10.1 DEFINITION:** A Pronoun is a word that can stand in the place of a noun. It helps a writer or speaker to make a clear and fluent utterance or statement devoid of repetitions of names. Examples:

(a) Victor was eating at Victor’s table when Victor heard a knock at Victor’s door.

In the above example, there is repetition of the noun ‘Victor’. Let us consider the next example:

(b) Tom was eating at his tables when he heard a knock at his door.

The underlined words in the second sentence above are pronouns and they grammatically prevented unnecessary repetition of the noun ‘Victor’. There are different types of pronouns, they are considered subsequently:

**10.2 Types of Pronouns**

10.2.1 Personal Pronoun: This has two cases-subject and object; and two numbers- singular and plural and three persons- first, second and third persons:

	1 <sup>st</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	3 <sup>rd</sup>
	Person	Person	Person	Person	Person	Person
	singular	plural	singular	plural	singular	plural

Subject	I	We	You	You	He/she/it	They
Object	Me	Us	You	You	Him/her/it	Them

Pronouns used as subjects of sentences must be in the subject case. Some examples are considered below:

You are what you read.

We want Amosu.

She likes boiled yam.

He is awkward when it comes to money.

I have to confirm the students that did well in my exam.

We are children of the lord.

You and I are friends

They laughed at him.

He told us to pray without ceasing

It pays to be righteous

She loves him

I love my Jesus

**NB:** Pronouns that are used as objects either of the verb or preposition must be in the objective case as evident in the underlined pronouns below:

Examples:

- The news shocked you and me (object of the verb)
- The man told them to leave his house (object of the verb/infinite)
- Any teacher can teach us (object of the verb)
- The food is for us. (Object of preposition)

- e) The police ran after Tom and me. (Preposition object)
- f) This should be kept between you and me. (Preposition object)

## EXCEPTIONS

It is pertinent to note that there are exceptions to the use of a subject case pronoun after a verb. This is in a situation where the pronoun comes after the verb BE (am, is, are, was, were, be). Therefore, the examples written below are correct:

It is I ('me' is universally accepted here as well)

It was he

Who was she?

Those were they

I am she

Another area to take cognizance of is in the use of the verb plus "to be" expression. e.g.

The boy is believed to be he.

It is supposed to be she.

We were mistaken to be they.

A third situation of the proper use of the subject case is in the subject of the elipted part of a comparative statement that uses conjunction such as "as" and "than" e.g. she is as weak as I

My brother is as old as she.

He is older than I.

The fourth case is where a preposition introduces a pronoun. Here, the pronoun takes the object case e.g.

To us administrators, stealing is not a crime.

For them in that worship center heaven is a castle in the sky

Other uses of the personal pronoun

Let you and I go (wrong)

Let you and me go (correct)

Between you and I (wrong)

Between you and me (correct)

**10.2.2 Possessive Pronoun:** this expresses possession. It has two types. One that functions as a determiner or adjective and takes on a noun e.g. my, your, his, their, her, it's our etc. e.g.;

They are illustrated thus

That is your church

They should give you your plate

They sold their land to the rich man

He bought a car for his wife

Our message is a goodwill message

Your brother is at the gate

They seized his identify card

The dog wags its tail whenever it sees its owner

The second one functions on its own without a noun e.g. ours, yours, their, hers, mine, his and others. Examples.

i) The book is mine

ii) The plate is yours

iii) The land is ours

iv) Yours is bigger than mine

v) The decision is theirs to make

**10.2.3 Reflexive Pronoun:** this reflexes back on the subject of the sentence. It has number cases and as well can be used for emphasis. Examples:

You can't deceive yourself  
He stood for himself  
The vice chancellor did it himself  
They love themselves  
I myself shall see my saviour  
The man killed himself  
The car stopped by itself  
She was there herself  
You know it yourself  
They themselves are not sure  
They are not sure of themselves

Note: there's no reflexive pronouns as "their self, themselves, their selves", or "our self/our selves."

**10.2.4 Interrogative Pronoun:** this includes the 5 "wh" words – who, whom, what, whose, which. Interrogative pronoun is used to either ask for information or to affirm a statement:  
e.g.

Who is that gentleman?  
Which is your favorite Bible text?  
What do you think about the issue?  
Whose care is this?  
Whom shall I send?

**10.2.4 Demonstrative Pronoun:** this pronoun points to specific or particular person or thing. It has singular and plural cases; e.g.

<u>Singular</u>	<u>plural</u>
This	these

That            those

This is my house

These are our houses

That is his shoe

Those are his shoes

She gave that book to me

She gave these books to me

2) Relative Pronoun: This relates, connects or introduces the dependent Clause to the main clause. E.g. who, whom which, whose, that

The boy who stole the car has been found

I heard it from the announcement that was made in this morning

This is the book which runners may read

Here is the new student whom I introduced to you.

3) Reciprocal Pronoun: this describes mutual relationship. It is used when the action of the verb is shared by those concerned. E.g. each other, one another.

Deji and Tolu shook hands with each other

James and John love each other.

The boys parted ways with one another after the match

You should learn to deal fairly with one another in class.

Church members should love one another

Ade and Ada should not be against each other because of money

Husband and wife are supposed to trust each other

There will be crises where people do not appreciate one another

Note: each other is used for two persons while one another is used for more than two persons.

3) Indefinite Pronoun: indefinite pronoun is not definite or specific in reference.

Examples of these are; someone, any, none, few each, nobody, everyone, nothing, no one, anybody, many, more, all etc; e.g.

Everybody says that anybody could do the work but nobody did

What somebody should do.

None of the drivers is around.

No one is above the law

When nobody cares for you, Jesus does.

Someone is calling on my name in prayer.

None of us is worthy of His name.

Everyone is invited

## Exercises 1

Fill the blanks below appropriately.

- a. Americans are admonished to love .....(each other/ one another)
- b. The cake should be divided between you and .....(I / me)
- c. That book is ..... (your's/yours) not mine
- d. Death can lay.....(its/it's) cold hands on anybody
- e. Mary and Jane sat on .....(each other's/one another's) bag
- f. They kicked.....(themselves/themselvs) on the face
- g. Let the man and.....(I/me/) go and meet the governor
- h. Either John or.....(she/her) will go
- i. The woman complained that the son got married to a woman that is as old as  
.....(her/she)
- j. The choice of a coach is between Yobo and.....(he/him)
- k. To .....(we/us) Nigerians, bribery and corruption is a virtue
- l. We did the homework by (our selves/ourselves)

## Exercise 2

Fill in the table with the appropriate pronoun cases

		1 <sup>st</sup> person		2 <sup>nd</sup> person		3 <sup>rd</sup> person	
		singular	plural	singular	Plural	Singular	Plural
Personal	Subject	I		you			They
	Object		us		You	Him/her/it	
Possessive	Subject	My		your		His/her/its	
	Object		our	your			theirs

### Module 11: Syntactic Hurdles

- UNIT 11.1: Introduction
- UNIT 11.2: Concord/Agreement
- UNIT 11.3: Exercise

#### 11.1 Introduction

By syntactic hurdles, we mean those problems students face at the level of sentence construction. We should examine some of them beginning with CONCORD or AGREEMENT.

#### 11.2 CONCORD/AGREEMENT

Concord/Agreement between Subject and Verb

Concord means to make the number of your subject and verb to agree. The subject of a sentence could be singular or plural either expressed in writing or implied. Let us consider the next two sentences. Sentence 1: Daniel speaks eloquently; Sentence two: Daniel and Jones speak eloquently. The subjects underlined in the above sentences are singular and plural subjects respectively. In the first sentence ‘Daniel’ is singular, while Daniel and Jones are plural subjects. Similarly ‘the verb’ shows singularity and plurality. Singularity of a verb is expressed with the addition of –s- to the base or simple form of the verb. E.g. rise- rises, give- gives, come-comes, plays, sees, hears, talks, works, and etcetera while plurality is expressed by the simple form of the verb. E.g. rise, give, come, play, see, hear, talk, work, etc. English grammar has the following rules for subjects in a sentence to agree with the verbs of such sentences.

**RULES:**

1. A verb must agree with its subject in person and number e.g.
  - i. Chinedu is a famous writer
  - ii. He excels in music
  - iii. You are in my class
  - iv. You live in Lagos
  - v. She lives in Lagos
  - vi. They live in Lagos

Other examples include:

Person	Present		past	
	singular	plural	singular	plural
1 <sup>st</sup> person	I am	we are	I was	we were
2 <sup>nd</sup> person	you are	you were	you were	you were
3 <sup>rd</sup> person	he/she/it is	they are	he/she/it was	they were

2. When the subject and the verb in a sentence are separated by other words such as; as well as, along with, in addition to, including, with etc the verb should be singular/ s-form e.g.
  - i. The man as well as his sons is here (not are).
  - ii. Joan together with her mother has registered.
  - iii. The door in addition to the window was painted.
  
3. When two singular subjects refer to the same thing or person, the verb is singular e.g.
  - i. Jacob, my good friend and classmate, is a genius.
  - ii. Dr. Tunde my lecturer and supervisor is a father.
  - iii. My best friend and companion is Jesus.
  
4. When two or more subjects are preceded by indefinite pronouns such as each, every, nobody, either, any, somebody, one etc, the verb is singular e.g.
  - i. One of the men that fought the Biafra War tells the story to all who comes his way.
  - ii. Every boy and girl was asked to come to school with cutlery.
  - iii. None of the drivers is here.
  
5. When two subjects are conjoined by 'or', 'but', 'not', 'either', etc, the verb agrees with the subject nearer it e.g.
  - i. Neither the barber nor the tailor was there.
  - ii. Either the cook or the children were at fault.
  - iii. All but John has eaten.
  
6. Compound subjects joined by 'and' take plural verb e.g.
  - i. The Super Eagles and Super falcon are the senior teams in Nigeria.
  - ii. The families of Obi and Adam happily felicitate with you.

But when the idea expressed by the compound subject refers singular event or thing, the verb is singular. E.g.

- i. Yam and egg is good for breakfast.
- ii. Bread and butter is my favorite meal.

7. Collective noun that refers to singular unit, takes singular verb e.g.

- i. The committee is deliberating over the matter
- ii. The team consists of blacks and whites

But when the collective noun is used in reference to individual members, plural verb is taken.

Examples:

- i. The family have gone their separate ways over the sale of the land.
- ii. The team are fighting for supremacy and their focus is derailed.

8. Sentences that start with phrases or clauses take singular verb e.g.

- i. To have beaten twenty champions in the game is incredible.
- ii. Finding himself amongst the topmost ten is a thing to brag for.
- iii. What is hard to accept is that what goes up remains there forever.
- iv.

9. Some nouns look plural in form but take singular verb. Examples: dynamics, economics, physics, statistics, mathematics, news, measles, and others.

10. Other nouns that end in "s" and describe a thing with two equal parts take plural verb (simple form) e.g. scissors, pants, trousers, binoculars, freezers and others.

11. Plural nouns used in a phrase to represent a unit take singular verb.

- i. Ten years is a lot of time.
- ii. One hundred dollars is so much money
- iii. Five liters of fuel is enough for the night.

12. Other issues in agreement include the use of the demonstrative pronouns: this, these, those, that. This and that take singular verb (-s form) while these and those take plural verb (simple form)

These books are mine	This book is mine
These books is mine	these books are mine
That books are yours	that book is your
Those book is your	those books are yours

### 11.3 Exercises

Fill in the gaps with the correct answers

A:

- i. Every man and woman ..... asked to come to school with cutlery (was/were)
- ii. The groom as well as his bride.....not doing fine (are/ is)
- iii. The cause of all the crises and problems in Nigeria .....not detached from the political mad dogs (is/are)
- iv. Prof.Afolayan, my lecturer and supervisor.....very busy (are/is)
- v. The man together with his father.....at the cinema last night (was/were)
- vi. The team.....of blacks and whites (consist/consists)
- vii. The family.....different opinions on the matter and cannot agree (have/has)
- viii. Measles.....children if not properly handled (kills/kill)
- ix. This.....should be sold (pencil/pencils)
- x. Fifteen marks.....much to miss (is/are)

B:

1. Tobi is \_\_\_\_\_ corn (eating/eaten)
2. Moses \_\_\_\_\_ his books in the night (reads/read)
3. John has \_\_\_\_\_ living in Lagos since 1970 (been/being).
4. she \_\_\_\_\_ seen them before they traveled to Ghana  
(has/had)
5. The bus \_\_\_\_\_ 8:00pm (arrive/arrives)
6. Jumoke together with her mother \_\_\_\_\_ here (is/are)
7. Each of the boys \_\_\_\_\_ to see me (are/is)
8. Neither the women nor the tailor \_\_\_\_\_ right (was/were)
9. the super Eagles and Super Falcons \_\_\_\_\_ the senior teams in Nigeria  
(is/ are)
10. To \_\_\_\_\_ students, lying is a way out of trouble (we/us)
11. the woman was angry with the son because he got married to a woman that is as  
old as \_\_\_\_\_ (her/she)
12. \_\_\_\_\_ were in school when the men of the underworld struck  
(Mary and I/I and Mary)
13. He called \_\_\_\_\_ (you and me/you and I)
14. The nurse is as tired as \_\_\_\_\_ (him/he)
15. we were mistaken to be \_\_\_\_\_ (they/them)

C:

In each of the sentences below there are groups of two words within brackets, one of the two words is correct, the other wrong. Underline the correct word:-

1. Each of the boys (is, are) going on holiday and every one of them (has, have) gone to bed.
2. Everybody (was, were) pleased as each of them (was, were) treated alike.
3. Neither he nor she (want, wants) to go.
4. (Wasn't, weren't) we pleased when we heard you (was, were) going?
5. One of the men (is, are) married and so he (get, gets) preference
6. All but William (has, have) behaved well.
7. James as well as John (rise, Rises) at eight, so James like John (goes/go) early for work.
8. Neither of the singers (was, were) present.
9. Every little girl (desire, desires) a nice doll.
10. The miller and his wife (is, are) a happy couple
11. Why (does, do) every one of us (do, does) stupid things at times?

#### **11.4 Syntactic Hurdles in the area of Nigerianism**

It is important to point here, that English as a second language has been classified into two categories: (i) EDUCATED NIGERIAN ENGLISH (ii) UNEDUCATED NIGERIAN ENGLISH OR NIGERIANISMS. These second type of Nigerian English must be avoided.

Some examples are tabulated below:

	Wrong Usage	Correct Usage
1	To round up the discussion	To round off the discussion
2	What says your time?	What time is it?
3	Dayo has polluted the air	Dayo has farted
4	From the onset we saw it	From the outset we saw it
5	Letter headed paper	Letter head
6	5 <sup>th</sup> year Anniversary	5 <sup>th</sup> Anniversary
7	Like, I said last week	As I said last week
8	My senior brother is here	My elder brother is here
9	Guide against failure please	Guard against failure please
10	He offered me a lift to the campus	He offered me a free ride to the campus
11	Give him a coloured TV	Give him a colour TV
12	Congratulation for your success in the examination	Congratulations on your success in the examination
13	We met at the police checking point	We met at the police check point
14	We need a new air condition now	We need a new air conditioner now
15	The new headquarter is in Lagos	The new headquarters is in Lagos

16	The rich man's whereabouts is unknown	The rich man's whereabouts is unknown
17	The club's executive are meeting today	The members of the executive of the club are meeting today
18	His office is full of dusts	His office is full of dust
19	He has just two trousers	He has just two pairs of trousers
20	Hon. Popoola is married with children	Hon Popoola is married and has children
21	I will attend the convention holding in Lagos on the 30 <sup>th</sup>	I will attend the convention to be held in Lagos on the 30 <sup>th</sup>
22	I was disturbed by all what I heard	I was disturbed by all that I heard
23	He is a lazy somebody, he hardly works hard	He is a lazy person, he hardly works hard
24	Much have been said about kanu's ability to score goals	Much has been said about kanu's ability to score goals
25	Pa Joshua started preaching at his old age	Pa Joshua started preaching in his old age.

These are some of the hurdles you as freshman/undergraduate must strive to sail through or surmount. Do not be deceived by the fact that you sometimes find some of these wrong constructions in newspapers and magazines. Highly educated people out of ignorance are

sometimes found to use some of them. Remember that learning English as a second language places a number of hurdles before you.

## MODULE: 12

### LEXICAL HURDLES

#### 12.1 Introduction

Communication, whether writing or speaking entails making choices. In the choice of words to be used while speaking or writing, you are likely bound to face many uphill tasks. Some of the problems under lexical hurdles come under wrong choice of words, circumlocutions, clichés, euphemisms, redundancy and tautology. We may not go into the details of each of the types listed above, but some of the words constantly used wrongly are hereby discussed.

#### 12.2 Some examples and Illustrations

##### a. All ready and already

“All ready”- as a phrase is used to mean fully prepared. Illustration – The mobile police will be all ready in thirty minutes “Already” is an adverb and it means” by this time” “beforehand,” “previously”

Illustration-The mobile police will be already there by the time the hoodlums arrive.

##### b. All right and alright

“All right” is a phrase with two words.

The phrase is usually (but wrongly) written as one word because of the confusion with already, altogether, and always.

##### c. All together and altogether

“All together” as a phrase is used with the meaning- “all at the same time”, “all in one body”

“Altogether” as an adverb means entirely, completely, wholly.

Illustration-The old boys are all together again.

The lawyers are altogether wrong.

d. All ways and always

“All ways” as a phrase means every way, every means, and every direction

“Always” as an adverb means at all times, continually and on all occasions.

Illustration-The mechanic tried all ways of repairing the car, but always without success.

e. As...as

When “as” is followed by a personal pronoun there is a hurdle. Which is correct?

a. She is as smart as me.

OR

b. She is as smart as I.

Note that (b) is the shortened form of “she is as smart as I am.”

Sentence (b) is the correct one.

f. As and like

It is disheartening to note that the use of “like” instead of “as” is spreading fast.

“Like” should not be used as a conjunction. Note the following wrong uses:

❖ Like I told you yesterday.

❖ My wife was soon able to drive like I could

Correct forms

As I told you yesterday

My wife was soon able to drive as I could

Or

My wife was soon able to drive like me.

g. Between and among

Avoid the confusion of when to use each of these words use 'between' when two people or things are being considered and 'among' when more than two are involved. The old lady shared the oranges equally between the two boys the rich man shared his money equally among his six children

h. Compare to and compare with

'Compare to' can be used when setting up a likeness or resemblance without a detailed comparison.

Illustration: The young lawyer in his plea compared Mercy to the gentle rain from Heaven.

'Compare with' can be used when setting up details of resemblances and differences

Illustration: The doctors compared the results of the first laboratory test with the results of the second test and they found the following vital differences.

i) 'Comprise' and 'consist of'

Both of these are synonymous, meaning 'contain' – consist takes 'of' while comprise does not.

Illustrations:

a. The New Conference Centre comprises a big auditorium and a big car park

b. The New Conference Centre consists of a big auditorium, four board rooms, two canteens, toilet and a big car park.

g. 'Would you....?' And 'Do you...?'

Many students are confused by the similarities between the two expressions above and put 'do' before 'like' wrongly.

Illustrations:

What do you like to do when you leave university? (Wrong)

What would you like to do when you leave the university? (Right)

What do you want to do when you leave the university? (Right)

### Welcome and Welcomed

'Welcome' as an adjective it is used to convey the idea of receiving a person or thing with pleasure

Illustrations: Yetunde is always a welcome visitor, no matter what time she calls.

Welcome to Lagos.

Welcome to Abuja.

'Welcomed' is the past tense and past participle of the verb 'to welcome'. It should be used to imply the action of welcoming and not to describe a person, thing or state.

Illustrations: When the new governor arrived, all the villagers came out and welcomed him.

He was warmly welcomed by the Chief.

### Fiancé and Fiancé

Fiancé/, fia: n'sei/- The man who a woman is going to marry and who she is engaged to.

Fiancé/, fia: n'sei/ - The woman who a man is going to marry and who he is engaged to.

Note that the words have the pronunciation but different spellings

### 12.3. Recommendations:

#### i) The Dictionary

It is strongly advised that one of the main textbooks the undergraduate must purchase is a standard dictionary. Such a dictionary in addition to giving the meaning of a word should provide such information as pronunciation, part of speech, existing forms of the word and their meaning, phrasal forms, usages, British English and American English variants where necessary.

It is sure that at the lexical and syntactic levels, the student has much to do in terms of learning the correct usage of words and sentence patterns. As said earlier, consulting the dictionary from time to time is a way of learning the correct thing.

ii) Secondly, there is need for extensive reading of novels and standard textbooks in your field of study. They will help to widen your vocabulary stock.

### 12.4 Exercises

12.4.1 Exercise 1

1. Construct four different sentences with each of the following pairs of words/phrases to show the differences in their meanings/uses (Two sentences per word or phrase).

- i. All ready and already
- ii. All right and alright
- iii. All together and altogether
- iv. All ways and always
- v. As...as
- vi. Comprise and consist of
- vii. Would you and do you
- viii. Welcome and welcomed
- ix. As and like
- x. Between and among
- xi. Compare to and compare with
- xii. Fiancé and Fiancée

b. 12.4.2 Exercise 2

c. Underline the error(s) in each of the sentences below and write the correct word in the space provided.

- d. (1)I am disturbed by all what is happening in Nigeria -----
- e. (2)So therefore, I will invite only ten guests-----
- f. (3)The team comprises of yellow and blue-----
- g. (4)Philip said he is not hearing you-----
- h. (5) The farmer rounded off his sheep -----
- i. (6) The lecturer rounded up the discussion with a cliché-----
- j. (7) Daniel gave me a lift-----
- k. (8) The most appropriate place to board a vehicle is the garage-----
- l. (9)I have carried the baggages.
- m. (10) Dear Moji kindly borrow me your book.